

## **CHICANO CINEMA ONLINE (CHIC-3302 CRN: 21308)**

Spring 2024

### **INSTRUCTOR CONTACT INFORMATION**

Professor Haydee Alonso

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### **Class Description:**

The course examines the representation of Chicanxes 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 Chicanxes. 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 Cinema.
- To learn to read mass-mediated information critically to resist its hegemonic influence, particularly when it presents Chicanas/os/exes 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.

### **Learning Modules:**

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, and discussion posts are in one area for a given week.

### **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:**

- |                 |                   |
|-----------------|-------------------|
| • Participation | 15 points         |
| • Quizzes       | 25 points         |
| • Midterm Exam  | 30 points         |
| • Final Exam    | 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.

### **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, whenever possible. You will lose 5 points off the final grade for each day it is late. In cases of illness or death, please contact me directly via email: shalonso@utep.edu

### **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:**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. 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, and a microphone. You will need to have access to a computer/laptop, a webcam, and a microphone. 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:**

- **Office Hours:** My office hours for your questions and comments about the course will be held Virtually by appointment only.
- **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
- Participating in scheduled Blackboard Collaborate sessions
- 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 Nov 30, 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.

### **Test proctoring software:**

Two-course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 24-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 1 attempt to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

### **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.

### **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.

### **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 – Jan 16 - 21      Explore labels of Americans of Mexican Descent**

- o **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.
- o **Readings:** Gripe: *'We're Chicanos--Not Latinos or Hispanics'* by Leo Guerra Tezcatlipoca and Roth and Hoffer on Broncho Billy
- o **Videos:** *Billy Broncho and the Greaser* (1914) and *Flamin' Hot* (2023)
- o **Lecture Notes:** What is a Chicana/o/x and Chicana/os in U.S. Cinema
- o **Journal Week 1: Future Perspectives:** Consider what you hope to learn or explore further in this course based on the first week's materials. How has your perspective shifted, and what questions or topics would you like to delve into deeper?
- o **Quiz 1:** Hollywood Stereotypes of Chicana/o/x Peoples

#### **Week 2 – Jan 22 - 28      Chicanos on the WWII Homefront and Post-WWII Era**

- o **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
- o **Readings:** Fregoso on *Zoot Suit and Intertextuality* and Lorrence on *Suppression of Salt of the Earth*
- o **Videos:** *Zoot Suit* (1981) and *Salt of the Earth* (1953)
- o **Lecture Notes:** *Zoot Suit* (1981) and *Salt of the Earth* (1953)
- o **Journal Week 2: Your Cultural Identity and Zoot Suit Era:** Explore how the cultural identity expressed in the Zoot Suit era aligns with or differs from your own cultural expressions. Can you draw any parallels between the characters in "Zoot Suit" and aspects of your own identity?
- o **Quiz 2:** Fregoso, *Zoot Suit* (1981) and *Salt of the Earth* (1953)

#### **Week 3 – Jan 29 - Feb 4      Chicanos – The Nation's Forgotten War Heroes and the Repatriation of Mexican/Americans**

- o **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
- o **Readings:** Rosales on *Fighting the Peace at Home* and Balderrama and Rodríguez (2006) - *Deportation: ¡Adíos, Migra!*
- o **Videos:** *American Exile*, VOX video on *Gasoline Baths at the US/Mexico Border* and *Mi Familia*
- o **Lecture Notes:** Fighting the War Back Home and Repatriation
- o **Journal Week 3: Border Crossings and Historical Irony:** Were you aware of the use of Zyklon B to "delouse" Mexicans crossing into the US in the early part of the 20th century? What is your reaction to this process and to the same chemical later being used by the Nazis to murder Jews during the Third Reich?
- o **Quiz 3:** Chicanos in WWII and Vietnam and Repatriation

#### **Week 4 – Feb 5- 11**

#### **Vatos Locos – Chicano and Chicana Gang Member**

##### **Representations**

- o **Learning Objectives / Learning Outcomes:** Develop a Multidimensional Understanding of Chicana and Chicano Gang Members
- o **Readings:** Richard Mora - *Cinematic Cholos and Abjection* and Pitman on *Policing cinematic barrio* (2010)
- o **Videos:** *Boulevard Nights* (1979), *End of Watch* (2012), *Mi Vida Loca* (1993)
- o **Lecture Notes:** Mora on Abject Cholos
- o **Journal Week 4: Reflecting on Personal Biases:** Reflect on any biases or assumptions you might have held before engaging with this week's content. How have these biases been challenged or reinforced, and what does this reveal about your own perspectives?
- o **Quiz 4:** Chicano and Chicana Gang Members

#### **Week 5 – Feb 12- 18**

#### **Chicanas/os/exes and Education**

- o **Learning Objectives / Learning Outcomes:** Learn about the history of structural racism against Mexican Americans in US public and higher education.
- o **Readings:** Cepeda et al on *Gang Members and Trauma* ; Shouse on *Stand and Deliver and Organizational Structures*
- o **Videos:** *Stolen Education* (2015), *Chicano! Taking Back the Schools* (1995) and *Stand and Deliver* (1987)
- o **Lecture Notes:** The association between childhood trauma and gang membership and Shouse on Jaime Escalante and *Stand and Deliver*
- o **Journal Week 5: Impact of Low Expectations on Motivation:** Consider the ways in which low expectations can impact students' self-perception and motivation, as depicted in "Stand and Deliver." Have you seen similar dynamics in your own educational experiences or those of others?
- o **Quiz 5:** *Stolen Education*, Cepeda et al. and *Taking Back the Schools*

#### **Week 6 – Feb 19 - 25**

#### **The Struggle for Chicano Representation in El Paso's Public**

##### **Memory and Public Space**

- o **Learning Objectives / Learning Outcomes:** Learn about El Paso's fantasy heritage and its negative impact on Mexican Americans. Learn about Chicanas in fantasy heritage.
- o **Readings:** Pérez and Ortega (2008) - *The Juan de Oñate Controversy in El Paso*
- o **Videos:** *The Last Conquistador* and *Las Marthas* (2013)
- o **Journal Week 6: Personal Impressions of El Paso's Fantasy Heritage:** Share your personal impressions and reflections after learning about El Paso's fantasy heritage. How does this concept impact your understanding of the region's history and its representation of Mexican Americans?
- o **Lecture Notes:** El Paso's fantasy heritage and its negative impact on Mexican Americans.
- o **Quiz 6:** *Las Marthas*, Fantasy Heritage and Juan de Oñate

### **Week 7 – Feb 26 - March 3 Chicanas in the Professional Realm and Final Exam**

- o **Learning Objectives / Learning Outcomes:** Learn about Chicanas in the Professional Realm. Explore what we learned and review for Final Exam next week
- o **Readings:** Nancy Aguirre - *A Stranger in Charleston*
- o **Videos:** *Real Women Have Curves* (2002), *Tortilla Soup* (2001)
- o **Journal Week 7: Relating Film Narratives to Real-world Experiences:** Relate the narratives in the films to real-world experiences you may be aware of or have personally encountered. How do the characters' struggles and successes align with or differ from the experiences of Chicanas in your own community?
- o **Lecture Notes:** Chicanas in the Professional Realm and Final Review
- o **Quiz 7:** *Real Women Have Curves*, *Tortilla Soup* and Aguirre