

Chicano Studies: Societal Issues

CHIC 3311

CRN 11857 Aug. 22, 2022 – Oct. 14, 2022



Instructor: Kim Díaz, Ph.D.

[Office hours: Fridays 10-12](#)

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Course objectives & description

An interdisciplinary analysis of the salient historical, cultural, and social issues of contemporary importance to the Chicano population, with a particular emphasis on the U.S.-Mexico border.

Required texts

Title: Chicana/o Studies: Survey and Analysis 4th Edition

Author: Dennis J Bixler-Marquez and Carlos F Ortega

ISBN: 978-1465225665

Publisher: Kendall Hunt Publishing, 2014

Title: A Place to Stand

Author: Jimmy Santiago Baca

ISBN: 978-0802139085

Publisher: Grove Press (June 10, 2002)

Outline of the course

WEEK 1: INTRODUCTIONS

AUG. 22-27

- 1) Introduce yourself discussion
- 2) Read: Introduction – Chicano Studies as a Discipline by Carlos F. Ortega
- 3) Read: The Chicano Movement and the Treaty by Richard Griswold del Castillo
- 4) Watch: Chicano! History of the Mexican American Civil Rights Movement (parts 1-4)
- 5) Take quiz by 11:45 PM MST Friday

WEEK 2: CHICANOS IN THEATER & FILM

AUG. 29 – SEPT. 03

- 1) Read: Imagined Borders: Locating Chicano Cinema in America/América by Chon A. Noriega
- 2) Read: the discussion instructions for this week in the BB blog
- 3) Watch *three* of the following movies - *one from a different decade*: •High Noon (1952) •Salt of the Earth (1954) •East of Eden (1955) •Zoot Suit (1981) •The Ballad of Gregorio Cortez (1982) •Three Amigos! (1986) •La Bamba (1987) •Born in East L.A. (1987) •The Milagro Beanfield War (1988) •Stand and Deliver (1988) •American me (1992) •Blood in, blood out (1993) •Lone Star (1996) •Selena (1997) •Real women have curves (2002)
- 4) 1st post on discussion board by Wednesday, 11:45 PM MST.
- 5) Reply to two of your classmates by 11:45 PM MST Friday

WEEK 3: LITERATURE & POETRY

SEPT. 05 -10

- 1) Read: Mexican-American Literature: Reflections and a Critical Guide by Felipe Ortego y Gasca
- 2) Read: Chicana Literature from a Chicana Feminist Perspective by Yvonne Yarbro-Bejarano
- 3) Read: "I am Joaquin" by Rodolfo "Corky" Gonzales
- 4) Read: "La Malinche" by Carmen Tafolla
- 5) Read: *The House on Mango Street* by Sandra Cisneros
- 6) Take quiz by 11:45 PM MST Friday

WEEK 4: LITERATURE & POETRY

SEPT. 12-17

- 1) Read: "So Mexicans are taking jobs from Americans" by Jimmy Santiago Baca
- 2) Read: "Tire Shop" by Jimmy Santiago Baca
- 3) Read: "El Gato" by Jimmy Santiago Baca
- 4) Read: *A Place to Stand* by Jimmy Santiago Baca
- 5) 2nd post on discussion board by Wednesday, 11:45 PM MST.
- 6) Reply to two of your classmates by 11:45 PM MST Friday

WEEK 5: EDUCATION**SEPT. 19-24**

- 1) Read: Hispanic Student Enrollments Reach New Highs in 2011 by Mark Hugo López
- 2) Read: Segregation and the Education of Mexican Children 1900-1940 by Gilbert G. González
- 3) Read: Chicana/o Education from the Civil Rights Era to the Present by Dolores Delgado Bernal
- 4) Read: Who's the Leader of the Civil Rights Band? by Nicolás C. Vaca
- 5) Read: The Fight for Mexican-American Studies in Tucson by Cabrera, Mesa and Rodriguez
- 6) Take quiz by 11:45 PM MST Friday

WEEK 6: EDUCATION**SEPT. 26 – OCT. 01**

- 1) Read: The Librotraficante Behind the Movement to Smuggle "Wetbooks" Back into Arizona by Paula Beltrán
- 2) Read: Immigrants, Latinos, and Education in the United States by Sonia Soltero
- 3) Read: For Poor, Leap to College Often Ends in a Hard Fall by Jason DeParle
- 4) Read: School Failure: Explanations and Interventions by Guadalupe Valdés
- 5) Read: "Reflections on the Subtractive Underpinnings of Education Research and Policy" by Angela Valenzuela
- 5) 3rd post on discussion board by Wednesday, 11:45 PM MST and reply to two of your classmates by 11:45 PM MST Friday

WEEK 7: PHILOSOPHY**OCT. 03-08**

- 1) Read: *Borderlands/La Frontera: The New Mestiza* by Gloria Anzaldúa
- 2) Take quiz by 11:45 PM MST Friday

WEEK 8: PHILOSOPHY**OCT. 10-14**

- 1) Read: "El Pachuco and other extremes" by Octavio Paz
- 2) Read: "A Process Metaphysics and Lived Experience analysis of Chicanxs, Spanglish, Mexicans and Mexicanidad" by Kim Díaz
- 3) 4th post on discussion board by Wednesday, 11:45 PM MST and reply to two of your classmates by 11:45 PM MST Friday

Evaluation:

40% Weekly quizzes (total : 4 quizzes)

60% Discussion posts and responses (total: 4 posts & 8 responses - each discussion is 15% of your grade)

Please take into consideration that this is a 3-hour credit class, designed for an 8-week online course. This means that we will cover the material of a 16-week regular semester class during 8 weeks. This class will be very demanding of your time commitment, twice

as intense as a 16-week class. Please do not make the mistake of thinking that because this is an online class, it will be easier than a regular 16-week face-to-face class. Generally, for 3-hour credit classes, for every hour that a student spends in class, he/she should spend 3 additional hours at home studying and preparing for the class. So if you meet 3 times a week for 1 hr. each time, this means spending about 9 hours at home reading & working on the class material per week. That is a total of 12 hours per week, times 16 weeks = 192 hours (spread over 16 weeks).

