CHICANO CINEMA 3302
Mon. Wed. 1:30-2:50 pm
Spring 2024

INSTRUCTOR CONTACT INFORMATION
Professor: Ruby Montana
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Class Description:
The course examines the representation of Chicanas/os/xs in films and documentaries. The Chicano experience is centered on struggles for social justice and a continuous negotiation of identity: Are we American? Mexican? Both? Neither? We will watch films to identify and address the social critiques and commentaries they offer on multiple social issues and to consider how film influences individual and societal perceptions of Chicanos/as. Cinema’s vilification of Mexican Americans as criminals, drug addicts, oversexed señoritas or Latin lovers, undocumented immigrants, and/or welfare frauds builds on negative stereotypes from the early 1800s. A series of films, including Hollywood commercial and Chicano-made films, will be screened, as part of an analysis of Chicano images and their impact on American popular culture. This is an interdisciplinary course that employs analytical constructs and techniques used in cultural anthropology, sociology, film criticism, and history.

Course Objectives:
● To learn about and understand the major themes explored in Chicana/o/x Cinema.
● To learn to read mass-mediated information critically in order to resist its hegemonic influence, particularly when it presents Chicanas/os/xs as the "Other" in society.
● To learn to think about and write critically about social issues. How one sees the world and how one communicates such views is vital to being a successful professional and valuable member of society.

Required Materials:
The class requires NO textbook. All readings will be posted via links on the course syllabus.

Grading Scale:
Final grades will be given according to the student’s demonstrated level of mastery of the subject matter as determined by assignments, class discussion, and attendance. The assignments for this
course are based on a scale of 1,000 points. Letter grades will be assigned according to the following scale:

(A): 90-100  (B): 80-89  (C): 70-79  (D): 60-69  (F): 0-59

**Course Assignments:**

- Identity Essay (Due: Week 3, by 11:59 p.m.) 150 points
- Midterm Exam 100 points
- Discussion/YuJa video Participation (8x 25 points each) 200 points
- Quizzes (10 x 25 points each) 250 points
- Final Exam (Due: 10:00am – 12:45 pm) 100 points
- Final Reflection Essay 200 points

**Total:** 1000 points

**Final Grade:** Total points earned divided by 10

**Quizzes:** Pop Quizzes about course content (e.g., lectures, readings, films) will be regularly given and will take place in the first 5-10 minutes of class. Arriving late to class or being absent will not allow for a makeup quiz.

**Class Discussions/YuJa Videos:** Some weeks will have Discussion Questions relating to the course content. Some weeks' required submissions will be online in the Discussion section, and some will be on YuJa. Each student is responsible for responding to the questions thoughtfully, using the required readings, films, material, lectures, etc. to support your views or points. Answers that are vague/general with no supporting text from the readings, film, lectures, etc. will not receive full credit. If it is suspected at any time that Chat GPI or such apps are being used for the online Discussions, an in-person meeting will be required. Please do not resort to these dishonest measures as it defeats the entire purpose of academia. Please see the Academic dishonesty section below for full details. Instructions for using YuJa can be found on the online syllabus on Blackboard.

**Late Papers:** I do not accept late papers unless there are circumstances beyond your control that you can document. If you need to submit an assignment late, please let me know ahead of time. You will lose 5 points off the final grade for each day it is late. In cases of illness or death in your family, please contact me directly via email: ramontana@utep.edu
**Extra credit:** Throughout the semester, some extra credit opportunities will be given in class to help make up for lost points.

**Course Communication:**

- **Email:** UTEP email is the best way to contact me. I typically respond to emails within 24-48 hours of receipt, although I usually do not respond on Saturdays and Sundays. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your email, clearly state your question. At the end of your email, be sure to put your first and last name.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students’ questions if you have a helpful response.

- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, Calendar changes, or other important messages.

**Netiquette for online Discussions:**

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others’ ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Student Conduct:**

[From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at [http://www.utsystem.edu/bor/rules/homepage.html](http://www.utsystem.edu/bor/rules/homepage.html).
**Attendance and Participation:**
Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Being present for in-class Quizzes
- Participating in engaging discussions with your peers in class and on the discussion boards
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**Excused absences and/or course drop policy:**
According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course. Students may drop the class and receive a “W” any time prior to March 28.

**Student Support Services:**
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.
**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 as one’s 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 Office of Student Conduct and Conflict Resolution (OSCCR) for disciplinary action. Students may be suspended or expelled from the University for such actions.

