

Chicana/o Studies: Societal Issues

The University of Texas at El Paso

CHIC 3311-003, CRN 21073, Spring 2020
Monday/Wednesday, Psychology Building, 115

Profe: Adrián Aragonés

Office Hours:

- T/Th: 10.30 am - 12pm.
- By appointment
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Primary contact: Blackboard email.

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Course Description:

This course is designed to provide the student with a general overview of past and present Mexican American culture and society. Using an interdisciplinary framework, this course examines ethnic Mexican identity formation from contact and conquest to the present. The course uses race, ethnicity, class, and gender as categories of analysis to interpret how and why ethnic Mexicans create distinct cultures and identities in the United States. The readings and videos explore a number of topics to include immigration, education, labor, politics, and pop culture for a better understanding of how ethnic Mexicans negotiate, resist, and redefine their place in the U.S.

By the end of the class, students will

1. Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes in Mexican American community and identity formation.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political and metaphorical borders.
4. Connect the past to the present in an effort to better understand the world around them.
5. View themselves as global citizens.
6. Develop their technology skills and learn to use software available for teaching and learning.

Required Materials:

- Bixler-Marquez, D.J.; Ortega, C. Chicana/o Studies: Survey and Analysis Kendall Hunt Publishing, 2014).
 - o **Keep in mind, you won't need your book until Week #3. So please make a point to have it by then.**
- Additional required readings will be located on Blackboard.
- Highlighter
- Black or blue pen

Grading: A grading rubric will be explained and provided in class.

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

General Format of Assignments:

Specific instructions and due dates will be reviewed in class.

Journal Entries:

An opportunity for the students to share and submit a well-written critical response to questions referencing assigned readings, podcast, extra-curricular activity, or movie. These will be submitted in hard-copy format due at the beginning of class on specific days.

Quizzes:

An opportunity for students to demonstrate they have engaged specific assignments. These will be done online. Please note, they will be assigned on either a predetermined or random dates.

Mid-term - there is no midterm.

Meeting with the Instructor:

It is up to you to meet with me. I am readily available during office hours or an appointment of your choosing. To set up a date and time, please send a Blackboard email. Please allow, at the least, a 24-hour turn-around time for a response. If I do not respond to your mail accordingly, then please text me.

Library Visits:

Two library visits are mandatory. These will help students familiarize themselves with the resources the UTEP Library provides. Further, the visit will provide much needed opportunity to learn invaluable research skills that will help not only with the course assignments - but in all future scholarly/academic endeavors at UTEP and beyond.

Final Project: Creating a paradigm shift in Education:

Students will prepare for a narrated video, a poster-session of their research, and an 800-word written reflection paper.

1. Students will:
 - a. Choose one event or persons or community specific to education as it relates to Chicana/o, Mexican, Mexican American diaspora within the context of the US education system.
 - b. Choose a specific context in which to critically think about their topic: policy, language, immigration, economics, and etcetera...
 - c. Provide a policy change that can lead to a paradigm shift to the way we think about education.
 2. Your topic should be viewed within the historical context engaged in the assigned material in the course: immigration, social, political, economic, and educational diaspora.
 - Part I: An individual creates a proposal and accompanying bibliography in APA format.
 - Part II: In-class peer review of proposal and bibliography.
 - Part III: Present draft to class.
 - Part IV: Class works on visual presentation, which must be narrated and each student must contribute a section to the final project.
 - Part V: Present final project to class.
- **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, not the instructor, to find out what you missed. **There are no make-ups for any assignments, quizzes, tests, presentations, and so forth.**
 - You are allotted 3 days of missed class. On the 4th absence you will lose a letter-grade for each absence - starting with the 4th absence.
 - In the work-force, you get 3 personal days. After that, you lose pay for each day missed.
 - **Dropping the Class:** Students may drop the class and receive a "W" any time on or before **March 27, 2020**.
 - It is the student's responsibility to drop/withdraw from the class.

- **Format of submitted Written Work:**
 - Clear thesis, body, and conclusion.
 - In this class, any and all written/typed responses are a minimum of 3 paragraphs - unless directed to do so differently.
 - Black ink
 - Times New Roman 12 pt. font
 - 1-inch margins, double-spaced, on white paper.
 - In-class assignments require a black or blue pen.
 - No work in pencil is unacceptable.

