

## UNDERGRADUATE CURRICULUM CHANGE MEMO

**Date:** 2/25/2022

**From:** Dennis Bixler-Márquez, Chair, Curriculum Committee, Chicano Studies *DBM*

**Through:** Dennis Bixler-Márquez, Director, Chicano Studies *DBM*

**Through:** Denis O'Hearn, Dean, College of Liberal Arts

**To:** Crystal Herman, Chair, Undergraduate Curriculum Committee

**Proposal Title:** Course Addition of CHIC 2311 – Introduction to Chicano Studies

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The proposed course will be the introductory course in Chicano Studies at the more appropriate sophomore level. It will enable the scaffolding of the CHIC major and minors with lower-division courses that support and lead to the upper-division curriculum. In addition, the course is already part of the state of Texas Community College Field of Study in Mexican American Studies, listed at a lower-division level and transferable to four-year programs. The proposed course change will automatically align the course level with that of community college versions of the course.

The CHIC 2311 course will be listed in the CHIC major and minors, as an option with the existing junior-level course CHIC 3311, Chicano Studies: Survey and Analysis. The student can select either one. The CHIC 3311 course will remain in the catalog for the EU degree and other course menus that require a junior-level course.

**From:** [Herman, Crystal](#)  
**To:** [Rivera, Julie A](#)  
**Subject:** Fw: LACC approvals  
**Date:** Monday, March 21, 2022 12:48:49 PM  
**Attachments:** [CHIC Course add.pdf](#)  
[MUSL course adds.pdf](#)  
[POLS course description changes.pdf](#)  
[POLS course replacement.pdf](#)

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Julie,

Please use this email as the electronic approval signature for both me and the Dean. Thank you.

*Crystal G. Herman M.F.A.*  
Associate Dean, College of Liberal Arts  
Liberal Arts Curriculum Committee Chair  
Associate Professor, Costume Design  
Department of Theatre & Dance  
University of Texas at El Paso

Liberal Arts Office:  
Liberal Arts Building room 347  
(915) 747-5781

Theatre & Dance Office:  
Fox Fine Arts Building Room 271  
(915) 747-7853

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**From:** Herman, Crystal  
**Sent:** Monday, March 21, 2022 9:58 AM  
**To:** Ohearn, Denis A  
**Cc:** Rivera, Julie A  
**Subject:** LACC approvals

Denis,

I'm sorry, I did not realize that you were going to be out of town. Could you electronically approve the attached proposals so that I can forward them on to Julie?

Thank you.

*Crystal G. Herman M.F.A.*  
Associate Dean, College of Liberal Arts  
Liberal Arts Curriculum Committee Chair  
Associate Professor, Costume Design  
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University of Texas at El Paso

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**From:** [Ohearn, Denis A](#)  
**To:** [Herman, Crystal](#)  
**Cc:** [Rivera, Julie A](#)  
**Subject:** Re: LACC approvals  
**Date:** Monday, March 21, 2022 10:46:41 AM

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I approve these course proposals.  
Denis O'Hearn

Get [Outlook for Android](#)

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**From:** Herman, Crystal <gherman2@utep.edu>  
**Sent:** Monday, March 21, 2022 4:58:35 PM  
**To:** Ohearn, Denis A <daohearn@utep.edu>  
**Cc:** Rivera, Julie A <jarivera6@utep.edu>  
**Subject:** LACC approvals

Denis,

I'm sorry, I did not realize that you were going to be out of town. Could you electronically approve the attached proposals so that I can forward them on to Julie?

Thank you.

*Crystal G. Herman M.F.A.*  
Associate Dean, College of Liberal Arts  
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# CURRICULUM PROPOSAL

## APPROVAL PAGE

Proposal Title: Course Addition of CHIC 2311 - Introduction to Chicano Studies

College: Liberal Arts

Department: Chicano Studies

**DEPARTMENT CHAIR- Dennis Bixler-Márquez**

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I have read the enclosed proposal and approve this proposal on behalf of the department.



