

Chicano Philosophy

CHIC 4308- Chicana/o Thought

CRN 18244 Oct. 21, 2019 – Dec. 13, 2019



Bienvenidxs to Chicano Philosophy !

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 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*. I am also co-editing the book *The Philosophy of The Americas Reader* (Bloomsbury; forthcoming). 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.



Contact Information

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Course objectives & description:

Chicanos and American Thought (3-0) Chicana/o Thought An analysis of the intellectual heritage (Pre-Hispanic, Spanish, and Mexican) of Chicanos, including Chicano value orientations in American society that emanate from contemporary societal issues (8 Week Course).

Student learning outcomes:

- Develop self- understanding / self-awareness
- Practice critical thinking and analytical skills necessary for written & oral communication.
- Understand and learn something from everyone and from every experience.
- Question and find the different ways you can contribute to the communities you belong to – what do you bring to the table?
- Find ways through which your personal growth helps the growth of others as well as how the growth of others may help you to grow as a person.

Required texts:

1) Title: The Cosmic Race

Author: José Vasconcelos (Author), Didier T. Jaén (Translator)

ISBN: 978-0801856556

Publisher: Johns Hopkins University Press (June 25, 1997)

2) Title: Chicano Manifesto

Author: Armando B. Rendon

ISBN: 978-0965703505

Publisher: Ollin & Associnc (December 1996)

3) Title: The Words of Cesar Chavez
Author: Richard J. Jensen (Editor), John C. Hammerback (Editor)
ISBN: 978-1585441709
Publisher: Texas A&M University Press; 1 edition (May 9, 2002)

4) Title: Borderlands / La Frontera: The New Mestiza
Author: Gloria Anzaldúa
ISBN: 978-1879960855
Publisher: Aunt Lute Books; Fourth Edition edition (June 12, 2012)

5) Title: This Bridge Called My Back: Writings by Radical Women of Color
Author: Cherríe Moraga & Gloria Anzaldúa
ISBN: 978-1438454382
Publisher: State University of New York Press; 4th edition (March 1, 2015)

Outline of the course

Your assignments week by week:

WEEK 1: INDIGENOUS ROOTS

Oct. 21 - Oct. 26

- 1) Introduce yourself
- 2) Read: Leon-Portilla, Aztec Thought and Culture: Chapter 1
- 3) Read: Leon-Portilla, Aztec Thought and Culture: Chapter 2
- 4) Read: Alejandro Santana "Did the Aztecs do Philosophy?"
- 5) Take quiz 1 by 11:45 PM MST Saturday October 26th

WEEK 2: LA RAZA & LOS PACHUCOS

Oct. 28 – Nov. 2

- 1) Read: Jose Vasconcelos, La Raza Cosmica
- 2) Read: Octavio Paz "El Pachuco and other extremes"
- 3) 1st post on discussion board by Wednesday, January 30th, 11:45 PM MST. Reply to two of your classmates by 11:45 PM MST Saturday, February 2nd
- 4) Take quiz 2 by 11:45 PM MST Saturday, November 2nd

WEEK 3: CHICANO MANIFESTO

Nov. 4 - 9

- 1) Read: Armando Rendon, Chicano Manifesto: chapters 1-9
- 2) Take quiz 3 by 11:45 PM MST Saturday, November 9th

WEEK 4: CHICANO MANIFESTO

Nov. 11 - 16

- 1) Read: Armando Rendon, Chicano Manifesto: chapters 10-16
- 2) 2nd post on discussion board by Wednesday, February 13th, 11:45 PM MST. Reply to two of your classmates by 11:45 PM MST Saturday, February 16th
- 3) Take quiz 4 by 11:45 PM MST Saturday, November 16th

WEEK 5: FARM WORKERS & CESAR CHAVEZ**Nov. 18 - 23**

- 1) Read: The Words of Cesar Chavez
- 2) Take quiz 5 by 11:45 PM MST Saturday, November 23rd

WEEK 6: BORDERLANDS / LA FRONTERA: THE NEW MESTIZA**Nov. 25 – Nov. 30**

- 1) Read: Gloria Anzaldúa, Borderlands/La Frontera: The New Mestiza
- 2) 3rd post on discussion board by Wednesday, February 27th, 11:45 PM MST and reply to two of your classmates by 11:45 PM MST Saturday, March 2nd
- 3) Take quiz 6 by 11:45 PM MST Saturday, November 30th

WEEK 7: THIS BRIDGE CALLED MY BACK**DEC. 2 - 7**

- 1) Read: This Bridge Called My Back - Introduction & pgs. 1-135
- 2) Take quiz 7 by 11:45 PM MST Saturday, December 7th

WEEK 8: THIS BRIDGE CALLED MY BACK**DEC. 9 -14**

- 1) Read: This Bridge Called My Back pgs. 136-266
- 2) 4th post on discussion board by Wednesday, March 13th 11:45 PM MST and reply to two of your classmates by 11:45 PM MST Saturday, March 16th
- 3) Take quiz 8 by 11:45 PM MST Saturday, December 14th

Evaluation:

- 40% Weekly quizzes (total : 8 quizzes/each quiz is 5% of your grade)
- 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, upper-level (senior/junior) 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 weekly quizzes will examine your general understanding over the material from each of the books and chapters we read. 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 60 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 Saturday. *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, Saturday of the week posted.

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, Saturday 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 Saturday 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.

Please keep up with your reading assignments, quizzes and posts. If you have not kept up with your assignments and cannot give this class your best effort, the deadline to drop is on March 1st.

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. And, 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.