

The University of Texas at El Paso

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

CHIC 3311, CRN 30726, Summer II 2016

M-F 9:20-11:40 BUSN 302

**Dr. Irma V. Montelongo**

Office Hours: M-F 12:00 – 1:00pm

(And by appointment)

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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 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 conquest, colonization, 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 Mexican American community and identity formation.
3. Identify and analyze differences and similarities among Mexican American experiences over time.
4. 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 U.S. Latina/o 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.

**Required Materials:**

Lisa Hernandez, *Migrations and Other Stories* (Houston: Arte Publico Press, 2007).

*Additional required readings located in Blackboard.*

**Course Requirements:**

**Attendance and Discussion:** You are expected to attend class and ***be there on time***; 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).

There are a few ground rules for discussion. 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.***

**Quizzes:** (25%): There will be quizzes throughout this summer session based on the readings and videos. The quizzes are intended to gauge your ability to keep up with the readings and videos and to ensure that you are attending as class as required.

**Photo Essay Assignment:** (35%): There will be one writing assignment. I will provide a detailed assignment sheet to guide your writing. (See Course Calendar for assignment deadline and due date)

**Final Comprehensive Exam:** (40%): There is a final comprehensive exam that covers the entire summer session scheduled for **July 29, 2016**. (See Course Calendar)

**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. **This is a short semester so there are no make-ups for quizzes and/or the final exam, and I will not accept late assignments.**

2. **Dropping the Class:** Students may drop the class and receive a “W” any time prior to **July 22, 2016.**
3. **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.
4. **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)
5. **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>.

***Please SILENCE cell phones before class and NO TEXT MESSAGING and/or FACEBOOKING during class!!!***

**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: Manifest Destiny: Recreating the American Southwest**

**Week 1:** Tuesday (T) July 5 – Introductions

Wednesday (W) July 6 – Spain’s Northern Frontier

**Read:** Zaragoza Vargas, “The Era of the Spanish Northern Frontier to 1821,” 1-38

Thursday (Th) July 7 – Impending Conquest

**Read:** David Weber, “Scarce More Than Apes,”

Friday (F) July 8 – American Colonialism

**Read:** Ernesto Chávez, “Race, Manifest Destiny, and the U.S. War with Mexico,” 1-34

**Film: Foreigners In Their Own Land**

## **Part 2: Identity and Resistance in the 20<sup>th</sup> Century: Becoming American**

**Week 2:** (M) July 11 – The Immigrant Menace

**Read:** Alexandra Stern, “Quarantine and Eugenic Gatekeeping on the U.S.-Mexico Border,” 57-81

(T) July 12 – Mexican Repatriation

**Read:** Steve Boisson, “When America Sent Her Own Packing,” 20-27

(W) July 13 – Our Own Kind of American

**Read:** Douglas Daniels, “Los Angeles Zoot: Race, Riot, the Pachuco and Black Music Culture,” 98-118

**Film: Zoot Suit Riots**

(Th) July 14 – Life in the Barrio

(F) July 15 – Breaking Down the Walls

**Read:** Vicki Ruiz, “South by Southwest: Mexican Americans and Segregated Schooling, 1900-1950,” 23-27

**Film: A Class Apart**

## **Part 3: The Chicana/o Generation**

**Week 3:** (M) July 18 – Early Leaders and Chicano Nationalism

**Read:** Hernandez, *Migrations*, 1-32

**Film: Quest For a Homeland**

(T) July 19 – Chicano Music

**Read:** Hernandez, *Migrations*, 33-63

(W) July 20 – Dolores and Cesar

**Read:** Hernandez, *Migrations*, 65-108

**Film: The Struggle in the Fields**

(Th) July 21 – Stereotypes in Film

**Read:** Hernandez, *Migrations*, 109-131

(F) July 22 – The Birth of Chicana/o Studies

**Read:** Hernandez, *Migrations*, 133-167

**Film: Taking Back the Schools**

## **Part 4: Identity Formation in the 21<sup>st</sup> Century**

**Week 4:** (M) July 25 – **Film: McFarland, USA**

(T) July 26 – **Film: Spare Parts**

(W) July 27 – Review for Final Exam

(Th) July 28 – No Class: Study for Final Exam

(F) July 29 – **Final Exam**