02-28-22

Signature

Date

**COLLEGE CURRICULUM COMMITTEE CHAIR – Crystal Herman**

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I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

**COLLEGE DEAN – Denis O'Hearn**

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I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

## UTEP Core Curriculum Course Addition Form

### **Course Prefix, Number, and Title**

CHIC 2311 Introduction to Chicano Studies

### **Contact**

Name: Dr. Dennis Bixler-Márquez, Director

Department: Chicano Studies

Email: [dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)

Phone: (915) 747-5462

Cell: (915) 307-0577

### **Alternate Point of Contact**

Name:

Department:

Email:

Phone

### **Course Information**

Course: CHIC 2311

Credit hours: 3

Terms Offered: Fall, Spring, Summer

TCCN: HUMA 1305 (Introduction to Mexican-American Studies)

Prerequisites: None

### **Course Description**

A multidisciplinary introduction to the field of Chicano Studies that includes the analysis of varying perspectives on the experience of the Mexican origin population in the U.S. and on the US-Mexico Border. The course applies toward the Core Curriculum requirement in the Social and Behavioral Sciences, as well as the Chicano Studies major or minors.

### **Foundational Component Area (Select one)**

**Communication** (core curriculum objectives: CT, COM, TW, PR)

**Math** (core curriculum objectives: CT, COM, EQS)

**Life and Physical Sciences** (core curriculum objectives: CT, COM, EQS, TW)

**Language, Philosophy, and Culture** (core curriculum objectives: CT, COM, SR, PR)

**Creative Arts** (core curriculum objectives: CT, COM, TW, SR)

**American History** (core curriculum objectives: CT, COM, SR, PR)

**Government/Political Science** (core curriculum objectives: CT, COM, SR, PR)

**Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)

**Component Area** (core curriculum objectives: CT, COM, at least one additional objective)

### **Core Curriculum Objectives**

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information

CHIC 2311 focuses on the development of students' critical thinking skills by incorporating media analysis, research, and writing assignments in the course, such as podcasts, films, library research, and guest lectures by scholars and civic officials. A Poster session on key dimensions of Latina/o groups will be developed and presented by four-person teams.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

CHIC 2311 employs the construction of a writing portfolio, journal entries based on assignments on various Latina/o groups, extra-curricular event descriptions and a final assignment that consists of a Latino population comparative features poster session. The latter requires the development of an oral presentation in multimodal contexts, including material obtained from web sites and or constructed by the students.

Empirical and Quantitative Skills (EQS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

CHIC 2311 will facilitate the analysis of Census data for Hispanic population in the U.S., TX and El Paso. Student groups will examine demographic data and produce a profile of the segment of a selected demographic sub-set.

Teamwork (TW) ability to consider different points of view and to work effectively with other to support a shared purpose or goal

CHIC 2311 meets this objective by requiring students to participate in a four-person team to generate a poster session proposal, perform an in-class review of the bibliography of the assignment edit, and provide feedback to peers throughout the project's development. The team presents the poster session to the class. Student teams are also required to lead one class discussion with questions and answers in the semester.

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making

CHIC 2311 emphasizes the responsibility of being a thorough and fair researcher with regard to primary and secondary research in the course assignments, including being accountable for their individual portion of the poster session in its class presentation. Students develop expertise in the ethical and legitimate identification and presentation of their individual research.

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

CHIC 2311 encourages students to teach and learn from other students via the Collaborative Instruction methodology employed in the course. The poster session teams require unit cohesion obtained via structured interaction that flows from cooperation, dialogue and critical interaction. Faculty monitor student group sessions to guide and mentor students into productive avenues of production.

## **Course Assessment Plan**

**Provide examples of the major assignments referenced for each category below**

### Critical Thinking

Critical thinking skills assessed as the major component of the written and digital poster session projects by evaluating the quality of analysis (logic and reasoning), the use of textual evidence, research of secondary scholarly sources and how effectively the students synthesize the evidence in their own exposition. Student responses to fellow students are examined for the quality of feedback offered.

