

The University of Texas at El Paso

Chicana/o Identity Formation: Race, Class, and Gender CHIC 3305 CRN 28493

UTEP CONNECT: 100% Online Course: Computer Access Required
7-Week Course: January 21, 2020 to March 8, 2020

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Course Description:

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana/o identities in the U.S. By comparing and contrasting historical and contemporary Chicana/o experiences, students will better understand how issues such as race, class, gender, homophobia, nationalism, and globalization define Chicana/o identities. Students will critically analyze how Chicana/o identities and communities challenge and negotiate American norms and where Chicana/os and other Latina/os fit into the social, political, and economic hierarchies within the U.S.

Student Learning Outcomes:

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, both historical and contemporary, in Chicana/o identity and community 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. Interact and collaborate with people of diverse backgrounds in open and respectful ways.
6. View themselves as global citizens.

The guiding questions for this course are the following: What is Chicana/o identity? What are the social, political, and economic forces that define Chicana/o identity? How do space and time inform identity formation?

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 the **Social Justice Café**, located under the *General Discussion Forum* tab on the *Home Page*. The **Social Justice Café** 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 Home Page under the *Course Resources* section, you will find the link ***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*. Links to both files are located on the Home Page under *Course Materials*. 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, 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

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. Good time management skills are required for distance learning and it is your responsibility to meet all class requirements.

Learning Modules:

The class consists of five (5) Learning Modules. An Introduction and Getting Started module, three (3) theme related modules, and a Final Exam module. **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(s) at hand; all Reading and Video links; Quiz links; and Assignment links. Theme-related learning modules will last approximately 12 days.

Any embedded Quiz and Assignment links will open according to the scheduled due dates and will close according to the scheduled 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.

1. Quizzes (20%): There will be four quizzes, one in each of the first four Learning Modules. There is no quiz during the week of the Final Exam. The quizzes will be embedded in the table of contents of the individual learning modules. **The quiz links will open and close according to scheduled dates and deadlines.** See Course Calendar for all due dates and deadlines. Remember: You will

not see a Quiz link until the day that they are scheduled on the Course Calendar. **See course calendar for scheduled quiz dates and deadlines.**

2. Critical Response Paper (20%): You will submit one (1) Critical Response Paper for Learning Module 2. The papers will be 2-3 pages in length, double-spaced, 12pt font. I will provide detailed guidelines to help you think critically of the question(s) I will ask. **See Course Calendar for due dates.**

3. Photo Blog (20%): You will submit an assignment that consists of a photo taken by you and accompanied by a 1-2-page blog. I will provide detailed instructions for this photo blog assignment inside of Learning Module 3. **See Course Calendar for due dates.**

4. Personal Narrative (20%): You will submit one (1) Personal Narrative Paper for Learning Module 4. The paper will be 2-3 pages in length, double-spaced, 12pt font. I will provide detailed guidelines to help you construct your personal narrative. **See Course Calendar for due dates.**

5. Final Exam (20%): There will be a comprehensive Final Exam that covers Learning Modules 2, 3, and 4. I will provide you with a review sheet to be located in Learning Module 5: Final Exam.

Grading Scale:

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

See Grading Rubric for more information on assignments, discussions, and final exam.

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:

The following is subject to change with reasonable notice to students. Any changes will be announced immediately.

Learning Module 1: Introduction and Getting Started

January 21 – 25, 2020

The following information is very important!

The first five days of this course are your opportunity to study the *course materials*: syllabus, course policies and procedures, and grading rubrics and to familiarize yourself with the Blackboard System. Ask me any questions you have regarding any of the courser materials.

You are required to post an introduction to yourself in the *Social Justice Internet Café* by Thursday January 23, 2020 at 11:59pm (MST) *AND* you are also required to take the Syllabus/Plagiarism Quiz, which will be available Friday January 24, 2020 at 5:00pm (MST) until Saturday January 25, 2020 at 11:59pm (MST).

The quiz is based on your reading of the Syllabus, Course Policies and Procedures, the Grading Rubrics, and the Plagiarism video. The video is located in the Learning Module entitled "Introduction and Getting Started." The *Social Justice 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 – Critical Race Theory, Whiteness, and the Racial Construction of the Mexican-American

January 26 – February 6, 2020

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

Read –and Richard Delgado and Jean Stefancic, “What is Critical Race Theory?” 1-13; and Dan Sinkin, “The Apocalyptic Baldwin,” pgs. 15-19

Video – “**I Am Not Your Negro**” (94 mins.) K

Read – Richard Dyer, “The Matter of Whiteness,” 9-14; and Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack,” 1-8

Video – “**The Essential Blue-Eyed**” (60 mins.) K

Read – Ian Haney López, “The Social Construction of Race,” 191-203; and Neil Foley, “Becoming Hispanic: Mexican Americans and Whiteness,” 59-69; and Eduardo Bonilla-Silva, “The Central Frames of Color-Blind Racism,” pgs. 53-76

Podcast – “**Will More Latinos Eventually Identify as White?**” (11 mins.) LatinoUSA

LM2 Reading Quiz: available from Feb. 3, 2020 at 8:00am (MST) to Feb. 4, 2020 at 11:59pm (MST).

LM2 Critical Response Paper: Due on February 6, 2020 at 11:59pm (MST).

Learning Module 3 – Intersections of Race and Gender

February 7 – February 18, 2020

Read – Judith Lorber “Night to His Day,” 54-65; and Gregg Barak, et. al. “Understanding Gender and Male Privilege,” pgs. 127-146;

Video – “**Tough Guise 2: Violence, Manhood, and American Culture**” (81 min.) K

Read – Gloria Anzaldua, “La Conciencia de la Mestiza” 99-113

Video – “**Señorita Extraviada**” (80 mins.) K

Read – Linda Heidenreich, “Learning from the Death of Gwen Araujo,” 118-135

Video – “**Southwest of Salem**” (92 mins.) K

Reading Quiz: available from Feb. 15, 2020 at 8:00am (MST) to Feb. 16, 2020 at 11:59pm (MST).

LM 3 Response Paper Assignment: Due on February 18, 2020 at 11:59pm (MST).

Learning Module 4 – Class and Identity in the 21st Century

February 19 – March 1, 2020

Note: Last Day to Withdraw with a “W” is February 28, 2020

Read – Greg Mantios, “Class in America,” 173-182; and bell hooks, “White Poverty: The Politics of Invisibility,” 214-217; and Nancy Isenberg, “America’s Strange Breed: The Long Legacy of White Trash,” 310-321

Video – “**The Great White Hoax**” (74 mins.) K

Read – Beverly D. Tatum, “The Complexity of Identity,” 7-9; and Gwen Kirk and Margo Okawaza-Rey, “Who Am I? Who Are My People?” 10-15;

Video – “**Las Marthas**” (69 mins.) K

Read – Eric Rodriguez “Gentrification Will Drive My Uncle Out and I Will Have Helped,” 223-224 and “Duranguito Archives;” and Hector Tobar “Viva Gentrification!”;

Video – “Whose Barrio?” (50 mins.)

Reading Quiz: available from Feb. 27, 2020 at 8:00am (MST) to Feb. 28, 2020 at 11:59pm (MST).

Personal Narrative Assignment: Due on March 3, 2020 at 11:59pm (MST). I will provide a detailed assignment sheet located inside of this learning module.

Learning Module 5 – Final Exam

March 4 – March 8, 2020

Final Exam Link will open March 6, 2020 at 8:00am (MST) and will close March 8, 2020 at 11:59pm (MST). I will provide a review sheet for the exam located in this learning module.