NOTE: Please screen the following film: covidtraining.questionpro.com

COURSE DESCRIPTION

CHIC 3302 is a Liberal Arts elective, although majors and minors in Chicano Studies can also take the class as part of their degree plan. On one level, the course examines dimensions of the film industry and the place occupied by the Mexican American community. Since film has become a genre with cultural implications, methods have emerged enabling the student to “read” messages by analyzing how the story is told. This includes the images of Mexican American characters as designed by screenwriters. It is within this framework that the course is based. Questions proposed for this examination include: What are the images of Chicanos in commercial Hollywood film and how have they changed because of historical developments? What impact did these images have on the viewing public but on Chicanos themselves? This, however, is only one part of the story. The activities students will address are designed to develop critical thinking skills, not only with respect to these experiences but also to reflect on personal experiences within the school experience. Writing, discussion board participation, and test assessments will be utilized to accomplish these skills.

Because of historical social movement of the 1960s and 70s, Chicanos began to reclaim their own stories, and images through what we call a, “counter cinema.” Since 1970, Chicano cinema has developed its own stories as told through the eyes of the community. Chicano cinema is an interdisciplinary course that makes use of academic fields such as cultural anthropology, sociology, film criticism, and history in order to conduct its review of how and why Chicanos have depicted as they have by the Hollywood industry as well as how these depictions have led Chicanos to respond as they have. Whether or not students plan to enter the educational profession, the more they understand these experiences, the better prepared they will be to face the challenges many of their children will be confronted with.

COURSE OBJECTIVES

1. Engage students in an interdisciplinary study of subjects and issues central, aesthetically and culturally, to Chicano films. This will be accomplished through film screening covering topics such as history, stereotyping, gender, and forms of film expression such as documentaries and live action film.

2. Contribute to the comparative, critical, and analytical study of Chicano film as an art form through the examination of Hollywood and Chicano film. Discussions will be used to examine differences in the two film forms.
3. Expand student horizons of Chicano film. Moreover, the course will serve to counterbalance stereotypes, ethnocentrism, racism, and sexism by examining images of Chicanos-in-film.

4. This course will promote critical written and communication skills as a response to Chicano film. This will be achieved through the preparation of short critical film reviews and critical essays where the student will work at the sometimes-ambiguous definition of Chicano cinema based on their viewing and readings on Chicano film.

COURSE FORMAT

As we will be online, the format will consist of mini lectures, assigned readings, and class participation through discussion board assignments. Students will be engaged in short critical reviews, reflective papers, midterm and final.

REQUIRED MATERIALS

Chicano cinema readings will be uploaded to Blackboard. There may also be additional “handouts” with respect to certain films.

COURSE ASSIGNMENTS AND GRADING

Course grading for the course will be based on Grading Rubrics. How well you interpret the rubric will affect your assignment and ultimately, your course grade. You can find these rubrics by clicking on the specific assignment link on Blackboard and choosing to “View Rubric” from the button beneath the “Points Possible” for the assignment.


--- 10 points: Film Reflective Papers (2)
--- 20 points: Midterm
--- 25 points: Film Critique
--- 30 points: Final Project
--- 15 points: Class Participation on Discussion Board. Three sessions, each worth 5 points.

The Reflective papers allow the student to take a personal view of a film by thinking back to personal experience, understanding concepts such as stereotypes or questions posed by the instructor.
In the Film Critique paper, the student will analyze a film utilizing critical writing, but also specific concepts designed to define the parameters of Chicano film. Students will demonstrate their understanding, support or opposition to these ideas presented in the assignment.

Discussion Board participation students will respond to specific questions related to a film or readings, or both. Other forms of participation, such as virtual interactions may also be utilized.

The final project will be designed to allow students to personally reflect on their learning experience in the class. They will write on issues and concepts of their own choice and demonstrate the extent of their learning, the “so what” aspect of their experience within the confines of this subject.

