

CHICANO FINE ART 1311 CRN 27123

Spring 2025 – T TR 1:30 - 2:50 PM
Liberal Arts Rm 102

INSTRUCTOR CONTACT INFORMATION

Professor Haydee Alonso
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** Preferred method of contact

Class Description:

In this course, we'll explore the evolving world of Chicana fine art. Together, we'll explore how Chicana artists have used their work to tell stories, challenge societal norms, and inspire change, reflecting the layered and complex identities within the community. Over the term, we'll look into the historical roots of Chicana art, the impact of the Chicano Civil Rights Movement, and the innovative expressions of contemporary Chicana artists.

Expect lectures, readings, and hands-on experiences that will deepen your understanding of how Chicana art speaks to resilience, resistance, and creativity, offering powerful insights into the community's stories.

Course Objectives:

By the end of this course, you will:

1. Develop a comprehensive understanding of Chicana identity, history, and art.
2. Analyze the role of Chicana art in social and political movements.
3. Examine the connections between art, culture, and activism.
4. Explore themes of identity, spirituality, and place within the Chicana context.
5. Engage critically with a diverse range of readings, artworks, and multimedia content.
6. 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 (ongoing)	15 points
2. Photography Art Project (Due Week 6, Sun, March 2)	20 points
3. Protest Poster Assignments (Due Week 9, Sun, March 23)	20 points
4. Participation and Attendance (ongoing)	15 points
5. Final Project (Due Week 15, Sun May 11)	30 points
Total	100 points

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.

- o Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.

- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- o 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.
- o 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 this course is **mandatory** and essential for your success. Regular and punctual attendance ensures that you are fully engaged with the material and can actively contribute to our learning community. You are expected to arrive on time, having completed all assigned readings and homework, ready to participate in class discussions and activities.

You are allowed up to **three unexcused absences** throughout the semester. Beyond this, each additional unexcused absence will result in a deduction of half a letter grade from your final grade. To excuse an absence, you must provide appropriate documentation, such as a doctor's note. Please note that **three instances of tardiness** will count as one unexcused absence. If you anticipate circumstances affecting your attendance, notify me as early as possible.

In the event of an absence, it is **your responsibility** to catch up on material covered during class by reaching out to classmates for notes or updates. Missing class or arriving late does not exempt you from meeting assignment deadlines or understanding course content.

Participation in the course is determined by the completion of the following activities:

- **Reading/Viewing** all course materials to ensure understanding of assignment requirements.
- **Engaging in class discussions and activities**, both in-person and on discussion boards, by asking questions, sharing ideas, and being an active contributor to collaborative discourse.
- **Completing all assigned work**, including quizzes, exams, and art projects.
- **Participating in any other activities** 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.

This course is built on a foundation of collaborative learning and creative exploration. The commitment and integrity you bring to this class will not only shape your success here but also prepare you for your future as an arts professional. Engage fully, challenge yourself, and make the most of this opportunity.

Let's create a supportive and inspiring environment together.

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 April 4, 2025

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, 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:

Writing, analytical, and critical thinking skills are essential learning outcomes of this course. While you are welcome to use AI tools such as ChatGPT, Grammarly, or similar software to support your learning—such as brainstorming ideas, improving grammar, or generating insights—copying and pasting AI-generated content directly into your assignments is prohibited.

All work submitted must reflect your original thinking, effort, and understanding, and must be completed in accordance with the UTEP Handbook of Operating Procedures Chapter 1 Section 1.2.3. Using AI as a substitute for your own work will be considered academic misconduct, treated as cheating, and reported to the Dean of Students.

If you choose to use AI tools, ensure that you cite their usage where appropriate and integrate the support they provide into your own voice and ideas.

