

**University of Texas, El Paso**  
**SYLLABUS**  
**INSTRUCTOR’S COURSE REQUIREMENTS**  
**SPRING 2024**

**I. COURSE NUMBER AND INSTRUCTOR INFORMATION**

Chic 3311: Societal Issues	CRN: 20567
INSTRUCTOR’S NAME:	<u>Steven Loera, BA, MA</u>
CAMPUS AND CLASSROOM:	Liberal Arts, Room 103
CLASS HOURS:	<u>TR: 9:00 AM – 10:20 AM</u>
TELEPHONE NUMBER:	<u>915 747-5740, Message Only</u>
OFFICE HOURS:	<u>TR : 10:30 AM – 12 PM, Old Main Rm: 202</u> or <a href="mailto:sloera@epcc.edu">sloera@epcc.edu</a> or blackboard

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**II. TEXT AND MATERIALS**

- A. Bixler-Marquez,, Dennis & Ortega , Carlos F, Chicana/o Studies : Survey and Analysis, 2014
- B . Huntington Samuel, Theory of Hispanization, Handout, 2004
- C Digital News Circulations : El Paso Times, USA Today, Los Angeles Times; Diario

**III. COURSE DESCRIPTION**

Mexican American (depending on if you hyphenate ), Chicano, Chicana/o, or Latinx, these labels speak to the heterogeneity of the Hispanic population , each distinctive in its own right , and its respective time period. The quest for identity is important for maintaining a much needed racial, ethnic, and gender discussion during a culture war in America. Politicians who campaign using xenophobic notions accuse Hispanics of an “alien invasion” of the United States. Moreover, anti-woke proponents call attention to critical race theory in school curriculums branding Mexican American Studies as antithetical to what it means to be American.

Chicana/o Studies 3311, Societal Issues, explores the diversity of this community starting with the inception of a curriculum in response to turbulent political times over racial inequality, what the southwestern border means and its impact in shaping as well as defining Mexican culture. Tied to history, studies on the family, labor, education, politics and discourses expressed through the literary and visual arts, Chicana/o Studies challenges and debunks the stereotypical imagery of Hispanics in the United States countering it with positive societal contributions made by Mexican Americans. As an interdisciplinary subject, Chicana/o Studies incorporates history, sociology, anthropology and humanities as well as applying them to current social issues. More importantly, the reading, analytical, verbal and writing skills learned in this class will compliment whatever your major field of study may be. Welcome to the class.

## COURSE GRADING AND REQUIREMENTS

### A. Grading Scale:

<u>Point Accumulation</u>	<u>Letter Grade</u>
100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
Bellow	F

### B Exam

- 1 One midterm exam consisting of a two part essay question pertinent to the readings to include key terms from both the textbook and class lectures. Worth twenty (20) points total
2. One final exam consisting of the same also worth twenty (20) points total

### C Written and oral assignments:

1. You will be required to submit three (3) papers ,three pages in length minimum, typed, in which you will address a topic pertaining to the assigned readings. This will be good practice on how to incorporate key terms and concepts from the readings. Each paper is worth ten (10) points totaling thirty (30) points of your grade. Late submissions will be deducted four (4) points.
2. Class discussion is an important part of the learning process. Therefore, being prepared by reading and providing feedback will aid in understanding the material in order to do well in this course. Part of this will include discussions on a current event of your choice pertinent to this subject. Ten of the class discussions will be graded each worth one (1) point for ten (10) points total.
3. A six-page (6) analytical paper is required on a topic pertaining to Chicana/o Studies. A list of topics will be provided. Like all academic papers, this must consist of a thesis, supporting paragraphs and conclusion. You are to use the APA format with citations in the supporting paragraphs and a reference page at the end. This paper will entertain a social problem impacting the Chicana/o community while providing solutions to effectuate Change. This assignment is worth thirty (30) points with a ten (10) point deduction for late submissions.

#### IV. INSTRUCTOR'S and INSTITUTIONAL POLICIES

##### A. Attendance, and other concerns.

1. While regular attendance is mandatory in order to do well in this class, in a post-pandemic extenuating circumstances are likely to occur and may require accommodation. Therefore, I strongly encourage students to communicate with the professor regarding any related concerns. As a rule, exceeding four absences in each semester is reason to drop a student at the professor's discretion. Of course, the ultimate responsibility is on the student to follow the required deadline date for class withdrawal without being penalized. Similarly, for online instruction, missing more than four assignments, discussions and written exams can constitute an unexcused absence resulting in the same outcome. Arriving to class on time is also required. Late more than five (5) times will result in a grade reduction.
2. Once a student roster is certified a student who desires a "W" (withdrawal) from the course must contact the Registrar's office by the required deadline date. Any Incomplete ("I") given as a final grade will be at the discretion of the professor only after consulting with the student before the end of the term.
3. **Academic Dishonesty:** is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOP) . 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 one's 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
4. **Students with Disabilities :** if you have a documented disability and require specific accommodations you will need to contact the Center for Accommodations and Support Services ( CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106 within the first two weeks of classes. For additional information visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).
5. **COVID-19 PRECAUTION STATEMENT**  
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If feeling unwell , please let me know as soon as possible, so that appropriate accommodation can be provided. If tested positive, report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu). Furthermore, the Student Health Center is equipped to provide COVID-19 testing.

- 6. 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 chat GPT, Grammarly, Chegg or other AI composition software is prohibited, will be treated as cheating, and reported to the Dean of Students.**

#### **WITHDRAWAL DATE**

Note that March 28, 2024 is the deadline date to drop from a course with a “W”.

