

The University of Texas at El Paso

Chicana/o Studies: Societal Issues

CHIC 3311, CRN 28216, Spring 2017
TR 10:30-11:50am Quinn Hall 206

Dr. Irma V. Montelongo

Office Hours: TR 3:00-4:30pm and by appointment
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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 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 ethnic Mexican community and identity formation.
3. Identify and analyze differences and similarities among ethnic Mexican 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, with in and between ethnic Mexican communities in the U.S.
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 Texts:

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

Additional required readings will be located on Blackboard.

Course Requirements:

Attendance and Discussion: You are expected to attend class and to arrive. 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!** Tardiness is disruptive; therefore, classroom door(s) will be closed 10 minutes after class starts.

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.***

Reading Quizzes (25%): 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 quizzes.**

Midterm Exam (25%): There will be a midterm exam tentatively scheduled for **March 09, 2017**. The midterm will cover Parts I and II of the course calendar. **There are no make-ups for exams.**

Writing Assignments (50%): There will be two writing assignments. 1.) *Narrative: Quien Soy Yo?/Who Am I?* and 2.) *Photo Essay: What is Chicanismo?* I will provide a detailed assignment sheet and a detailed in-class explanation of what is required for each assignment.

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:

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 in-class assignments or quizzes.**
- 2. Dropping the Class:** Students may drop the class and receive a "W" any time prior to **March 30, 2017.**
- 3. Format of Written Work:** All written assignments done outside of class must be typed using **black ink, 12 pt. font, 1.25 inch margins, double-spaced, on white paper.** Notes and in-class work must be legible.

4. **Deadlines:** Assignments are due at the beginning of class on the due date. Work handed in after the due date will be **penalized 10pts**. I will not accept work that is more than **one class period** late. Any assignment may be handed in early.
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, 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
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 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: Chicana/o Historical Perspectives

Week 1: Tuesday (T) Jan. 17 – Introductions

Thursday (Th) Jan. 19 – What is a Chicana/o? Why Chicana/o Studies?

Read: "The Battle Over Chicano Studies Programs" and "A Response"

Week 2: (T) Jan. 24 – Colliding Empires and Cultures: The Making of Mestizaje

Read: Vigil, "Breakup and Transformation of the Social Order," 47-64 and del Castillo, "Malintzin Tenepal," 122-126

(Th) Jan. 26 – Manifest Destiny: Recreating the American Southwest

Screen the video "The Last Conquistador"

Week 3: (T) Jan. 31 – Creating and Defining Borders
Read: Weber, “Scarce More Than Apes,” 153-167

(Th) Feb. 2 – **Screen the video “Remember the Alamo”**

Assign Writing Assignment #1: Quien Soy Yo?/Who Am I?

Week 4: (T) Feb. 7 – Identity and Resistance: Pachuca/os
Read: Escobedo, “Introduction” (*From Coveralls to Zoot Suits*), 1-15

(Th) Feb. 9 – Fighting For Civil Rights
Screen the video “A Class Apart”

Writing Assignment #1 due

Week 5: (T) Feb. 14 – The Chicana/o Generation
Read: Escobar, “The Dialectics of Repression: The Los Angeles Police Department and the Chicano Movement, 1968-1971” 1483-1514

(Th) Feb. 16 – **Screen the video “On Two Fronts: Latinos and Vietnam”**

Part 2: Chicana/o Educational Perspectives and Social Justice

Week 6: (T) Feb. 21 – Defining and Measuring Mexican American Intellect
Read: González, “Segregation and the Education,” 295-310

(Th) Feb. 23 – Consciousness Developed

Read: Rowan, “The Mexican American,” 25-29 and Santana and Espinoza, “East Los Angeles Blowouts,” 31-37

Screen the video “Taking Back the Schools”

Week 7: (T) Feb. 28 – The Strange Case of Arizona
Read: Cabrera, Meza, and Rodriguez, “The Fight for Mexican American Studies in Tucson,” 20-24 and Beltrán, “The Librotraficante Behind the Movement to Smuggle “Wetbooks” Back Into Arizona,” 351-35

(Th) Mar. 2 – **Screen the Video “Precious Knowledge”**

Week 8: (T) Mar. 7 – Study for Midterm Exam

(Th) Mar. 9 – **Midterm Exam**

Week 9: Spring Break – March 13, 2017 through March 17, 2017

Part 3: Chicana/o Society and Culture

Week 10: (T) Mar. 21 – What Is Chicanismo?
Read: Ortega, “On Chicano Music in the United States,” 459-471

(Th) Mar. 23 – The Sounds of Chicanismo

Screen the Video “Chicano Rock! The Sounds of East Los Angeles”

Week 11: (T) Mar. 28 – The Written Word: Mexican American Struggles
Read: Ortego y Gasca, “Mexican-American Literature: Reflections and a Critical Guide,” 399-419

(Th) Mar. 30 – **Screen the Video “The Story of Author Jimmy Santiago Baca”**
Read: Hernandez, *Migrations and Other Stories*, 1-32

Last Day to Withdraw From Class With a “W” is Thursday, March 30, 2017

Week 12: (T) Apr. 4 – What is Popular Culture?
Read: Hernandez, *Migrations and Other Stories*, 33-63

(Th) Apr. 6 – Defining Chicana/o Culture
Read: Hernandez, *Migrations and Other Stories*, 65-108

Week 13: (T) Apr. 11 – Latinos and Hollywood
Read: Hernandez, *Migrations and Other Stories*, 109-131
Screen the Film “McFarland, USA”

(Th) Apr. 13 – Broken Homes, Gangbangers, and Cheap Labor
Read: Hernandez, *Migrations and Other Stories*, 133-167
Screen the Film “McFarland, USA”

Part 4: Re-defining Chicana/o Identity in the 21st Century

Week 14: (T) April. 18 – The Immigration Question

Read: “The Truth About Young Immigrants and DACA,”
https://www.nytimes.com/2016/11/30/opinion/the-truth-about-young-immigrants-and-daca.html?_r=0

Read: “America Beyond Detention,”
<http://www.newstaco.com/2017/01/05/america-beyond-detention-even-birds-animals-are-free/>

Assign Photo Essay: “What Is Chicanismo”

(Th) Apr. 20 – **Screen the Video “Lost in Detention”**

Week 15: (T) Apr. 27 – Latinos Post-Election

Read: “Why Some Latinos Voted for Donald Trump,”
<http://latinousa.org/2016/11/10/latinos-voted-donald-trump/>

Read: “Many Latinos Shun Obamacare For Fear of Getting Relatives Deported,”
<http://www.latimes.com/business/la-fi-obamacare-latinos-20141110-story.html>

Read: “5 Facts About Latinos and Education”
<http://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/>

(Th) Apr. 27 – Work on Photo Essay

Week 16: (T) May 2 – Work on Photo Essay

(Th) May 4 – **Photo Essay Assignment due**