

The University of Texas at El Paso

## ***Chicana/o Studies: Societal Issues***

CHIC 3311, CRN 28236, Spring 2018 (702)

**UTEP CONNECT:** 100% Online Course: Computer Access Required  
7-Week Course: March 12, 2018 to April 29, 2018

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This course syllabus and reading list may be subject to changes as circumstances warrant. Any such changes will be announced in advance and the syllabus will be updated.

### **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 Chicana/o Studies from the Chicana/o Movements of the early 1960s 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, citizenship, education, labor, politics, and pop culture for a better understanding of how ethnic Mexicans negotiate, resist, and redefine their place in the U.S. 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 and electronic communication skills.

### **Student Learning Goals and Objectives:**

**In this course 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 ethnic Mexican community and identity formation.
3. Identify and analyze differences and similarities among ethnic Mexican experiences over time.
4. Demonstrate an 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.
5. 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.

The guiding questions for this course are: What is Chicana/o Studies? What does it mean to be a Chicana/o? How have Chicana/os contributed to the story of the United States?

**Required Materials:**

- Access to computer and internet
- All readings and videos for the class are posted on the **Blackboard** Learning Management System (LMS) site and are located inside of the Learning Module for any particular week.

All course content will be delivered via the **Blackboard** LMS. To access Blackboard go to <https://my.utep.edu> and click on the “Blackboard” tab on the left-hand side of the page. Follow the link in that box and login using your UTEP login and password.

The Blackboard course shell contains **all** materials related to this course. You will also use Blackboard to send e-mails to your fellow classmates or to me – always remember to include an appropriate subject line to prevent your email from going into the junk mail folder. **All correspondence for this class must be done through Blackboard email.**

**\*\*\* IMPORTANT:** You must get into the habit of checking Blackboard **EVERY DAY** to make sure you do not miss any important announcements.

**Our Virtual Classroom:**

All communication must be conducted through Blackboard Email. Please do not send emails to my UTEP address. If you email me be sure to include as much information as possible to include your first and last name, title of class, and CRN number. I will respond to you within 24 hours.

**NOTE:** I will be checking Blackboard and my email regularly Monday- Friday between 8:00am – 5:00pm. I do not check email or Blackboard on Saturdays or Sundays.

Online learning is not a spectator sport. It is everyone's responsibility to participate fully so everyone can get the most from the experience. Here are some simple rules to follow to ensure participation and engagement in the learning process:

**Ask Questions:** I have created is a Discussion Forum entitled **HELP BOARD**, located under the *General Discussion Forum* tab on the *Home Page*. The *Help Board* is for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message. **If you are having technical difficulties, you will probably be directed to tech support.**

**Reach Out to Others:** Offer a fact, an article, link or other items that can help others learn something you can share. I have created a Discussion Forum entitled **AZTLÁN**, located under the *General Discussion Forum* tab on the *Home Page*. Aztlán is for the entire class to share relevant information and to participate in leisure conversations as well. The only requirement is that you treat one another with the utmost respect

Inappropriate behavior/comments online will not be tolerated. Inappropriate behavior WILL BE subject to disciplinary action. I reserve the right to drop you from this course if you use our class as a venue for insulting or insensitive comments, attacks toward other students or the instructor.

**Required Software:**

Please make sure that all of your computer hardware is working properly and please make sure that you have all of the required software and that the software is up to date. It is very important that your Java software and your Adobe software is up to date. Blackboard works best with Mozilla Firefox and Google Chrome, but does not communicate well with Safari and especially Internet Explorer. Stay away from Internet Explorer.

Please access the Blackboard course shell. On the left hand side of the Home Page under the Course Tools you will see the first link entitled **Are You Ready for Online Learning?** Please access that link and then click on **Check Your Technology**. Read this section carefully to ensure that you have the necessary software. If you do not, you will find links on this page for downloading the necessary software and it is free. You must have *Adobe Acrobat Reader* to access the readings for the class and a media player plug-in to view the assigned videos (*Adobe Flash Player, Windows Media Player, QuickTime Player, VLC Player, etc.*). If you use Google Chrome as your browser, then the Adobe Flash Player is already built in. When creating documents, slide presentations, spreadsheets, etc., you must use *Microsoft Office* or a compatible program (see 10 Free MS Word Alternatives). Be sure you have the appropriate word processing software because if I cannot open your documents, they WILL NOT be graded.

