

# The University of Texas at El Paso

**Chicana/o Studies: Societal Issues**  
CHIC 3311, CRN 21074, (3 Semester Hrs.), Spring 2020  
March 23, 2020 - May 16th, 2020

**Instructor: Adrián Aragonés**  
**Virtual Office Hours: by appointment**  
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## Course Description

- This course is designed to provide the student with a general understanding of past and present Mexican American culture and society. This interdisciplinary course examines education, labor, politics, immigration, and film to better understand how ethnic Mexicans create distinct cultures and identities in the United States. Issues such as citizenship, class, gender, and sexuality are also interrogated to increase awareness of the way that Mexican American culture and society constantly redefines itself. Students will develop a number of skills to include critical thinking, reasoning, analysis, and maintaining a point of view, verbally and in writing. Additionally, this course will help students develop computer skills and electronic communication skills.

## Required Texts

- Readings, video, and podcasts will be available via Blackboard.

## Course Resources

- The links below contain necessary Course Materials. It is **HIGHLY** recommended that you familiarize yourself with these course resources as soon as possible and keep them handy, especially as you work on Learning Module 1.
- Syllabus CHIC 3311 SPRING 2020

## **Student Learning Goals and Objectives**

In this course students will:

- Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
- Identify, analyze, and articulate the central themes in ethnic Mexican community and identity formation.
- Identify and analyze differences and similarities among ethnic Mexican experiences over time.
- Demonstrate their understanding of the concepts of gender, sexuality, race, and class by using them to identify experiences of privilege and inequality as well as collaboration and conflict, within and between ethnic Mexican communities.
- Use an interdisciplinary approach to connect the past to the present in an effort to better understand the world around them and themselves as global citizens.
- Class Discussion Boards: Class Discussion boards are not graded. The purpose of the boards are to encourage dialogues between colleagues about ideas and thoughts about the assigned materials. Conversations and exchanges of ideas are key to developing one's perspective and understanding to assigned material and critical thought.
- There are a few ground rules for discussions. Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly, about topics like race, class, gender, and sexuality. ***Please make an effort to treat each other, and each other's contributions to class discussions, with respect.***

**Please note:** I will make any necessary additions/subtractions to the course work, assignments, reading materials, films, videos, and so forth in the best interest of stated goals and understanding of class materials and ideas.

**Grading Scale:** Final grades will be given according to the student's demonstrated level of mastery of the subject matter as determined by his/her assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

### **Grades:**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

## Course Policies:

1. **Attendance:** You are required to check your Blackboard regularly for updates, messages, and such.
2. **Expected Journal Entry protocol:**
  - All written assignments done must in black font
  - Times New Roman 12 pt. font
  - 1-inch margins, single-spaced using Microsoft Word, unless instructed otherwise.
  - If you choose to do a cover sheet - please use MLA or APA format
  - It is imperative that you use proper essay protocol:
    - Heading: name, class, date
    - Title (do not use: Essay, Journal Entry #1). Be creative!
    - Clear thesis, conclusion; organized, articulate, and well-supported thoughts.
      - Accordingly, a minimum of 3 paragraphs must always be employed unless instructed otherwise.
      - Paragraphs should be 3-5 or 4-7 sentences in length. This way, your ideas will be organized and to the point.
3. **Deadlines:** All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, tests, and so forth.** No late work accepted.
4. **Academic Dishonesty:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. ***Cheating*** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. ***Plagiarism*** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. ***Collusion***, involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.
5. **Students with Disabilities:** If you have a documented disability and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106 within the first two weeks for classes. For additional information please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass)

**Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents [Rules and Regulations](#), which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate and r

### VPN Connection

- In this class you will access a number of videos that are housed at the UTEP library. The easiest strategy for you to access these videos is to create a VPN (Virtual Private Network) Connection. I have provided a VPN Connection link on the home page, which will assist you in creating your VPN account. The purpose of the VPN is to provide you with easy access to library sources when you are off campus. Click on the VPN Connection link, choose your operating system and follow the detailed instructions for creating your account.
- You can access instructions for how to set up the UTEP VPN on your personal computer here: <http://libguides.utep.edu/howdoi/vpn>

### COURSE CALENDAR:

- **Before beginning the term/work per se. Please make time to sleep, eat, and take care of you. Preparation begins with taking care of your self. While the work load and assignments are rigorous - they are not impossible. Moreover, my job is not to fail anyone. I am here to help, support, and guide/direct you in all that is needed to have a successful outcome. Whatever you need, however I can help just ask. But, don't ask me for money - I'm broke. ;-)**