This is an online class so we won't be meeting face to face, but it is still a 3 credit hour class. Please expect to dedicate an average of 24 hrs. per week to read, work on your assignments and prepare for this class.

Quizzes

Each of the quizzes will examine your general understanding over the material assigned. All quizzes will be "open book" quizzes which means that when quizzes are taken, you will be able to have any and all support materials you think are necessary to answer the questions. All quizzes will be given via the Internet using Blackboard. Quizzes will be True/False, fill in the blank, matching and multiple-choice questions. Although the quizzes may be taken open-book, the quizzes will be timed to permit you to have 30 minutes to answer all questions. If you have to look up a lot of answers, you will not be able to finish the quiz so it is important for you to know the material as well as you can before starting a quiz. The quizzes are to be taken alone without help from another person so that you can determine and be proud of your own accomplishments. Quizzes are due by 11:45 PM MST every Friday. *No late quizzes will be accepted.*

Discussion posts and responses

Your participation is required and your participation and performance will be evaluated. Discussions will take place through postings to a bi-weekly blog. I will initiate these discussions by asking questions within each lesson every other week. Early respondents can answer posted questions and introduce related issues. Later respondents must respond to and integrate earlier responses. Your participation should demonstrate both content knowledge and analytical skills. Evaluation of your contribution is based on the following criteria:

- 1) Write at least 150 words or more in your discussion posting. Your original post is on time by 11:45 PM MST, Wednesday of the week posted.
- 2) Provide two 50 word responses to two of your classmates' posts. Responses are on time if posted by 11:45 PM MST, Friday of the week posted.
- 3) Because student contributions to group discussions must be made in a timely manner, no extensions will be granted by the instructor regarding participation in a group discussion.

No late posts will be accepted.

Replies (at least 50 words for each response) to the entries of at least two of your classmates for each assigned discussion. Responses are on time (11:45 PM MST, Friday of the week posted), clear, and helpful in furthering discussion. For full credit, you must answer all response questions posed directly to you before the discussion deadline. You must address any issues or questions posed directly to you (by the professor or a classmate) and you must post at least 2 substantive, content-related responses to your classmates. *Again the deadline for postings is 11:45 PM MST every Wednesday. Replies to classmates are due by 11:45 PM MST every Friday and no late posts will be accepted.*

Late and missed assignments

If you miss a scheduled quiz or a deadline, only a serious personal emergency will be considered as an excuse and you must apply in writing (e-mail O.K.) to the instructor to explain why a quiz or deadline was missed.

If any assignment deadline is missed without an instructor approved excuse, one/half credit for the missed assignment can be obtained by completing the assignment within one day following the deadline. After one day has passed beyond the deadline for the assignment, no credit will be able to be earned for that assignment.

Computer problems is not an acceptable excuse for lateness; signing up for an online course carries the presumption that you will have reliable computers/internet.

Effective Electronic Communication

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.
2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, then explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
 - a. Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - b. Analysis: Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identifies hidden assumptions or fallacies in reasoning.
 - c. Elaboration: Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

- d. Application: Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.
- e. Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.

At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication, are lost. Consequently, interpreting emotions is much more difficult. Only what is written or drawn, carries the message. Often excitement can be misinterpreted as anger or an insult. It is important that we all keep this in mind as we communicate electronically. Words in print may seem harmless but could emotionally injure a distant learner.

IMPORTANT: Avoid the use of caps in your electronic messages as wording in caps comes across as shouting.

More information on Netiquette can be found at: <http://www.albion.com/netiquette>

Technical Requirements

The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The Helpdesk can provide answers to questions about using technology and services, as well as, technical support. UTEP Library Room 300, Phone: 915.747.4357 (HELP), Email: Helpdesk@Utep.Edu

Accessibility

If you have a disability and need accommodations, please 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. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Scholastic Integrity

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, possessing 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 possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Contact Information

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Since we won't get to meet in person, here is a little bit about me: I was born in Segundo barrio, here in El Paso and I grew up in Ciudad Juárez. I graduated from Mountain View High School (Go Lobos!) and earned a double B.A. in Philosophy and English Literature from UTEP, an M.A. in Philosophy from the University of New Mexico, an M.A. in Chicano, Latino, and Hispanic Studies from Texas A&M University as well as a Ph.D. in Philosophy from Texas A&M University. I returned to El Paso with the desire to serve this community. My research is focused on Latin American Philosophy and Classical American Pragmatism. Some of my publications include "Mexican Immigration Scenarios based on the South African Experience of Ending Apartheid," "U.S. border wall: A Poggean Analysis of Illegal Immigration," and "The Great Moments of Indigenism in Mexico" a translation of Luis Villoro in *20th Century Mexican Philosophy*. I am a founding member of the Society for Mexican-American Philosophy and serve as Managing Editor to the *Inter-American Journal of Philosophy* and I've edited the book *The Philosophies of America Reader* (Bloomsbury). Besides my academic work, I also work for the U.S. Department of Justice where I teach philosophy and meditation for participants of the Sendero Federal Reentry program and the Adelante Federal Diversion program.