### **Course Policies and Procedures and Grading Rubric:**

I have provided a set of *Course Policies and Procedures*, and a *Grading Rubric*. On the *Home Page* go to the *Course Resources* folder and then click on *Class Policies and Procedures* and/or the *Grading Rubric*. Please access them as soon as possible and familiarize yourself with the do's and don'ts of the course and the grading scales for all assignments. The information provided is extremely important and crucial for your success in this course. I also embedded the Course Policies and Procedures in the first Learning Module: Introduction and Getting Started

### **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.

### **Students with Disabilities:**

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me immediately to discuss any special needs you might have. You must have a documented disability and in order to receive specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at (915) 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 week of class. For additional information please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass)

### **Attendance Policy:**

This is an online class so there is no real attendance policy. Attendance is taken by measuring your work online. You are responsible for doing all the work and **meeting all deadlines and due dates**.

**Deadline Policy:**

**Deadline for assignments and quizzes is 11:59 PM (MST) on the due date; CHECK COURSE CALENDAR for all due dates and deadlines as late submissions will not be graded.** Please ensure that you carefully read the Course Calendar and all instructions. It is your responsibility to meet all class requirements.

**Learning Modules:**

The class consists of four (4) Learning Modules. An Introduction and Getting Started module and three (3) theme related modules. **Learning Modules open at 8:00am (MST) on scheduled dates.** Each Theme-related learning module contains some or all of the following: short Introductions; a Lecture, which deals with the topic at hand; all Reading and Video links; Quiz links; Assignment links; and Discussion Board links. Theme-related learning modules, with the exception of modules 1, will last *approximately* 13-16 days.

**Any embedded Quiz, Assignment, and Discussion links will open according to the scheduled due dates and deadlines.** See Course Calendar for all due dates and deadlines. Remember: You will not see a Quiz and/or Assignment links until the day that they are scheduled on the Course Calendar.

**Quizzes:**

There will be four reading quizzes, one in each of the first four Learning Modules. The quizzes will be located inside of the individual Learning Modules.

***IMPORTANT: Check course calendar for scheduled quiz dates and deadlines.***

**Individual Assignments:**

You will submit two (2) assignments: A Personal Narrative Paper for Learning Module 2 and a Photo Essay Assignment for Module 4.

I will provide detailed guidelines for each assignment that explains what is required. Guidelines will be located in the appropriate Learning Module.

**Midterm Exam:**

There will be a comprehensive Midterm Exam that covers Learning Modules 2 and 3. I will provide you a review sheet to be located in Learning Module 3.

***IMPORTANT: Check course calendar for assignment due dates and deadlines.***

**The grades will be divided as follows:**

Quizzes	20%
Personal Narrative Assignment	25%
Midterm Exam	30%
Photo Essay Assignment	25%

**Grading Scale:**

A	100-90
B	89-80
C	79-70
D	69-60
F	59 and less

**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.

## Course Calendar:

### Learning Module 1: Introduction and Getting Started

March 12 – 16, 2018

**The following information is very important!**

The first week of the course is your opportunity to study the syllabus and to familiarize yourself with the Blackboard System. Ask me any questions you have regarding course content as well as the class policies and procedures.

**You are required to post an introduction to yourself in the *Aztlán Internet Café* by Wednesday March 14, 2018 at 11:59pm (MST) AND you are also required to take the Syllabus/Plagiarism Quiz, which will be available Thursday March 15, 2018 at 5:00pm (MST) until Friday March 16, 2018 at 11:59pm (MST).**

The quiz is based on your reading of the Syllabus, Class Policies and Procedures, and the Plagiarism video. The video is located in the Learning Module entitled "Introduction and Getting Started." The Internet Café and Help Board are located under the General Discussion Forums tab on the Home Page.

