

The University of Texas at El Paso
CLASSROOM SYLLABUS

I. General Information

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| Course Title: | Chicana/o Studies: La Chicana |
| Course Number & CRN: | CHIC 3301 CRN 17291 |
| Course Dates: | October 19, 2020 to December 11, 2020 |

Required Materials:

1. Anzaldúa, G. (1987). *Borderlands: la frontera* (Vol. 4). San Francisco: Aunt Lute. ISBN:978-1-879960-85-5
2. Fajardo-Anstine, K. (2019). *Sabrina & Corina: stories*. First edition. New York: One World. ISBN: 9780525511298

Access to computer and internet

All additional readings and videos posted on the Blackboard site and are located in the Learning Module for any particular week.

Relevant Websites:

All course content will be delivered via the *Blackboard* LMS. To access BlackBoard go to <https://my.utep.edu/My> 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.

II. Instructor Information

Instructor: Josie Carmona
Office Hours: By appointment
Contact Information: Email address: jcarmona6@utep.edu

III. Specific Course Information

Course Description:

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana/o or ethnic Mexican identities in the United States. By comparing and contrasting historical and contemporary ethnic Mexican experiences, students will better understand how issues of nationalism, whiteness, masculinity, homophobia, and globalization re-define, incorporate, or neglect Chicana/o identities in the United States. This course utilizes the categories of gender and sexuality to analyze these topics and pays close attention to Chicana and third world feminism to better understand how Chicana identities challenge and negotiate U.S. norms. Through texts, films, and discussion this class explores a variety of Chicana/o identities and how these identities are produced and conversely destabilized.

Course Outcomes:

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 and space.
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.

Course Schedule

| Week | Reading/Activities | Course Work |
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| <p>Oct. 19th – Oct. 25th Learning Module 1 <i>Introduction, Blackboard and Syllabus Orientation</i></p> | <p>This week is your opportunity to study the long and detailed syllabus and to familiarize yourself with the Blackboard System.</p> <p>Read –</p> <ul style="list-style-type: none"> ▪ Barak, et al, “Understanding Race and White Privilege,” 105-125 ▪ Barak, et al, “Understanding Gender and Male Privilege,” 127-146 ▪ Rose Weitz, “A History of Women’s Bodies,” 3-12 <p>Post an introduction of yourself in <i>La Soldadera Internet Café</i> by Wednesday @ 11:59 (MST).</p> <p><i>La Soldadera Internet Café and Help Board</i> are located under the General Discussion Links on the Home Page.</p> <p>You will be required to take the Syllabus/Plagiarism Quiz, which will be available on Monday at 8:00am until Sunday at 11:59pm (MST). The quiz is based on your reading of the syllabus and the Plagiarism video located in the Table of Contents of the Introduction Learning Module</p> | <p>Introduction Post</p> <p>Syllabus/Plagiarism Quiz #1 Due September 25th</p> |
| <p>Oct. 26th – Nov. 1st Learning Module 2 <i>Foundations of Race and Gender issues in the U.S.</i></p> | <p>Foundational Information Readings & Videos Please review the lecture notes section. All relevant videos/readings are included.</p> <p>Videos:</p> <ul style="list-style-type: none"> ▪ “Race: The Power of an Illusion” (94 mins.) ▪ “Miss Representation” (91 mins.) ▪ “White Immunity”, Dr. Nolan Cabrera (16 mins.) <p>Discussion Board- 1-2 Minute Video of your thoughts on Dr. Nolan Cabrerar’s Video on White Immunity- Please see detailed questions in discussion post instructions.</p> <p>1st post by Wednesday and at least two responses to peers on two different days (minimum of 3 posts on 3 different days)</p> | <p>Discussion Board Initial Post by Wednesday</p> <p>2 subsequent posts (minimum of 3 posts) on two different days</p> |
| <p>Nov. 2nd – Nov. 8th Learning Module 3 <i>Exploring Ethnic Identities</i></p> | <p>Module Notes: Zoom Plática with Dr. Thomn Bell</p> <p>Read –</p> <ul style="list-style-type: none"> ▪ Terry Blas, “You Say Latino” ▪ Vicki Ruiz, “Morena/o, blanca/o y café con leche: Racial Constructions in Chicana/o Historiography, 343-360 ▪ I AM Joaquin by Rodolfo Corky Gonzales <p>Video: “Latinos Beyond Reel – Challenging a Media Stereotype” (85 mins.)</p> <p>Quiz will be available on Monday at 8:00am until Sunday at 11:59pm (MST).</p> | <p>Reading Quiz #2 Due on Nov. 8th</p> |
| <p>Nov. 9th – Nov. 15th Learning Module 4 <i>Identity: Napanla</i></p> | <p>Module Notes: Mexicana/Chicana Identity Zoom Plática with Las Comadres</p> <p>Read-</p> <ul style="list-style-type: none"> ▪ <i>Borderlands</i> Chapters 1 (23-35), 2 (36-45), & 5 (75-86) | <p>Critical Reflection Journal #1 Due on Nov. 15th</p> |

