

# The University of Texas at El Paso

**Chicana/o Studies: Societal Issues**  
CHIC 3311, CRN #20954 , (3 Semester Hrs.), Spring 2021  
January 16th - May 10th 2020

**Instructor: Adrián Aragonés**  
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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; our 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, electronic communication skills, critical thinking, and overall writing skill too.

## Required Materials

- Readings, video, and podcasts will be available via Blackboard.
- Make sure to set up your VPN network. (Detailed info on the Home Page and further into the syllabus.)

## 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:

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. Blackboard allows me to know how long and how often you visit Blackboard assignment, videos, and such.
2. **Expected Journal Entry protocol:**
  - All written assignments done must be in black font .
  - Double-spacing is always expected unless instructed otherwise.
  - Times New Roman or Comic Sans 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 for the entire paper.
  - It is imperative that you use proper essay protocol, which you are expected to employ on every assignment in this course:
    - 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 must 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.
  - a. ***Cheating*** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports.
  - b. ***Plagiarism*** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own.

- c. ***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.
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**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 yourself. While the workload 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, I can help - just ask. But, don't ask me for money - I'm broke. ;-)
- The course is self contained: movies, podcasts, and readings will be found within the course.
- All instructions and related information will be provided as each assignment is made available.

### **Learning Module 1: Jan. 20 - Jan. 24**

- 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, January 21st @ 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 Blackboard Email link on the Home Page - located in the left-hand side of your screen.
- 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 Jan. 23rd at 5pm until Sunday, Jan 24th @ 11:59pm (MST).
- 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

(Jan. 25 - Jan 31.) ⇒ What is Chicana/o Studies and why it matters.

- Read:
  - Stannard, D. (1992, October 19). *Genocide in America*. *The Nation*, 430-434.
  - Anzaldúa, G. (n.d.). "How to tame a wild tongue" (1987). *Available Means*, 357-365. <https://doi.org/10.2307/j.ctt5hjqnj.57>
- Video: "Changing Paradigms", YouTube, Ken Robinson.
- Podcast: Lecture

(Feb. 1 - Feb.7) ⇒ Assignment: TBA

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## Learning Module: 3

(Feb. 8 - Feb. 14) ⇒ What Chicana/o & Mexican American mean: idea and practice.

- Read:
  - Rinderle, S. (2005). *The Mexican diaspora: A critical examination of signifiers*. *Journal of Communication Inquiry*, 29(4), 294-316. <https://doi.org/10.1177/0196859905278495>
- Video: "Bell Hooks: cultural transformation."
- Podcast: Lecture

(Feb. 15 - Feb 21) ⇒ Assignment: TBA

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## Learning Module 4

(Feb 22 - Feb 28) ⇒ Chicanas/os and American History.

- Read:
  - Salgado, C. D. (2018). *Mexican American identity: Regional differentiation in New Mexico*. *Sociology of Race and Ethnicity*, 6(2), 179-194. <https://doi.org/10.1177/2332649218795193>
- Video: "Foreigners in their own land." (58 min.)
- Podcast: Lecture

(Mar 1 - Mar 7) ⇒ Assignment: TBA

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### Learning Module 5:

(Mar 8 - Mar 14) ⇒ Immigration myths & Border-wall falsehoods.

- Read:
  - Stern, A. M. (1999). Buildings, boundaries, and blood: Medicalization and nation-building on the U.S.-Mexico border, 1910-1930. *Hispanic American Historical Review*, 79(1), 41-81.  
<https://doi.org/10.1215/00182168-79.1.41>
- Video: "Who is Dayani Crystal"
- Podcast: Lecture

⇒ Assignment: Quiz: opens Thursday, Mar 11 @ 5pm (MST); closes Saturday, Mar 11pm

(Mar 15 - Mar 21)

- >>>> SPRING BREAK <<<<< March 19

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### Learning Module 6:

(Mar 22 - Mar 28) ⇒ Education = Equality & Equity

- Read:
  - Kosack, E., & Ward, Z. (2020). El Sueño Americano? The Generational Progress of Mexican Americans Prior to World War II. *The Journal of Economic History*, 80(4), 961-995.  
[doi:10.1017/S0022050720000480](https://doi.org/10.1017/S0022050720000480)
- Video: "Stolen Education" ; "Precious Knowledge"
- Podcast: Lecture

(Mar 29 - Apr 4) ⇒ Assignment: TBA

Apr 1 >>>> Drop Date Deadline <<<<<

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### Learning Module 7

(Apr 5 - Apr 11) ⇒ Politics = voice.

- Read:
  - Stern, A. M. (2012). On the road with Chicana/o history. *Pacific Historical Review*, 82(4), 581-587.  
<https://doi.org/10.1525/phr.2013.82.4.581>
- Video: "I am not your Negro"
- Podcast: Lecture

(Apr 12 - Apr 18) ⇒ Assignment: TBA

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### Learning Module 8: Apr 19 - May 2

(Apr 19 - Apr 25) ⇒ Economics = self-empowerment

- Read:
  - Tara J. Yosso (2002) Critical Race Media Literacy: Challenging Deficit Discourse about Chicanas/os, *Journal of Popular Film and Television*, 30:1, 52-62, DOI: [10.1080/01956050209605559](https://doi.org/10.1080/01956050209605559)
- Video: "The Garden: fighting for an LA urban garden"
- Podcast: Lecture

(Apr 26 - May 2) ⇒ Assignment: TBA

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### Learning Module 9

(May 3 - May 9) ⇒ TBA = Prep for Final Exam

- Read:
- Video:
- Podcast: Lecture

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### Module 10

(May 10 - May 14) ⇒ Final Exam



- TBA