- **In-class Peer Review**
 - All typed/written work must be peer-reviewed.
 - If the work is not reviewed, then it cannot be submitted.

- **Technical issues with Blackboard**
 - Any problems or issues with submitting/downloading/viewing anything on or related to Blackboard, students need to contact Tech Support before contacting the instructor. After contacting tech support, students should then notify the instructor.
 - You have 24 hours to contact Tech Support. If you do not contact them, then the matter is closed. I will not back-track or allow IT to be inconvenienced by a situation that has long since past. No exceptions.

- **Deadlines:**
 - Assignments are due at the beginning of class on the due date or as explained otherwise.
 - All late work subject to the loss of one letter grade for each day it is late.
 - Professionalism is not an option, it is a requirement and obligation wrapped in self-respect. ;-)

6. **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.

7. **Students with Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. 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, 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
8. **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 respect the opinions of others. All students are expected to behave as responsible adults.
9. NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION - NO EXCEPTIONS. IT IS ABOUT RESPECT AND PROFESSIONAL COURTESY.
10. UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]: Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.
11. The Professor reserves the right to alter or change any and all parts of the syllabus in an effort to benefit the greater good of the class. Any updates or changes will be announced in class and students will receive an online copy as well.

Course Calendar

The following is subject to change with reasonable notice to students. Any changes will be announced in class. If you miss a class meeting, it is your responsibility to ask about any changes.

Part 1: Historical Perspectives

Week 1:

(W) Jan 22 - Introduction

- Class convo =
 - What is Chicana/o Studies?
 - Is it important?
 - Why does it matter?
- Please view: Blackboard
 - Videos: Lesson I & Lesson II on plagiarism. (5 min ea.)
 - "The Danger of a single story" (20 min.)
- Due: Quiz: Syllabus, Plagiarism, and Videos
 - Blackboard; opens Friday 24th @ 5pm & closes Sun 26th @ 11:59pm.

Week 2:

(M) Jan. 27

- Due today: Please have this read before class:
 - Fernando, "Ethnography and the politics of silence." (BlackBoard)

(W) Jan 29

- Due today: Please have these already viewed before class:
 - Dr. DiAngelo, "White Privilege". (1 hr., 10 min)
- Assigned today: Perspective & Perception Journal entry.
 - Assignment question will open on Blackboard today, after class.
 - In-class peer-review will be on Monday, Feb 3rd.
 - Paper due Tuesday, Tuesday, Feb. 4th. @ 11:59 pm/
 - Due Tuesday, Dr. Kendi, "Structural Racism" found on Blackboard.

Week 3:

(M) Feb. 3

- Due today:
 - In-class peer review. If you miss this - you cannot submit the final draft.
 - Ortega, Carlos F., "Introduction: Chicano Studies as a Discipline"
 - Ruiz, Vicki T., "Confronting "America".
 - Dr. Kendi, "Structural Racism" (1hr. 13min.)

- >>>> check next page for more...
- Class Convo:
 - What matters in history?
 - Is "our history" a bad thing?
 - Where does ethnocentricity come in?

(W) Feb 5

- Due: (M) Romero, Mary, "El Paso Salt War: Mob Action or Political Struggle?"
- Class Convo:
 - "What is mine is mine and what is your is also mine" in the American historical and socio-cultural perspective and perception.

Week 4:

(M) Feb. 10

- Due: Gacia, Ignacio M., "Reinterpreting the Chicano Experience", pp. 177.
- Due: Torres, Rosalia S., "Border Challenges and Ethnic Struggles for Social Justice in Arizona [...]," pp. 193.
- In-class movie.

(W) Feb 12

- In-class movie cont'd
- Quiz for Week #4 will open Friday, Feb. 13 @ 5pm; it will close, Sunday, Feb. 15 @ 11:59 pm.

Part II: Socio-cultural Perceptions/Perspectives

Week 5:

(M) Feb. 17

- Library Visit:
- Group #2: Class
- In-class convo: Movie TBA
- Room TBA

(W) Feb. 19

- Library Visit:
- Group #1: Class
- In-class convo: Movie TBA
- Room TBA

Week 6:

(M) Feb. 24

- Due: Hipsman and Meissner, "Immigration in the United States [...]," pp. 205.
- In-class movie: cont'd.

(W) Feb. 26

- In-class movie discussion
- Assigned today in Blackboard: Perspective & Perception Journal entry.
- Draft due Mon., Mar. 2.