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 – Jan 21 and 23

Course Overview: Who is a Chicana & what is Chicana 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 and how Chicano Art reflects and shapes cultural identity, social struggles, and historical narratives.
- Readings: "Gripe: 'We're Chicanos--Not Latinos or Hispanics.'" Los Angeles Times
- Lecture Notes:
 - Tuesday: Intro to the course and Artist Talk
 - Thursday: The Role of Art in the Chicana Experience
- Discussion: In Class- What does the term Chicana/Chicano/Chicana mean to you?
- Quiz: Syllabus and related items for the week

Week 2 – Jan 28 and 30

Labels, Identity, and the Principles of Art and Composition

- Learning Objectives / Learning Outcomes: Explore how media shapes and reflects Latinx and Chicana cultural identity. Examine generational and cultural views on labels like "Hispanic," "Latino," and "Chicano." Learn key art terminology and composition rules to analyze and create visual art while honing skills to articulate and critique effectively.
- Readings: "Gripe: 'We're Chicanos--Not Latinos or Hispanics.'" Los Angeles Times (Review from Week 1). Art Terminology Handout (Provided in Class)
- Lecture Notes:

- Tuesday: Labels and Identity in Media & Society
- Thursday: Introduction to Art Terminology and Composition
- Discussion: In Class.
- Quiz: Lecture Notes and Art Terminology

Week 3 – Feb 4 and 6 Tesora Garcia and Rubin Center Visit

- Learning Objectives / Learning Outcomes: Explore the intersection of art, history, and identity through the work of Tesora Molina-Garcia. Learn the purpose and history of zine-making as a medium for storytelling, activism, and cultural preservation. Prepare for the following week's collaborative zine project.
- Readings: Explore Tesora's website: [Tesora Molina-Garcia](#)
- Lecture Notes:
 - Tuesday: Guest Lecture and Q&A with Tesora (via Zoom)
 - Thursday: Rubin Center Visit – Mud + Corn + Stone + Blue Exhibition
- Discussion: In Class
- Quiz:

Week 4 – Feb 11 and 13 Conflict Resolution Presentation; Zine Workshop: Show & Tell

- Learning Objectives / Learning Outcomes: Explore conflict resolution strategies. Engage in the creative process of collaborative zine-making, connecting personal narratives with broader cultural and historical contexts. Reflect on maternal genealogies and their role in shaping identity and art.
- Readings: None
- Lecture Notes:
 - Tuesday: Conflict Resolution Presentation
 - Thursday: Rubin Center Visit – Zine Show & Tell; Begin scanning materials with Tesora
- Discussion: In Class
- Quiz: None
- Extra Credit: Friday Feb 14- Zine Building at the Rubin Center

Week 5 – Feb 18 and 20 Origins of the Chicana/o Civil Rights Movement

- Learning Objectives / Learning Outcomes: Explore the origins of the Chicano Civil Rights Movement.
- Readings: *"El Plan Espiritual de Aztlán"* 1969, *El Grito del Norte*, II, no. 9
- Lecture Notes:
 - Tuesday:
 - Thursday:
- Discussion: In Class
- Quiz: *"El Plan Espiritual de Aztlán"* and Lecture Notes

Week 6 – Feb 25 and 27 Pachucas, Pachucos, and Zoot Suits: Chicano Art and Identity in Symbols of Resistance

- Learning Objectives / Learning Outcomes: Investigate the interrelationships of gender, popular culture, and societal dynamics. Examine the cultural significance of Aztlán, Pachucos, Zoot Suit Riots, and the Sleepy Lagoon.
- Readings / Videos: *The Pachuco's Flayed Hide: Mobility, Identity, and Buenas Garras* by Marcos Sanchez-Tranquilino and John Tagg
- Lecture Notes:
 - Tuesday: Chicano Art and Identity in Historical Context

- Thursday: Chols and Photography Composition Rules
- Discussion: In class
- Art Project: *Fashion and Identity Photography*: Explore Chicano culture through a photography project focusing on fashion and identity. You can capture images that reflect Pachucas and Cholas style while considering the societal dynamics discussed in class. Due Sun, March 2

Week 7 – March 4 and 6 1950s into the 1960s: East L.A. Blowouts and Art Critique

- Learning Objectives / Learning Outcomes: Explore the beginnings of the Chicano Art Movement. Learn about The United Farm Workers Union, Teatro Campesino (California).
 - Readings: *Notes on Chicano Theater* by Valdez
 - Lecture Notes:
 - Tuesday: The 1950's and the 1960's; Chicano Blowouts
 - Thursday: Art Critique
 - Discussion: In Class
- Quiz: Lecture notes and related items for the week

Week 8– March 11 and 13 SPRING BREAK

Week 9– March 18 and 20 The 1970's into the 1980's: ASCO (1972-1987) and Protest Art