Use of **Artificial Intelligence** or AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this course. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

**Plagiarism detecting software:**
Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

**Class Recordings:**
The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person extenuating circumstance. Our use of such technology is governed by the Federal Educational class meeting due to illness or other Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

**Copyright statement for course materials:**
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**Course Resources provided in online syllabus with links**
COURSE CALENDAR
(INSTRUCTOR RESERVES THE RIGHT TO ALTER THE CLASS SCHEDULE)
*Please note that some films will be assigned to watch on your own; links to all films will be provided

January 17- Course Introduction
- Familiarize yourself with the syllabus, course goals, objectives, and requirements
- Introductions and Questions

Week 1 – January 22/24
Explore labels of Americans of Mexican Descent

- **Learning Objectives / Outcomes:** A brief overview of the parameters of the course; to explore labels for Americans of Mexican descent and their meanings, as well as the representation of Mexican/Americans in film.
- **Readings:** Gripe: *We’re Chicanos--Not Latinos or Hispanics* ’ by Leo Guerra Tezcatlipoca and Roth and Hoffer on Broncho Billy
- **Videos:** Billy Broncho and the Greaser (1914) and Flamin’ Hot (2023)
- **Lecture Topics:** What is a Chicana/o/x and Chicana/os in U.S. Cinema

Week 2 – January 29/31
Chicanos on the WWII Homefront and Post-WWII Era

- **Learning Objectives / Learning Outcomes:** Learn about the Sleepy Lagoon Murder Trial of 1942, the Zoot Suit Riots of 1943, the miners’ strike represented in Salt of the Earth (1953) and the Witch Hunt for Communists in Hollywood
- **Readings:** Fregoso on Zoot Suit and Intertextuality
- **Videos:** Zoot Suit (1981)

Week 3 – February 5/7
Continued: Chicanos on the WWII Homefront and Post-WWII Era

- **Readings:** Lorrence on Suppression of Salt of the Earth
- **Video:** Salt of the Earth (1953)

Week 4 – Feb 12/14
Chicanos – The Nation’s Forgotten War Heroes and the Repatriation of Mexican/Americans

- **Learning Objectives / Learning Outcomes:** Learn about the Longoria Affair and Chicanos in Vietnam. Discuss the US repatriation of Mexicans and Mexican Americans during the Great Depression
- **Videos**: The Longoria Affair, Soldados: Chicanos in Vietnam, and VOX video on Gasoline Baths at the US/Mexico Border.
- **Assignment Due**: Ethnic Identity Essay (Due online on Blackboard no later than Sunday, Feb. 11, 11:59 p.m.)

**Week 5 – Feb 19/21**  
**Vatos Locos – Chicano and Chicana Gang Member Representations**

- **Learning Objectives / Learning Outcomes**: Develop a Multidimensional Understanding of Chicana and Chicano Gang Members
- **Readings**: Richard Mora - Cinematic Cholos and Abjection
- **Videos**: Boulevard Nights (1979), End of Watch (2012)

**Week 6 – Feb 26-28**  
**Continued: Vatos Locos – Chicano and Chicana Gang Member Representations**

- **Videos**: cont’d, End of Watch (2012), Mi Vida Loca (1993)

**Week 7 –March 4/6**

- Midterm Review and Exam

**Week 8 – March 11/13 Spring Break**

**Week 9 – March 18/20**  
**Chicanas/os/xs and Education**

- **Learning Objectives / Learning Outcomes**: Learn about the history of structural racism against Mexican Americans in US public and higher education.
- **Readings**: Cepeda et al on Gang Members and Trauma

**Week 10 – March 25/27**  
**Chicanas/os/xs and Education**

- **Readings**: Shouse on Stand and Deliver and Organizational Structures
Week 11 April 1/3  The Struggle for Chicano Representation in El Paso’s Public Memory and Public Space

- **Learning Objectives / Learning Outcomes:** Learn about El Paso's fantasy heritage and its negative impact on Mexican Americans. Learn about Chicanas in fantasy heritage.
- **Readings:** Pérez and Ortega (2008) - *The Juan de Oñate Controversy in El Paso*
- **Videos:** The Last Conquistador and Las Marthas (2013)

Week 12 April 8/10  Chicanas in the Professional Realm

- **Learning Objectives / Learning Outcomes:** Learn about Chicanas in the Professional Realm.
- **Readings:** Nancy Aguirre - *A Stranger in Charleston*
- **Video:** Real Women Have Curves (2002)

Week 13 April 15/17  Cont’d: Chicanas in the Professional Realm

- **Video:** Tortilla Soup (2001)

Week 14 April 22/24  Anything for Selenas

- **Learning Objectives / Learning Outcomes:** Learn about Chicana icon Selena and the lasting impact she has had on Chicano/a/x culture
- **Reading:** Remembering Selena, Re-membering Selenidad
- **Video:** Selena (1997)

Week 15 April 29/May 1  LGBTQ Chicano/a/x experience

- **Learning Objectives / Learning Outcomes:** Explore perspectives on Chicano/a/x LGBTQ identity and experiences
- **Reading:** Confronting Patriarchy and Heterosexism in Chicanismo
- **Video:** The Garden Left Behind (2019)
- **Review:** Review for Final Exam

**Final Exam**  Wednesday May 8, 4:00 - 6:45 pm