## Learning Module 1: March 23, 2020 - March 29, 2020

- In our first week, we will enter the pool slowly from the shallow end and gradually move forward. So, if you are nervous or cannot swim - no need to worry. I am here to help. While you will do the work, nobody goes at it alone, you are now part of a community of learning. As a collective, we all move forward implementing an /Ollin/, pronounced /o-yeen/. The concept of ollin is a word from Nahuatl /na-wa-tl/, language of the Aztecs, that means forward movement, a positive thing.
- Let's start with an introduction. Introduce yourself in the **Ollin Café** by Thursday, March 26, 2020 @ or before 11:59 (MST). Follow my prompt. This is not your typical round of introductions. Accordingly, just follow my lead. :-)
- The **Ollin Café** and **Help Board** are located under the Class Discussion Board on the Home Page.
- Your Class Discussion Board is located on the left hand side of the Home Page. Click on Class Discussion Board as needed.
- NOTE: The instructor cannot provide technical support. For questions concerning the site and any technical questions or support you must contact Blackboard Tech Support at 1-877-382-0491 and they are available 24/7.
- You will be required to take the Syllabus/Plagiarism Quiz, which will be available Saturday, March 28 at 5pm until Sunday, March 29 @ 11:59pm (MST).
  - o The quiz is based on your reading of the syllabus and the Plagiarism video, which are located in the Table of Contents of the Introduction Learning Module.

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## Learning Module 2: March 30 - April 10

→ Historical diaspora: given or chosen?

### Video:

- "To Conquer or Redeem: Manifest Destiny (Films on Demand, approx. 1hr. 30 min)

### Read:

- Isenberg, A., & Richardson, T., *Alternative Wests Rethinking Manifest Destiny. Pacific Historical Review*, Vol. 86 No. 1, February 2017; (pp. 4-17).

**Video:** Putting Racism on the table: Dr. Ibrahm Kendi, "Structural Racism" (1hr. 10min)

**Read:**

- Mina Stern, A. "On the Road with Chicana/o History: From Aztlan to the Alamo and back", pp.581-587.

**Podcast:**

- What Would You Do?' Author Wants To Stop Sensationalizing The Donner Party (NPR, approx. 38 min.)

**Reading quiz:**

- **Saturday, April 4th @ 5pm (MST) and will be available until Sunday, April 5th @ 11:59 pm (MST)**

**Journal Entry:**

- **An 800 Word-document on Learning Module #2; the prompt opens Monday, April 6th and is due Friday, April 10th at 11:59 pm (MST).**

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**Learning Module 3: April 13 - April 24**

→ "You cannot kill an idea with an army.", Thomas Paine.

**Video:**

- "Who is Dayani Cristal?" (90 min.)

**Read:**

- Alexandra Minna Stern. Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930. *The Hispanic American Historical Review*. 1999;79(1):41.-81.

**Video:**

- Putting Racism on the Table: Dr. Robin DeAngelo, "White Privilege" (approx. 1hr. 11 min)

**Read:** The Historian and the Indian: Racial Bias in American History Author(s): Jack D. Forbes Source: *The Americas*, Vol. 19, No. 4 (Apr., 1963), pp. 349-362

**Podcast:**

- NPR, American Indian Boarding Schools Haunt Many. (approx. 7min).
- **Reading quiz:** Saturday, March 18 @ 5pm (MST) and will be available until Sunday, March 19 @ 11:59 pm (MST).
- **Journal Entry:** an 800 Word-document on Learning Module #2; the prompt opens Monday, April 20th and is due Friday, April 24th at 11:59 pm (MST).

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**Learning Module 4: April 27 - May 8**  
→ Resistance through restoring the truth

**Video:**

- James Baldwin, "I am not your Negro". (Kanopy, approx. 95 min.)

**Read:**

- Garcia, C. *In the Valleys: Las Mujeres Muralistas del Valle and Chicana Art in the San Joaquin Valley*. 2016.

**Video:**

- "Stolen Education" (Kanopy; approx. 67 min.)

**Read:**

- The Brown Threat: Post-9/11 confluences of Latina/os and Middle Eastern Muslims in the US American imagination. *Latino Studies*, 44-64 (2014)

**NPR, podcast:**

- "Black And Gray ... And Brown: A Tattoo Style's Chicano Roots" (7.51 min.)
- "Cheech Marin: Chicano Art is American Art" (4min)

- **Reading quiz:** Sat. May 2nd @ 5pm (MST) and will be available until Sunday, May 3rd @ 11:59 pm (MST)
- **Journal Entry:** an 800 Word-document on Learning Module #2 opens Monday, April 6th and is due Friday, April 10th at 11:59 pm (MST).

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**Learning Module 5: May 11 - May 15**

- **Final Exam (TBA)**
- **Exam opens Tuesday, May 12 @ 9am (MST) and closes Fri. May 15 @ 11:59pm (MST)**