- Learning Objectives / Learning Outcomes: Learn about the Student Movements, the Chicano Moratorium, and the anti-war Movement against the Viet Nam War. Learn about artist collective: ASCO
- Readings:
- Video: Carlos Almaraz: *Playing with Fire*
- Lecture Notes:
 - Tuesday: *Printing the Revolution*
 - Thursday: *Chicano Moratorium; Places and Spaces for Art and Asco*
- Discussion: In Class
- Art Project: Create your own protest poster inspired by the Chicano Civil Rights Movement. Express contemporary social issues or concerns that resonate with the themes discussed in class. Due Sun, March 23

Week 10– March 25 and 27 Rasquachismo: A Chicano Sensibility and Art Critique

- Learning Objectives / Learning Outcomes: Gain an understanding of "Rasquachismo" as a cultural concept, exploring its historical context and significance.
 - Readings: *Rasquachismo: A Chicano Sensibility* by Tomas Ybarra-Fausto
 - Lecture Notes:
 - Tuesday: *Chicana/o Art Redefined: Rasquachismo*
 - Thursday: *Art Critique*
 - Discussion: In-Class
- Quiz: Lecture notes and related items for the week

Week 11– April 1 and 3 Reconceptualizing Body and Space in Chicano Art

- Learning Objectives / Learning Outcomes: Learn about Chicana/o performance art and the way artists can reclaim the representations of their bodies.
- Readings/Videos: *Radical Women: Latin American Art, 1960-1985*

- Lecture Notes:
 - Tuesday: Reconceptualizing Body and Space
 - Thursday: Guillermo Gomez Peña
- Discussion: In class
- Quiz: Guillermo Gomez Peña and related items for the week

Week 12 – April 8 and 10 **The Power of Place and Border Dynamics**

- Learning Objectives / Learning Outcomes: Analyze *The Power of Place* and Border Dynamics through Chicana/o imagery. Explore the Virgen de Guadalupe as a symbol of empowerment and cultural identity, particularly in feminist contexts from the 1960s to 1970s.
- Readings/Videos: Anzaldúa, Gloria. 1987. "To Live in the Borderlands Means You"
- Video(s): Borderlands – Art21
- Lecture Notes:
 - Tuesday:
 - Thursday:
- Discussion: In class
- Quiz: Readings and Lecture Notes

Week 13 – April 15 and 17 **La Virgen de Guadalupe**

- Learning Objectives / Learning Outcomes: Explore the Virgen de Guadalupe as a symbol of empowerment and cultural identity, particularly in feminist contexts from the 1960s to 1970s.
- Readings/Videos: Sandra Cisneros. "Guadalupe the Sex Goddess"
- Lecture Notes:
 - Tuesday:
 - Thursday:
- Discussion: In class
- Quiz: Readings and Lecture Notes

Week 14 – April 22 and 24 **CARA Exhibition and the New Millennium**

- Learning Objectives / Learning Outcomes: Reconsidering Chicano/a Art -- the CARA Exhibition. Discuss New Interpretations, New Contexts, and New Work. Review the Final Project
- Readings: *From CARA to CACA: The Multiple Anatomies of Chicano/a Art at the Turn of the New Century* by Alicia Gaspar de Alva
- Lecture Notes:
 - Tuesday: Exploring the CARA Exhibition and final run-through
 - Thursday: New interpretations, new context new work
- Quiz: *From CARA to CACA: The Multiple Anatomies of Chicano/a Art at the Turn of the New Century* and related items for the week

Week 15 – April 29 and May 1 **Meetings about Final Creative Project**

- Learning Objectives / Learning Outcomes: Begin working on Chicano Art Exhibition Curatorial Final Project
- Readings:
- Lecture Notes:
- Discussion:
- Quiz: *None*

Week 16 – May 6 and 8 Final Creative Project and Peer Reviews

- Learning Objectives / Learning Outcomes: Continue working on Chicano Art Exhibition Curatorial Final Project and peer reviews.
- Readings:
- Lecture Notes:
- Discussion:
- Quiz: *None*

Week 17 – May 13 and 15 Spring Final Exams

FINAL PROJECT DUE VIA BLACKBOARD ON SUN. MAY 11 BEFORE MIDNIGHT.

I WILL NOT ACCEPT IT OTHERWISE