

## **CHICANO FINE ART 1311**

Fall 2023

CRN: 13710

### **INSTRUCTOR CONTACT INFORMATION**

Professor Haydee Alonso

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### **Class Description:**

We will uncover the richness of Chicana identity and expression through the lens of art in this engaging and thought-provoking course. From the historical roots of the Chicano Civil Rights Movement to the contemporary narratives shaping the 21st century, this course delves deep into the socio-political currents, cultural antecedents, and creative expressions that have defined and redefined Chicana identity.

This dynamic journey spans the decades, exploring pivotal moments and transformative artistic creations that have both reflected and shaped the Chicana experience. Engage with the works of iconic artists, dissect the role of art in activism and protest, and unravel the complexities of identity, place, and spirituality within the Chicana context. Through readings, lectures, discussions, and immersive experiences, you'll gain a comprehensive understanding of the interplay between art, culture, and social change.

### **Course Objectives:**

By the end of this course, you will:

- ★ Develop a comprehensive understanding of Chicana identity, history, and art.
- ★ Analyze the role of Chicana art in social and political movements.
- ★ Examine the intricate connections between art, culture, and activism.
- ★ Explore themes of identity, spirituality, and place within the Chicana context.
- ★ Engage critically with a diverse range of readings, artworks, and multimedia content.
- ★ Gain the skills to analyze, discuss, and interpret Chicana art and its significance.

### **Required Materials:**

The class requires NO textbook. All readings will be posted in PDF format on Blackboard.

### **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 100 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:**

1. Quizzes	25 points
2. Midterm Exam	30 points
3. Participation	15 points
5. Final Exam (Due: 10:00am – 12:45 pm)	30 points
<b>Total</b>	<b>100 points</b>

## **Alternative means of submitting work in case of technical issues**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

## **Quizzes:**

Quizzes about course content (e.g., lectures, readings, guest speakers) will be regularly assigned. They are part of your final grade and are posted on Blackboard and you have only ONE opportunity to complete them. They cannot be made up. Quizzes are due on the following Sunday by 11:59 p.m.

## **Final Grades:**

I do NOT provide students with final grades via email or telephone. Final grades are posted on Goldmine once they are processed by the Registrar's Office. Please do NOT contact me for grades prior to their official posting on Goldmine.

## **Technology Requirements:**

Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

*IMPORTANT:* If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

## **Course Communication:**

There are a number of ways we can keep the communication channels open:

- **Office Hours:** By appt. – Available M-F, times vary.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. 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 e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name and your university identification number.
- **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, or other important messages.

### **Netiquette:**

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.htm>.

### **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
- Participating in engaging discussions with your peers 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. or I will not drop you from the course. 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 Nov. 3, 2023.

### **Incomplete grade policy:**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### **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](mailto: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 Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

### **Usage of Artificial Intelligence:**

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all work submitted in this course must be your own and completed in accordance with the UTEP Handbook of Operating Procedures Chapter 1 Section 1.2.3. AI generated submissions that use ChatGPT, Grammarly, Chegg or other AI composition software is prohibited, will be treated as cheating, and reported to the Dean of Students.

### **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.

### **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:**

UTEP provides a variety of student services and support: Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.

- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor, and explore other history resources.

- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.

- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.

- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

**INSTRUCTOR RESERVES THE RIGHT TO ALTER THE CLASS SCHEDULE**

### **COURSE CALENDAR**

Week 1 – Aug 28 and 30      Course Overview      Who is a Chicax & what is Chicax Art?

- Learning Objectives / Learning Outcomes: A brief overview of the parameters of the course; discuss the term Chicana/o/x; historical, political, and cultural antecedents.
- Readings: *Who Is a Chicano? And What Is It the Chicanos Want?* By Ruben Salazar
- Lecture Notes: What is Chicano Art All About?

