

The University of Texas at El Paso

**Chicana/o Studies: Societal Issues**

**CHIC 3311, CRN 21232, Spring 2017  
T/Th 9am – 10:20am Quinn 206**

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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 analyses 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 Texts:**

Bixler-Marquez, D.J.; Ortega, C. Chicana/o Studies: Survey and Analysis Kendall Hunt Publishing, 2014).

Additional required readings will be located on Blackboard.

**Course Requirements:**

**Attendance and Discussion:** You are expected to attend class. Completion of the course depends on your attendance. If you miss a class period, it is your responsibility to obtain handouts (from the instructor) and notes (from a fellow student).

It is equally important that you **arrive to class on time!** If you arrive late and miss the sign-in sheet, you cannot sign in and will be marked absent for the day.

- *You can only miss three days. After the third day, starting on the 4<sup>th</sup> day you will be dropped from the class. If you are not here, I cannot help you. If you are here, I can help you.*

There are a few ground rules for discussion. You will regularly work in small groups discussing the assigned readings related to the class. 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.***

**In-class response papers:** There will be short reading quizzes throughout the semester to ensure that you are engaging all class materials. Therefore, you must attend class, arrive on time, and keep up with your readings. **There are absolutely no make-ups for in-class response papers.**

**Midterm Exam:** There is no mid-term exam.

**Group presentation:** I will provide a detailed assignment sheet and a detailed in-class explanation of what is required for this assignment.

**Final Exam:** The semester will end with a final exam scheduled for **Thursday, May 9, 2016** at 10 am. It will be a comprehensive exam covering the whole semester. I will provide a detailed review sheet and detailed in-class explanation of what is required for the final exam.

**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:

<b><u>Grade</u></b>	<b><u>Score</u></b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

**GRADUATE CREDIT FOR THIS COURSE:** In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor

**Class Policies:**

1. **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.**

2. **Dropping the Class:** Students may drop the class and receive a “W” any time before **March 30, 2017**. It is the student’s responsibility to drop/withdraw from the class.
3. **Format of Written Work:** All written assignments done outside of class must be typed using **black ink, Times New Roman 12 pt. font, 1-inch margins, double-spaced, on white paper**. Notes and in-class work must be legible. In-class assignments require a black or blue pen. No work in pencil is unacceptable.
4. **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’s late.
5. **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.
6. **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](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)
7. **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.

**Please SILENCE cell phones before class and NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. OTHERWISE, YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION – NO EXCEPTIONS. IT’S ALL ABOUT RESPECT AND PROFESSIONAL COURTESY.**

**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: (T) Jan. 17 – Introductions, Methodologies, and Perspectives**

- a) **Video:** *Without Sanctuary, Straight Outta Compton*
- b) **Discussion:** Edward Soja, Edward Said, Michel Foucault, John Dewey
- c) **Music:** *Mexican American, King Kunta, Ira Hayes, Down with the Sickness*

### **(Th) Jan. 19 – Manifest Destiny and other /pendejismos/.**

- a) Choose groups/teams.
- b) **Quiz:** Syllabus
- c) **Response paper:** “Fear of the other is fear of myself.”

### **Week 2: (T) Jan. 24 – Historical Perspectives**

- a) **Peer review of “Fear of the other is fear of myself”**
- b) *The Chicano Movement and the Treaty (p.3)*
- c) **Movie: The Fence**
- d) **Response paper: “[...] women appropriated desired resources”**

### **(Th) Jan. 26 –**

- a) **Peer Review: “[...] women appropriated desired resources”**
- b) *Confronting America (p.33)*
- c) *Border Culture (p.23)*

### **Week 3: (T) Jan. 31 – Demographics, society, labor, and culture**

- a) **Video:** *Brown is the New Green* – George Lopez
- b) *A Demographic Portrait of Mexican-Origin Hispanics [...] (p.79)*
- c) **In-class activity:** Data analysis. (p.79)