Assignments pertaining to the assessment:

- Quizzes
- Extra-curricular activity reports
- Annotated Bibliography
- Library assignments
- Poster Session Presentation

### Communication Skills

Critical thinking skills assessed as the major component of the written and digital poster session projects by evaluating the quality of analysis (logic and reasoning), the use of textual evidence, research of secondary scholarly sources and how effectively the students synthesize the evidence in their own exposition. Student responses to fellow students are examined for the quality of feedback offered.

Assignments pertaining to the assessment:

- Quizzes
- Extra-curricular activity reports
- Annotated Bibliography
- Library assignments
- Poster Session Presentation

### Empirical and Quantitative Skills

- Analysis of U.S. Census data assignments pertaining to the Hispanic population in the US, Texas and the U.S-Mexico border region, to include SES, educational attainment, political participation
- Review of local school district graduation rates and college participation.

### Teamwork

The assessment of teamwork incorporates several participatory activities throughout the semester. Teams are created at the start of the semester and each team must meet required deadlines according to the syllabus. Teams are evaluated on the quality of their collective product and on the feedback that team members provide their peers. At the end of the semester, individual team members provide an evaluation of the team's work ethic and performance in the semester. Assignments pertaining to the assessment:

- Collaborative discussion board participation
- Team presentation bibliography
- In-Class Team Meetings Overseen by Instructor
- Poster Session Presentation



### Personal Responsibility

Personal responsibility assessed primarily in the poster session project or other major individual assignment. The projects' evaluation centers on the appropriate use of sources, such as contextualization and attribution. The evaluation of personal responsibility rests on individual participation in the team project and required team meetings overseen by the instructor.

- Individual Team Member Presentation
- Annotated Bibliography Contribution
- Individual assignments
- Individual Library and Website Assignment evaluations

### Social Responsibility

Social responsibility assessed primarily in the literary website assignment. The website is evaluated according to its accessibility to the target audience (freshmen students) and in relation to how well the content addresses that audience through effective multimodal communication strategies. Throughout the development of a project, teams will be required to consider the communal engagement of the website.

## COURSE ADD

All fields below are required

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College : Liberal Arts                      Department : Chicano Studies

Effective Term : Spring 2023

Rationale for adding the course:

Chicano Studies currently offers a survey course at the junior-level. However, most universities and community colleges offer that course at the lower-division level, so the proposed course will align our curriculum with that of other institutions, facilitating transferability. In addition, its offering in the Core Curriculum allows for early recruitment into the CHIC major and minors.

All fields below are required

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Subject Prefix and # CHIC 2311

Title (29 characters or fewer): Intro to Chicano Studies

Dept. Administrative Code : 1735

[CIP Code](#) 05.0203.00

Departmental Approval Required  Yes  No

Course Level  UG     GR     DR     SP

Course will be taught:  Face-to-Face     Online     Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?"  Yes  No

Grading Mode:  Standard     Pass/Fail     Audit

Description and keywords (600 characters maximum):

A multidisciplinary introduction to the field of Chicano Studies that includes the analysis of varying perspectives on the experience of the Mexican origin population in the U.S. and on the US-Mexico Border. The course applies toward the Core Curriculum requirement in the Social and Behavioral Sciences, as well as the Chicano Studies major or minors.

Contact Hours (per week):    3 Lecture Hours                      Lab Hours                      Other

Types of Instruction (Schedule Type): Select all that apply

- A Lecture
- B Laboratory
- C Practicum
- D Seminar
- E Independent Study
- F Private Lesson

- H Thesis
- I Dissertation
- K Lecture/Lab Combined
- O Discussion or Review (Study Skills)
- P Specialized Instruction
- Q Student Teaching

**Fields below if applicable**

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If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): **8 Weeks**

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

Equivalent Course(s):
HUMA 1305 Introduction to Mexican-American Studies
CHIC 3311 Chicano Studies: Societal Issues