- Discussion: In Class- What does the term Chicana/Chicano/Chicanx mean to you?
- Quiz: Syllabus and *Who Is a Chicano? And What Is It the Chicanos Want?*

#### Week 2 – Sept 4 and 6      The Role of Art in the Chicanx Experience

- Learning Objectives / Learning Outcomes: Explore the origins of the Chicano Civil Rights Movement and how Chicano Art reflects and shapes cultural identity, social struggles, and historical narratives.
- Readings: “*El Plan Espiritual de Aztlán*” 1969, *El Grito del Norte*, II, no. 9
- Lecture Notes: The Role of Art in the Chicanx Experience; Origins of the Chicano Civil Rights Movement
- Discussion: Throughout history, art has often been used as a tool for social and political commentary. Reflect on the role of art in promoting awareness, sparking conversations, and driving change within society. Drawing from the examples of Chicano art and its engagement with historical events, consider how artistic expression can challenge norms, amplify marginalized voices, and inspire collective action. Can you think of a modern-day issue where art has played or could play a similar role in shaping public discourse and influencing change?
- Quiz: “*El Plan Espiritual de Aztlán*” and Lecture Notes

#### Week 3 – Sept 11 and 13      The 1960s and the Protest Era

- Learning Objectives / Learning Outcomes: Explore the beginnings of the Chicano Art Movement. Learn about The United Farm Workers Union, Teatro Campesino (California), and protest art.
- Readings: *A Brief History of La Raza Unida Party*
- Lecture Notes: The Beginnings of the Art Movement.
- Discussion: Imagine you're a member of the Chicano community during the 1960s and 70s. How might seeing these vibrant and bold posters impact your sense of belonging and solidarity within the movement? How might it encourage you to take action?
- Quiz: *A Brief History of La Raza Unida Party* and lecture notes

#### Week 4 – Sept 18 and 20      The 1970's

- Learning Objectives / Learning Outcomes: Learn about the Chicano Moratorium, The anti-war Movement against the Viet Nam War, Student Movements, the greater labor movements in the U.S. The significance of the Movement for Chicana/o artists and the significance of artists for the Movement.
- Readings:
- Lecture Notes: Chicano Moratorium to Cultural Empowerment
- Discussion Board: Consider the reciprocal relationship between artists and the Chicano Civil Rights movement. How did artists use their creative expressions to amplify the movement's messages? How did the movement, in turn, provide a platform for artists to contribute to the broader cause of social justice?
- Quiz: Reading(s) and lecture notes

#### Week 5 – Sept 25 and 27      The Power of Place, border dynamics and Chicana/o Imagery

- Learning Objectives / Learning Outcomes: Explore and analyze The Power of Place, Border Dynamics and Chicana/o Imagery
- Readings: Anzaldúa, Gloria. 1987. “*To live in the Borderlands means you,*” *Borderlands, /La Frontera*; *The New Mestiza*, 194-195 and *Borders, Border Crossing, and Political art in North Carolina* pg 394 by Gabriela Valdivia, Joseph Palis, and Matthew Reilly

- o Lecture Notes: Exploring the Power of Space: *Border Dynamics and Chicana/o Visual Narratives*
- o Discussion Board: Visit La Frontera Exhibit. Share your personal reactions to specific artworks. How do these pieces resonate with your understanding of The Power of Place, border dynamics, and Chicana/o imagery?
- o Quiz: Lecture notes and both readings.

Week 6 – Oct 2 and 4                      Place and Identity

- o Learning Objectives / Learning Outcomes: Place and Identity: *Mestizaje*. Learn about Chicana/o performance art: the edgy style and flash in the work of Asco
- o Readings: *The Spaces of Home in Chicano and Latino Representations of the San Diego-Tijuana Borderlands* (1968-2002) pg 351 by Jo-Anne Berelowitz
- o Lecture Notes: Place and Identity; Chicano Performance Art
- o Discussion Board: Visit La Frontera Exhibit. Share your personal reactions to specific artworks. How do these pieces resonate with your understanding of The Power of Place, border dynamics, and Chicana/o imagery?
- o Quiz: *The Spaces of Home in Chicano and Latino Representations of the San Diego-Tijuana Borderlands* and lecture notes