### **(Th) Feb. 2 – “May they who have eyes see.”**

- a) *Trabajando: Mexican Americans in the Labor Market (p.155)*
- b) *Environmental Problems in Juarez (p.113)*
- c) **Response paper: Is economics tied to race or is race a cover for economics?**

### **Week 4: (T) Feb. 7 – Political and Socioeconomic Perspectives**

- a) **Peer review; Is economics tied to race or is race a cover for economics?**
- b) *Reinterpreting the Chicano Experience ((p.177)*
- c) *Border Challenges and Ethnic Struggles for Social Justice In Az. (p.193)*
- d) *More Hispanic Voting Myths (p.239)*

### **(Th) Feb. 9 –**

- a) In-class exam: TBA

**Week 5: (T) Feb. 14 – Educational Perspectives**

- a) **Article (Blackboard):** *Ideology and United States History Textbooks* (p. 361-384)

(Th) Feb. 16 –

- a) **Video: A Class Apart**
- b) **Response paper:** *Education*

**Week 6: (T) Feb. 21 –**

- a) **Article (Blackboard):** *The Depiction of Native Americans* (p.311-317)
- b) *The Segregation and Education of Mexican Children* (p.295)
- c) *The Fight for Mexican-American Studies in Tucson* (p.345)

(Th) Feb. 23 –

- a) TUSD YouTube video
- b) Dr. Michael Dyson v. Tom Moore (YouTube)
- c) **Response paper:** *How is knowledge access, privilege, and power.*

**Week 7: (T) Feb. 28 – **Education****

- a) What is the point?
- b) How is it achieved?
- c) Draft I assigned

(Th) Mar. 2 –

- a) Plan
- b) Format
- c) Peer Review of draft I
- d) Final draft assigned

**Week 8: (T) Mar. 7 –**

- a) Teaching, critiques, reviews

(Th) Mar. 9 –

- a) Teaching, critiques, reviews

***Week 8: Spring Break – March 13, 2016 through March 17, 2016***

**Week 9: (T) Mar. 21 – **Socio-political spaces****

- a) Articles (Blackboard): Amendments 14<sup>th</sup> & 15<sup>th</sup>
- b) Articles (Blackboard): Civil Disobedience
- c) Articles (Blackboard): Huckleberry Finn

(Th) Mar. 23 –

- a) *Increasing Hispanic Mobility into the Middle Class* (p.147)
- b) *The Development of Chicana Feminist Discourse* (p. 241)
- c) *2012 Election Profile: Latina Voters* (p.261)
- d) **Response paper:** *Politics and power*

**Week 10:** (T) Mar. 28 –

- a) Film: *American History X*

(Th) Mar. 30 –

- a) Movie discussion

**Week 11:** (T) Apr. 4. –

- a) **Movie:** *Frida*

(Th) Apr. 6 –

- a) Movie discussion

**Last Day to Withdraw From Class With a “W” is .....**

**Week 12:** (T) Apr. 11 – **Literature, Art, Folklore, Music, and Cinema**

- a) *Chicana Literature from a Chicana Feminist Perspective* (p.421)

(Th) Apr. 13 –

- a) Movie: *Vatos*

**Week 13:** (T) Apr. 18 –

- a) Siqueros, Rivera, and Orozco
- b) Casasolas

(Th) Apr. 20 –

- a) **Paper response:** Visual Essay (details TBA)

**Week 14:** (T) April. 24 –

- a) Visual Essay Critiques

(Th) Apr. 26 –

- a) **Paper response:** *In-class written critiques*

**Week 15:** (T) May 2 – Presentations

(Th) May 4 – Presentations

**Week 16:** (T) May 9 – Final Exam essay (details TBA)

I have read the syllabus in its entirety and understand the expectations made of me. By signing this contract, I agree to abide by the syllabus and comply with any changes that may arise throughout the semester. Further, I understand that this document will be filed and made available to The Office of the Dean, if necessary.

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_