

THE UNIVERSITY OF TEXAS AT EL PASO  
CLASSROOM SYLLABUS

**I. GENERAL INFORMATION**

|                                 |   |
|---------------------------------|---|
| <b>Course Title:</b>            | <b>Chicana/o Studies: La Chicana</b>              |
| <b>Course Number &amp; CRN:</b> | <b>CHIC 3301 CRN 18610</b>                        |
| <b>Course Credit Hours:</b>     | <b>3 Semester Hours</b>                           |
| <b>Course Dates:</b>            | <b>October 23, 2017 through December 15, 2017</b> |

**Required Materials:**

Access to computer and internet  
All 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: [jocarmona@utep.edu](mailto:jocarmona@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   |
| <p><b>October 23<sup>rd</sup> – 29<sup>th</sup></b><br/> <b>Learning Module 1</b><br/> <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>Post an introduction of yourself in <i>La Soldadera Internet Café</i> by <b>Wednesday, October 25, 2017 11:59 (MST)</b>.</p> <p><i>La Soldadera Internet Café and Help Board</i> are located under the <b>General Discussion Links</b> on the Home Page.</p> <p>You will be required to take the <b>Syllabus/Plagiarism Quiz</b>, which will be available <b>Wednesday October 25, 2017 at 5pm until Sunday, October 29, 2017 at 11:59pm (MST)</b>. 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><b>NOTE:</b> The instructor <b>cannot</b> provide technical support. For questions concerning the site and any technical questions or support you must contact Blackboard Tech Support at 1-877-382-0491 and they are available 24/7.</p> | <p><b>Introduction</b></p> <p><b>Syllabus/Plagiarism Quiz #1</b></p>  |
| <p><b>October 30<sup>th</sup> – Nov. 5<sup>th</sup></b><br/> <b>Learning Module 2</b><br/> <i>Exploring Ethnic Mexican Identity: What is Race &amp; Gender?</i></p> | <p><b>Read</b> – Barak, et al, “Understanding Race and White Privilege,” 105-125<br/> <b>Videos:</b> “Race, Racism, &amp; White Privilege in America” (69 mins.)</p> <p><b>Read</b> – Barak, et al, “Understanding Gender and Male Privilege,” 127-146 and Rose Weitz, “A History of Women’s Bodies,” 3-12<br/> <b>Video:</b> “Miss Representation” (91 mins.)</p> <p><b>Read</b> – Terry Blas, “You Say Latino”, Vicki Ruiz, “Morena/o, blanca/o y café con leche: Racial Constructions in Chicana/o Historiography, 343-360<br/> <b>Video:</b> “Latinos Beyond Reel – Challenging a Media Stereotype” (85 mins.)</p> <p><b>Discussion Board- 1 Minute Video of your thoughts on intersectional identities</b></p>  | <p><b>Discussion Board</b></p>  |
| <p><b>Nov. 6<sup>th</sup> – 12<sup>th</sup></b><br/> <b>Learning Module 2</b><br/> <i>Exploring Ethnic Mexican Identity: What is Race &amp; Gender?</i></p>         | <p>Reading Quiz available from Wednesday at 8:00am to Friday at 11:59PM (MST).</p> <p>Critical Response Paper due on Sunday at 11:59 PM (MST)</p>  | <p><b>Reading Quiz #2 DUE on November 10<sup>th</sup></b></p> <p><b>Critical Response Paper DUE on November 12<sup>th</sup></b></p> |
| <p><b>Nov. 13<sup>th</sup> – 19<sup>th</sup></b><br/> <b>Learning Module 3</b><br/> <i>Mexicanas Creating Identity in the 20<sup>th</sup> Century U.S.</i></p>      | <p><b>Read</b> – Grace Peña Delgado, “Border Control and Sexual Policing,” 57-178<br/> <b>Videos:</b> “Children in No Man’s Land” (39 mins.)</p> <p><b>Read</b> – Escobedo, “The Pachuca Panic,” 133-156<br/> <b>Videos:</b> “Zoot Suit Riots” (54 mins.)</p> <p><b>Read</b> – Alicia Chavez, “Dolores Huerta and the United Farmworkers,” 240-254<br/> <b>Videos:</b> “Rape in the Fields” (56 mins.)</p> <p><b>Podcast:</b> “Chicana Feminism”</p>   |   |