PLEASE TAKE NOTE:

Because of the current pandemic, the university is requiring that students (and faculty) view the following video as part of one’s preparation for fall classes. Log on to: covidtraining questionpro.com

ATTENDANCE POLICY

As an online course, attendance will be based on class participation online. Participation is based on the following:

* Reading/Viewing of all course materials to ensure understanding of assignment requirements.
* Participating in discussions with class peers on discussion boards.
* Completing all Module activities (including tests and papers).
* Completing all key assignments.

To maintain student GPA’s, it is important that completion of all required assignments is a must. Notturning in assignments or failure to participate, could result in the student being dropped from the class or losing a grade.

TECHNOLOGY REQUIREMENTS

Course content is delivered through the internet via the Blackboard Learning Management System (LMS). To ensure the best possible outcome, please ensure that: Your UTEP and Blackboard email system is in working order and that Web access and browser is accessible. For browsers, Mozilla Firefox, Google Chrome and Windows 10 should do the trick. Be advised, if one of these goes down and is causing trouble, switching to another browser will be the next step. Other browsers may cause problems.

You will need access to a computer/laptop, webcam and microphone, and perhaps a scanner. You will need to download or update the following software: Microsoft Office, Adobe Flash
player, windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up to date and able to access all parts of the course.

If you ever encounter technical difficulties (and we all do) beyond your abilities to troubleshoot, please contact the Help Desk (747-4357) as they are available to assist with all manner of problems.

ONLINE ETIQUETTE

* Please consider your audience. Members of the class and your instructor will be reading posts.

* Respect and courtesy must always be provided to students and instructor. No harassment or inappropriate postings will be tolerated.

* When reacting to someone’s posting, address the idea, not the person.

* Blackboard is not a public venue; therefore, all postings should be considered private and confidential. All postings are for students and instructor enrolled in this class. Please do not copy documents and paste them to a publicly accessible website, blog, etc. If students wish to do so, they have an ethical obligation to first request the permission of the writer(s).

* Finally, as with any course, we are about the sharing of ideas to understand a set of experiences faced by the Mexican-origin community. Not everyone will agree with the instructor’s point of view. Let us agree to disagree.

LATE WORK POLICY/WRITING ASSIGNMENTS

All writing assignments will be due on Sundays at 11:59 pm. Any late work will receive a deduction of 3 to 5 points depending on the assignment.

DROP POLICY

To drop this class, please contact the Registrar’s office to initiate the drop process. If you cannot complete the course contact me first. If you do not, then you are risk of receiving a “D” or “F” for the term. Drop deadline (with a “W”) is October 30, 2020.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable and auxiliary services to students enrolled in courses. Anyone with documented disabilities is eligible to receive equal opportunities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the American with disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments (ADAA) of 2008. You may contact the Center for Accommodations and Student Services at 915-747-5148 or cass@utep.edu.
SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of UTEP’s Handbook of Operating Procedures. This includes, but not limited to cheating, plagiarism, and collusion. This is to say that students are expected to maintain integrity in all classes in their work within the university. This means they will not be involved in cheating, where one copies or provides information on a test, falsifying research data, or possessing unauthorized data on a test. Students will avoid plagiarism where the knowingly present a paper or research as their own by not giving credit to the original author. With collusion, the student engages with another student to commit a dishonest act, such as cheating. Suspected acts of academic dishonesty will be reported by the instructor to the Office of Student Conduct and Conflict Resolution. This office will carry out any disciplinary actions as deemed necessary.

STUDENT RESOURCES

* UTEP Library: Access to a wide range of resources including journals, e-books, films plus reference service and librarian assistance for enrolled students. Many of these resources are online.

* Help Desk: Students confronting technological problems can call, email, or walk-in to this office and will be assisted by staff. Call: 747-4357 or, email at: helpdesk@utep.edu

* University Writing Center: Located on the second floor of the library, students may make appointment to have their papers reviewed, especially with grammar.

* Military Student Success Center: Welcomes all military affiliated students to its degree programs. Most staff are veterans as well as students thus helping to make the transition to university life a bit easier.