#### **READING ASSIGNMENTS : Chicana/o Studies, Survey and Analysis**

**Introduction : Chicano Studies as a Discipline ( vii )**

**Chapter 1 : Historical Perspectives : [1]**

**: The Chicano Movement and the Treaty. (3)**

**: Border Culture ( 23)**

**: Confronting “ America” ( 33)**

**Chapter 2 : Demographics , Society, Labor, and Culture.**

**: Realms of Integration : Family, Education, Work, and Health [87]**

**: Environmental Problems in Ciudad Juarez-El Paso( 113)**

**: Trabajando : Mexican Americans in the Labor Market. [ 155]**

**Chapter Three: Political And Socioeconomic Perspectives ( 175)**

**: Border Challenges and Ethnic Struggles for Social Justice in Arizona: Hispanic Communities Under Siege. ( 193)**

**: More Hispanic Voting Myths : Why the Media’s Emphasis on Race and Ethnicity is Wrong.( 239)**

**: The Development of Chicana Feminist Discourse. ( 241)**

**Chapter Four : Educational Perspectives( 275)**

**: Segregation and the Education of Mexican Children,1900-1940 ( 295)**

**: The Fight for Mexican- American Studies in Tucson ( 345)**

**: The Librotráfico Behind the Movement to Smuggle “ Wetbooks” Back into Arizona. ( 351)**

**: School Failure: Explanations and Interventions. ( 375)**

**Chapter 5 : Literature, Art, Folklore, Music, and Cinema. ( 397)**

**: Chicana Literature from a Chicana Feminist Perspective. ( 421)**

**Handout titled: “Huntington’s Theory of Hispanization” by Samuel Huntington**

## Chapter Readings, and Terms :

January 16, 18 : First class meeting. Introduction, Getting To Know Each Other  
What is Chicana/o Studies ?

- Philosophy, Sociology, History
- Culture, Subculture,
- Socialization, Nature, Nurture , Macro and Micro

January 23, 25 : **Chicano Studies as a Discipline.**

- Origins
- Formation of a Discipline
- Contributions and Issues in Chicano Studies

January 30, Feb 01 : **Historical Perspectives**

- Chicano Movement and the Treaty
- The Alianza Movement ( Getting Back What is Lost)
- Urban Chicano Movement, Brown Berets, Nationalism
- Interpretation By Chicano Intelligencia

February 06, 08 : Border Culture

- Acculturation or Assimilation
- Double Consciousness , Passing
- Confronting “ America”

February 13, 15 : **Demographics, Society, Labor, and Culture**

- Realms of Integration: Family, Education, Work, and Health
- What is the Family as a Social Institution ?
- Educating the Mexican American and the Hidden Curriculum
- Poverty and Wealth Among Hispanics, Dual Labor Market
- Health and Access to Quality Care
- Environmental Problems in Ciudad Juarez-El Paso

February 20, 22 : Trabajando: Mexican Americans in in the Labor Market

- Labor Market Activity
- Employment Patterns
- Social Stratification, Culture of Poverty
- Wages, Human Capital and Discrimination

February 27, 29 : **Political and Socioeconomic Perspectives**

- Reinterpreting the Chicano Experience
- Ethnocentrism , Cultural Relativism
- What Did Chicano Scholars like Romano, and Acuna write?
- Teatro Campesino, Chicana/o Theater, Dramaturgy
- Symbolic and Situational Ethnicity

March 05, 07 : Border Challenges and Ethnic Struggles for Social Justice in Arizona : Hispanic Communities Under Siege.

- Immigration Reform and Anti-Ethnic Studies Law
- Scapegoating
- Politics of Fear / Immigration Industrial Complex

March 19, 21 : An Awaken Giant: The Hispanic Electorate is Likely to Double

- More Hispanic Voting Myths : Why the Media's Emphasis on Race and Ethnicity is Wrong
- Heighten Sense of Ethnicity
- Development of Chicana Feminist Discourse
- Gender Binaries, Dominant Patriarchal Ideology

March 26, 28 : **Educational Perspectives**

- Segregation and the Education of Mexican Children
- Mentacide ( like Genocide)
- De jure Segregation, “ Separate but Equal “
- The Task of Desegregation
- Internal Colonialism, Population Transfer

April 02, 04, 9,11 : The Librotraficante Behind the Movement to Smuggle Wetbooks

- The Fight for Mexican-American Studies in Tucson
- Book Banning, to Censoring Teachers, the Anti-Woke Agenda
- School Failure : Explanations and Interventions, “No Child Left Behind “
- Genetics ( Eugenics)
- Cultural , Class, Looking Glass Self

April 16, 18, 23 : **Literature, Art, Folklore, Music, And Cinema**

- Chicana Literature from a Chicana Feminist Perspective
- What is a Chicana
- Essentialism and Gender Identity
- Social Learning; Family ,Schools, Peers and Media
- The House on Mango Street by Sandra Cisneros

April 30, May 02, Handout : **Huntington's Theory on Hispanization, by Samuel Huntington**

May 02: Final Review

Dates for Mid-term and Final

**Mid-term: March 19 ,2024**

**Final: May 07, 2024**

Dates for Written Assignments

**Paper 1 : February 08, 2024    Paper 3 : April 03 2024**  
**Paper2 : February 29, 2024**

Date for Analytical Paper

**April 30, 2024**

**Institutional Holiday : January 15, March 11-15, March 29, 2024**

**Note: Assignments and test dates may be subject to change in which you will be notified**

**Welcome to Chicana/o Studies 3311, Societal and Cultural Issues**