

# Chicana/o Studies: Societal Issues

The University of Texas at El Paso

CHIC 3339-001, CRN 36258

Summer 2020: June 8, 2020 - July 31, 2020

Please let me start by saying, this is not what you signed up for - I recognize that. Many of us were dazed with all that has happened and still going on. If you are not in a daze, no problem. If you are trying to make sense of it all, that's perfectly fine too.

In order for any of this to work, talk to me. If you need to vibe about "stuff" outside of class-related materials, I'm down. This is not a class per say, it's an experience. Yes, it sounds a bit over the top but - whatever you do in life, live at work as you do in life. And, live life as you do at work. Doing so, keeps you honest, accountable, and open-minded among many other positive things. At least the least, for me - it's worked, and still does. So, I share it here with you all.

I'm blessed and privileged to do what I love.... I wish you the same success.

I'm here to help. And, I ask for your help to let me know what does and does not work. It's all a partnership. Notice, I avoided saying "students". Instead, I do my best to say "colleagues" which is fancy college talk for teammates.

So, let's do this!

## Virtual office Hours:

- Contact me via Blackboard email (this is priority mail).
- My email is [aaragones@utep.edu](mailto:aaragones@utep.edu). (this is secondary).
  - However, keep in mind, we are getting tons of mail here so there is a good chance I will miss your mail.
  - DO NOT SEND assignments here for the same aforementioned reason.

## **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 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, however I can help - just ask. But, don't ask me for money - I'm broke. ;-)

### Deadlines:

- Professionalism is not an option, it is a requirement and obligation wrapped in self-respect.

### **Learning Module 1: June 8th - June 14**

- 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, June 11, 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, June 13 at 5pm until Sunday, June 14 @ 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: June 15th - June 28th**

**→ Education: for whom, by who, and to what end?**

**Video:** "White Like Me" (approx. 70 min).

**Read:** Hinton, Ono-George, "Teaching a history of "race" and anti-racist action in an academic classroom," (p. 1-5).

**Video:** "The Revisionaries" (approx. 70 min.)

**Read:** Juarez, Haynes, "On Being Named a Black Supremacist and a Race Traitor: The Problem of White Racial Domination and Domestic Terrorism in U.S. Teacher Education," (pp. 1-24).

**Podcast:** "American Dirt': A Conversation About A Controversy," NPR. (approx. 30 min.)

### **Reading quiz:**

- **Saturday, June 13 @ 5pm (MST) and will be available until Sunday, June 14th @ 11:59 pm (MST)**

### **Journal Entry:**

- **An 800 Word-document on Learning Module #2; the prompt opens Monday, June 15th and is due Friday, June 12th at 11:59 pm (MST).**

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**Learning Module 3: June 29th - July 12th**

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

**Video:** Lemon Grove Incident

**Read:** Gross, J. Ariela, (2007). "The Caucasian Cloak: Mexican Americans and the Politics of Whiteness in the 20th Century-Southwest.) Read from: 338-369.

**Video:** "A Class Apart"

**Read:** Gross, J. Ariela, (2007). "The Caucasian Cloak: Mexican Americans and the Politics of Whiteness in the 20th Century-Southwest. Read from: 370 - 392.

**Podcast:** Who Put The 'Hispanic' In Hispanic Heritage Month? (length: 25:44)  
Please note, start listening at the 5:20 mark.

- **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: July 13 - July 26**

**→ Resistance through restoring the truth**

**Video:** "The Philosopher Kings" (approx. 70 min.)

**Read:** Buildings, boundaries, and blood: Medicalization and nation-building on the US-Mexico border, 1910-1930

**Video:** "Fear and Learning at Hoover Elementary" (approx. 70 min)

**Read:** Sleeter, "Critical Race Theory and the Whiteness of Teacher Education"

**Podcast:** Barbie's Frida Kahlo doll," NPR - (approx. 30 min.)

- **Reading quiz: Sat. May 2nd @ 5pm (MST) and will be available until Sunday, May 3rd @ 11:59 pm (MST)**
- **Journal EntryL 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: Final Exam**

- **Final Exam (TBA)**