Week 7:

(M) Mar. 2

- In-class peer-review. Final draft due tomorrow, Tuesday, Mar. 3 @ 11:59 pm.
- In-class movie: TBA

(W) Mar. 4

- Movie discussion
- Quiz for Week #7 opens, Fri. Mar. 6 @ 5 pm; it closes Sun., Mar. 8 @ 11:59 pm.

Week 8:

(M) Mar. 9

- Due today:
 - Zuckerman, Mortimer. "Land of Opportunity", p. 223
 - Geron, Kim. "Latino Politics in the New Millennium," p. 225
 - Taylor, P., et.al. "An Awakened Giant [...]." p. 233
- Class convo: "Make American Great Again"

(W) Mar. 11

- Class convo: "Make American Great Again" (cont'd).
- Quiz for Week #9 opens, Fri., Mar. 13 @ 5pm; it closes Sun., Mar15 @ 11:59 pm.

Week 9:

**** March 16 - 20 SPRING BREAK - NO CLASSES ****

Have fun, relax, be merry, be safe!

Part III: Thinking critically generates answers

Week 10:

(M) Mar. 23

- Library Visit:
- Group #1: Class
- In-class convo: Movie TBA
- In-class movie: TBA
- Class convo: Power of words: Spanish, English, Spanglish, and Calo

(W) Mar. 25

- Library Visit:
- Group #2: Class
- Cont'd on the next page >>>>>>
- In-class convo: Movie TBA
- Due today found in Blackboard:
 - Cenoz & Gorter. "Minority languages and sustainable translanguaging: threat or opportunity", 901 -912.
- Quiz opens Fri., Mar. 20 @ 5pm; it closes Sun. Mar. 22 @ 11:59 pm.

Week 11:

(M) Mar. 30

- In-class convo: Project ideas

(W) Apr. 1

- In-class convo: Project

Week 12:

(M) Apr. 6

- Due: Gonzalez, Gilbert C. "Segregation and the Education of Mexican Children", p. 295
- Due: Bernal, Dolores D. "Chicana/o Education from the Civil Rights to the Present," p. 311

(W) Apr. 8

- Who's the Leader of the Civil Rights Band?" p. 333
- Final Project discussed and assigned.
 - Groups I and II created.
 - Group I meets on Monday, Apr. 13
 - Group II meets on Wednesday, Apr. 15
- Quiz for Week 12 opens Friday, Apr. 10 @ 5pm; it closes Friday, Apr. 14 @ 11:59pm.

Week 13:

(M) Apr. 13

- Final Project discussed and assigned: Group I determined.
 - Each student will meet individually with the instructor to discuss project: thesis and sources.

(W) Apr.15

- Final Project discussed and assigned: Group II determined.
 - Each student will meet individually with the instructor to discuss project: thesis and sources.

Week 14:

(M) Apr. 20

- Annotated Bibliography is due for in-class peer review.
- Miss this = 1 letter-grade lost from final grade.
- Final version submitted on Blackboard Tuesday, Apr. 21 @ 11:59pm.
- Assigned: Due: Monday, Apr. 27 1st draft of Final Project.

(W) Apr. 22

- In-class movie/video: TBA
- Quiz for Week #14 opens Friday, 24 @ 5pm; it closes Sunday, Apr. 26 @ 11:59pm.

Week 15:

(M) Apr. 27

- Due Today: Essay - Draft #1 for in-class peer-review.
- Submit edited version to Blackboard Tuesday, Apr. 28th @ 11:59pm
- You must be in class for this - in order to submit a final draft tomorrow.

(W) Apr. 29

- Due today, on Blackboard, Podcast (TBA)
- discussion about in-class paper presentation.
- Quiz opens on Friday, May 1 at 5pm; it closes on Sunday, May 3 @ 11:59pm.

Week 16:

(M) May 4

- Class presentations Group I
- You must be present for this regardless if you present or not.
- Failure to attend class today will result in the loss of a letter grade of your final grade.
- No exceptions.

(W) May 6

- Class presentations Group II
- You must be present for this regardless if you present or not.
- Failure to attend class today will result in the loss of a letter grade of your final grade.
- No exceptions.

Week 17:

(M) Final Exam

- Wednesday, May 13 @ 4pm - 6:45pm
 - Paper must be submitted in hard-copy format during the hours of the final exam.
 - No late papers or online submission will be accepted.