| | <ul style="list-style-type: none"> Linda Heidenreich, “Learning From the Death of Gwen Araujo,” 118-135 <p>Video: “Southwest of Salem” (91 mins.)</p> | |
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| Week | Reading/Activities | Course Work |
| Nov. 16th – Nov. 22nd Learning Module 5 <i>Mexicanas/Chicanas Immigration</i> | <p>Read –</p> <ul style="list-style-type: none"> Escobedo, “The Pachuca Panic,” 133-156 Grace Peña Delgado, “Border Control and Sexual Policing,” (157-178) <p>Videos:</p> <ul style="list-style-type: none"> “Zoot Suit Riots” (54 mins.) <p>Podcast:</p> <ul style="list-style-type: none"> “America’s Forgotten History of Mexican Repatriation” The Evolution of the Immigration Term: Alien <p>Quiz will be available on Monday at 8:00am until Sunday at 11:59pm (MST).</p> | <p>Reading Quiz #3 Due on Nov. 22nd</p> |
| Nov. 23rd – Nov. 29th Learning Module 6 <i>Immigration</i> | <p>Module Notes: Zoom Recorded Guest Lecture with Dr. Shannon Archibeque-Engle</p> <p>Read- Alicia Chavez, “Dolores Huerta and the United Farmworkers, 240-254</p> <p>Videos: Children in No Man’s Land” (39 mins.)</p> <p>Quiz will be available on Monday at 8:00am until Sunday at 11:59pm (MST).</p> | <p>Reading Quiz #4 Due on Nov. 29th</p> |
| Nov. 30th – Dec. 6th Learning Module 7 <i>Mental Health, Sexual Violence</i> | <p>Module Notes: Zoom Recorded Guest Lecture with Las Comadres</p> <p>Read: <i>Sabrina and Corina (entire book)</i></p> <p>Videos: “Rape in the Fields” (56 mins.)</p> <p>Podcast: “Ana Castillo Writes Her Way Through Crisis” (11 mins.) (within lecture notes) and Chicana Feminism by Cherie Moraga</p> | <p>Critical Reflection Journal #2 Due on Dec. 6th</p> |
| Dec. 7th – Dec. 11th Learning Module 8 <i>Final Exam</i> | <p>The final exam is comprehensive and will cover Modules 2-7. The final exam is available on Monday at 8 AM (MST) through Saturday at 11:59pm (MST).</p> <p>Good Luck!</p> | <p>Final Exam Due on Dec. 11th</p> |

IV. COURSE ORGANIZATION & ASSIGNMENT DETAILS

Learning Modules:

The class consists of eight (8) Learning Modules. An Introduction and Getting Started module, six (6) theme related modules, and a Final Exam module. In each Learning Module you will find a short Introduction; a Lecture, which deals with the topic at hand; all Readings and Videos; Quiz links; Assignment links; and Discussion Board links.

The 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.

Quizzes:

Your quizzes are worth 100 points each. You have four (4) quizzes scheduled (see Course Calendar for quiz dates). They will be based on your readings and videos and they will consist of multiple choice, true/false, and/or short essay. They may be a combination of all three and are intended to assess your ability to keep up with the course materials.

Individual Assignments: Critical Reflection Blogs

You will submit two (2) critical reflection journals based on writing prompts for the assigned books, *Borderlands and Sabrina & Corina*. Detailed instructions for the critical reflection blogs will be within the module corresponding to its due date. Check course calendar for assignment due dates and deadlines. Please note: You will use the Journal feature within the Black Board system. Please note that the Critical Reflection Journal entries require that you incorporate the learning from the weekly readings, using APA guidelines for citing those works and any others you choose to incorporate. Each module will have a journal feature so that you can reflect each week on the readings/videos/podcasts/content. If you journal each week, I will consider this when I am completing final grades and it could mean the difference between letter grades if you are close. Consider using these to help you make notes for the official critical reflection graded assignments.

Discussion Boards:

This course has two discussion boards. The first is in Module 1 and consists of introduction. The second one will be in the Module 2 and will consist of a video submission on race and gender in the U.S. *La Soldadera Internet Café* will have weekly threads where you can post and discuss with your peers, but they will not be graded.

V. Grading

Grade Scale:

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

Grade Weighting:

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| Discussion Boards (2) Intro and Video Response | 10% |
| Quizzes (4) | 20% |
| Critical Reflection Blog #1 | 25% |
| Critical Reflection Blog #2 | 25% |
| Final Exam | 20% |
| Total | 100% |

VI. Course Policies

Our Virtual Classroom:

I have provided a set of *Course Policies and Procedures and Grading Rubric*. From the *Home Page* go to the *Course Resources* folder. Here, along with a copy of the syllabus, you will find the *Course Policies and Procedures* as well as the *Course Grading Rubric*. Please access this 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.

All communication with me must be conducted through Blackboard email. When 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 24-48 hours.

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

Ask Questions: I have created a Discussion Forum entitled HELP BOARD, located under the *General Discussion Forums* tab on the *Home Page*. The *Help Board* is for asking questions related to content OR any other 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, article, link or other items that can help others learn something you can share.

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, and/or attacks toward other students or the instructor.

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 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

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.

Required Software:

Having your computer hardware and all software up to date is essential to access course content. Please take some time to access the following link and read the information provided to ensure you are prepared for success!

http://utepconnect.utep.edu/documents/BestPractices_New/Check_Your_Technology.pdf

You definitely need Adobe Acrobat Reader to access the lectures and readings for the class, as they are all (.pdf) files. If you do not have Adobe Reader on your computer you can download the program for free by going to

<https://get.adobe.com/reader/otherversions/> and follow the instructions to install the reader.

You are also required to have a media player plug-in to view the assigned videos for this class. The most common plug-ins are Adobe Flash Player, Windows Media Player, and QuickTime Player VLC Player. You can get a free media player plug-in by going to <https://get.adobe.com/flashplayer/> and following the download instructions. 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. Microsoft Office is available at the UTEP bookstore to students at a discounted price. If you cannot purchase it you can access it at any of the computer labs on campus. Be sure you have the appropriate word processing software because if I cannot open your documents, they WILL NOT be graded.

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.