**NOTE:** The instructor cannot provide technical support. For questions concerning the site and any technical questions or support you must the UTEP Help Desk. The following link provides the contact information for assistance: <http://admin.utep.edu/Default.aspx?tabid=74092>

### Learning Module 2 – What is a Chicana/o? What is Chicana/o Studies?

March 17 – March 30, 2018

**All readings and videos listed in this course calendar are required.**

**Read** – Roque Plana, "*Chicano: What Does the Word Mean and Where Does It Come From?*" and Carlos F. Ortega, "*Introduction: Chicano Studies as a Discipline*," vii-xvii; and "*El Plan de Santa Barbara*," 1-23; and Cheech Marin, "What is a Chicano?"

**Video** – "Latino Americans: Pride and Prejudice" (54 mins.) K

**Read** – Lisa J. Hernandez, "Chicana Feminists and Loyalists," 136-148; and Gloria Anzaldua, "La Conciencia de la Mestiza," 99-120

**Video** – "Exploring Borderlands – American Passages" (27 mins.) FoD

**Read** – Ana Sánchez-Muñoz, "Who Soy You?" 440-441; and Cherríe Moraga, "La Guera," 50-59; and Pablo Vila, "Identity and Empowerment on the Border," 40-47

**Podcast** – Latino USA: "Palabras" (58 mins.)

**Reading Quiz:** available from March 22, 2018 at 8:00am (MST) to March 23, 2018 at 11:59pm (MST).

**Personal Narrative Assignment:** Due on March 30, 2018 at 11:59pm (MST). I will provide a detailed assignment sheet located inside of this learning module.

### **Learning Module 3 – Becoming American: Education, Labor, and Politics**

**March 31 – April 15, 2018**

**Read** – Gilbert G. Gonzalez, “Segregation of Mexican Children in a Southern California City: The Legacy of Expansionism and the American Southwest,” 55-76

**Video** – “Stolen Education” (67 mins.) K

**Read** – Richard García, “César Chávez: A Personal and Historical Testimony,” 225-233; and “Dolores Huerta: Woman, Organizer, and Symbol,” 56-71

**Video** – “A Rape in the Fields” (56 mins.) K

**Read** – Richard Jensen and John Hammerback, “Radical Nationalism Among Chicanos: The Rhetoric of Jose Angel Gutiérrez,” 191-202

**Video** – “Willie Velazquez: Your Vote is Your Voice” (60 mins.) K

**Reading Quiz:** available from April 5, 2018 at 8:00am (MST) to April 6, 2018 at 11:59pm (MST).

**Midterm Exam:** Midterm Exam Link will open April 13, 2018 at 5:00pm (MST) and will close April 15, 2018 at 11:59pm (MST). I will provide a review sheet for the exam located in this learning module.

### **Learning Module 4 – Chicana/o Identity Formation Through Art, Literature, and Music**

**April 16 – April 29, 2018**

**Read** – George Vargas, “*Adelante!* The Progress of Chicano Art: An Overview of Chicano Art History,” 425-433

**Video(s)** – Visiones: Latino Art & Culture: Episode Three (27 mins.) K

**Read** – Felipe de Ortego y Gasca, “Mexican-American Literature: Reflections and a Critical Guide,” 399-419

**Video** – “Pedro E. Guerrero: A Photographer’s Journey” (56 mins.) K

**Read** – Carlos F. Ortega, “On Chicano Music in the United States,” 459-471

**Video** – Chicano Rock! The Sounds of East Los Angeles (56 mins.) FoD

**Reading Quiz:** available from April 21, 2018, at 8:00am (MST) to April 22, 2018, at 11:59pm (MST).

**Photo Essay Assignment:** Due April 29, 2018 at 11:59pm (MST). I will provide a detailed assignment sheet located inside of this learning module.