| Week  | Reading   | Course Work   |
|---|---|---|
| <b>Nov. 20<sup>th</sup> – 26<sup>th</sup></b><br><b>Learning Module 3</b><br><i>Mexicanas Creating Identity in the 20<sup>th</sup> Century U.S.</i>     | Reading Quiz available from Monday at 8:00am to Wednesday at 11:59 PM (MST). <i>(Please note that Thanksgiving this week and I am moving the quiz date up so that you aren't having to turn it in during the holiday)</i><br><br>Personal Narrative due on Sunday at 11:59 PM (MST)   | <b>Reading Quiz #3</b><br><b>DUE on November 22<sup>nd</sup></b><br><br><b>Personal Narrative Paper DUE on November 26<sup>th</sup></b> |
| <b>Nov. 26<sup>th</sup> – Dec. 3<sup>rd</sup></b><br><b>Learning Module 4</b><br><i>The Politics of Chicana Identity in the 21<sup>st</sup> Century</i> | <b>Read</b> – Isabel Molina Guzmán and Angharad N. Valdivia, “Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture,” 155-162<br><b>Podcast:</b> “Of Mexican Weather Girls, Latina Bombshells, and Having Butts Before They WereCool” (17 mins.)<br><br><b>Read</b> – Carmen R. Lugo-Lugo, “A Prostitute, A Servant, and a Customer-Service Representative: A Latina in Academia,” 40-49<br><b>Podcast:</b> “Ana Castillo Writes Her Way Through Crisis” (11 mins.)<br><br><b>Read</b> – Linda Heidenreich, “Learning From the Death of Gwen Araujo,” 118-135<br><b>Video:</b> “Tal Como Somos” (71 mins.) |   |
| <b>Dec. 4<sup>th</sup> – 10<sup>th</sup></b><br><b>Learning Module 4</b><br><i>The Politics of Chicana/o Identity in the 21<sup>st</sup> Century</i>    | Reading Quiz available from Wednesday at 8:00am to Friday at 11:59 PM (MST).  | <b>Reading Quiz #4</b><br><b>DUE on December 8<sup>th</sup></b>   |
| <b>December 11<sup>th</sup> – 15<sup>th</sup></b><br><b>Learning Module 5</b><br><i>Final Exam</i>  | The final exam is comprehensive and will cover Modules 2, 3, and 4. The final exam is available on Wednesday at 8 AM (MST) through Friday at 11:59pm (MST).<br><br>Good Luck!   | <b>Final Exam DUE on December 15<sup>th</sup></b>   |

#### IV. COURSE ORGANIZATION & ASSIGNMENT DETAILS

##### 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. 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. **Please note that essay responses are a fully developed essay with an introduction, body, and strong conclusion, one and two sentence responses are not acceptable.**

##### Individual Assignments:

You will submit one (1) Critical Response Papers for Learning Modules 2 one (1) Personal Narrative for Learning Module 3. I will provide a set of guidelines on “How to Write a Critical Response Paper” as well as a set of questions to guide your analysis. Instructions on how to write a personal narrative will also be included. Check course calendar for assignment due dates and deadlines.

**Discussion Boards:**

This course only 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 intersectionality.

**V. GRADING**

**Grade Scale:**

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

**Grade Weighting:**

|                         |             |
|-------------------------|-------------|
| Discussion Boards (2)   | 5%          |
| Quizzes (4)             | 20%         |
| Critical Response Paper | 25%         |
| Personal Narrative      | 20%         |
| Final Exam              | 30%         |
| <b>Total</b>            | <b>100%</b> |

**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: I will be checking my Blackboard email regularly throughout the week. I try and respond within 48 hours of receiving a message. 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 is 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](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)

**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](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.