Week 7– Oct 9 and 11                      Midterm Exam Review

Week 8– Oct 16 and 18                      MIDTERM EXAM

Week 9– Oct 23 and 25                      The 1970's into the 1980'S

- o Learning Objectives / Learning Outcomes: Learn about places and spaces for art, both within and beyond the barrios.
- o Readings: *The Donkey Cart Caper: Some Thoughts on Socially Conscious art in Antisocial Public Space* by David Avalos
- o Video: *ART21 Borderlands S10 E3* (55m 20s)
- o Lecture Notes: Places and Spaces for Art and Ernesto Martinez
- o Discussion Board:
- o Quiz: *The Donkey Cart Caper: Some Thoughts on Socially Conscious art in Antisocial Public Space* and Lecture Notes

Week 10 – Oct 30 and Nov 1                      The 1980's

- o Learning Objectives / Learning Outcomes: Learn about the Los Angeles Moratorium, Culture Clash's "The Mission", Dia de Los Muertos Celebrations and the emergence of new artists
- o Readings: *Mexicano / Chicano altars: the poetics and politics of space of community self-fashioning* by Malagamba Ansótegui, Amelia. Pgs 97-107
- o Lecture Notes: Exploring Cultural Shifts
- o Discussion Board:
- o Quiz: Reading(s) and Lecture Notes

Week 11 – Nov 6 and 8                      Las Diosas y los Pachucos

- o Learning Objectives / Learning Outcomes: Explore "Las Diosas y los Pachucos," delving into the intersections of gender, popular culture, and the reconfiguration of potent symbols. Analyze the concept of mestizaje and the politicization of spiritualities, unraveling their significance in shaping societal dynamics.

- o Readings: *Guadalupe the Sex Goddess* by Sandra Cisneros and *The Pachucho's Flayed Hide: Mobility, Identity, and Buenas Garras* by Marcos Sanchez-Tranquilino and John Tagg
- o Lecture Notes: Unveiling Las Diosas y los Pachucos: Gender, Popular Culture, and Symbolic Reconfigurations in Societal Dynamics
- o Discussion Board: Delve into the significance of the pachuco and pachuca subcultures as depicted in the artwork. How do these subcultures intersect with larger sociopolitical movements and challenges of their time? How do they reflect resistance, identity formation, and cultural pride?
- o Quiz: Lecture and both readings

Week 12 – Nov 13 and 15     The 1980's into the '90s

- o Learning Objectives / Learning Outcomes: Redefining American Art – Hispanic Art in the United States. Learn about Rasquachismo.
- o Readings: *Rasquachismo: A Chicano Sensibility* by Tomas Ybarra-Fausto and *Domesticana: The Sensibility of Chicana Rasquachismo* by Amalia Mesa-Baines
- o Lecture Notes: Redefining American Art: Rasquachismo
- o Discussion Board: Discuss how Rasquachismo challenges traditional notions of aesthetics and beauty. How do creative solutions born out of necessity challenge mainstream ideas of what is considered valuable or attractive?
- o Quiz: Lecture and both readings

Week 13 – Nov 20 and 22     The 1990's

- o Learning Objectives / Learning Outcomes: Reconsidering Chicano/a Art -- the CARA Exhibition and International Recognition: Le Demons des Anges and other interventions
- o Readings: *From CARA to CACA: The Multiple Anatomies of Chicano/a Art at the Turn of the New Century* by Alicia Gaspar de Alva
- o Lecture Notes: Chicana/o Art Redefined: Exploring CARA Exhibition
- o Discussion Board:
- o Quiz: *From CARA to CACA: The Multiple Anatomies of Chicano/a Art at the Turn of the New Century* and Lecture Notes

Week 14 – Nov 27 and 29     The New Millenium

- o Learning Objectives / Learning Outcomes: Discuss New Interpretations, New Contexts, and New Work
- o Readings: Kun, Josh. 2005. "The New Chicano Movement," Los Angeles Times Magazine, January 9.
- o Lecture Notes: Looking forward – looking back.
- o Discussion Board: Imagine you are a contemporary Chicano artist. How would you approach the negotiation between tradition and change in your creative process? What elements of tradition would you want to preserve, and how might you integrate them with innovative concepts or mediums?
- o Quiz: *The New Chicano Movement* and lecture

Week 15 – Dec 4 and 6     What did you learn and Final Exam Review

- o Learning Objectives / Learning Outcomes: Explore what we learned and review for Final Exam next week

Week 16 – Dec 11 and 13     Final Exam