<b>Restrictions:</b>	
<b>Classification</b>	
<b>Major</b>	

# University Core

## Social and Behavioral Sciences (three hours)

Code	Title	Hours
The objective of the social and behavioral science component is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.		
Select one of the following:		3
<a href="#">ANTH 1301</a>	Intro-Phys Anth/Archeolog	
<a href="#">ANTH 1302</a>	Intro-Cultural Anthropology	
<a href="#">ANTH 1310</a>	Cultural Geography	
<a href="#">ANTH 2320</a>	Intro to Linguistics	
<a href="#">CE 2326</a>	Econ for Engrs & Scientists	
<a href="#">CHIC 2311</a>	<a href="#">Intro to Chicano Studies</a>	
<a href="#">COMM 2350</a>	Interpersonal Communication	
<a href="#">COMM 2372</a>	Mass Media and Society	
<a href="#">ECON 2303</a>	Principles of Economics	
<a href="#">ECON 2304</a>	Principles of Economics	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">EDPC 1301</a>	Introduction to Ed Psychology	
<a href="#">EDU 1342</a>	Action Research in Classrooms	
<a href="#">ENGL 2320</a>	Introduction to Linguistics	
<a href="#">GEOG 1310</a>	Cultural Geography	
<a href="#">LING 2320</a>	An Intro. to Linguistics	
<a href="#">LING 2340</a>	Lang. Inside & Out: Sel Topics	
<a href="#">PSYC 1301</a>	Introduction to Psychology	
<a href="#">SOCI 1301</a>	Introduction to Sociology	
<a href="#">SOCI 1310</a>	Cultural Geography	

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**Total Hours**

Course List

# Degree Plan – Chicano Studies Major

Required Credits: 120

Code	Title	Hours
<b>Minor Required</b>		
This program requires the selection of a minor.		18
<b>University Core Curriculum</b>		
<a href="#">Complete the University Core Curriculum requirements.</a>		42
<b>Chicano Studies Major</b>		
Required Courses:		
<a href="#">CHIC 3302</a> or <a href="#">CHIC 3304</a> or <a href="#">CHIC 3344</a>	Chicano Cinema Chicano/Latino Music in the US Chicana/o Theatre	3
<a href="#">CHIC 3311</a> <b>Or <a href="#">CHIC 2311</a></b>	Chicano Studies: Societal Issu <b><a href="#">Intro to Chicano Studies</a></b>	3
<a href="#">ENGL 3310</a>	Chicana/o Literature	3
<a href="#">HIST 3309</a>	Mexican-American History	3
<a href="#">POLS 4313</a> or <a href="#">POLS 4315</a>	Southwestern Border Politics Latinos In Amer Political Syst	3
Select one of the following sequences:		6
<a href="#">SPAN 2301</a> & <a href="#">SPAN 2302</a>	Interm Spanish One Non-Nat Spk and Interm Spanish Two Non-Nat Spk	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
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[SPAN 2303](#)  
& [SPAN 2304](#)

Spanish For Spanish  
Spkrs One  
and Spanish for Spanish  
Spkrs Two

Select one course from the following:

3

[ANTH 3325](#)

Chicanos & Mexicans in  
the U.S

[CHIC 4301](#)

Chicano Legal History

[CHIC 4304](#)

Envir. Just. & Min.  
Comm U.S.

[CHIC 4308](#)

Chicana/o Thought

[CHIC 4309](#)

American Immigration  
& Soc Jus

[LABS 3301](#)

The Border

[PHIL 2313](#)

Chicanos and American  
Thought

[SOC 3325](#)

Chicanos & Mexicans in  
the U.S

[SPAN 3320](#)

Culture & Civilization-  
Spain

[SPAN 3330](#)

Spanish American  
Civilization

Select one course from the following:

3

[CHIC 3343](#)

Latino/a Voices in Perf  
Activi

[CHIC 3344](#)

Chicana/o Theatre

[CHIC 3345](#)

The Roots of Latina/o  
Hip Hop



<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>CHIC 3346</u></a>	Dances of Mexico and Spain	
<a href="#"><u>CHIC 3347</u></a>	AmerCinema of the US-Mex Bord	
<a href="#"><u>ENGL 3374</u></a>	Folklore Of Mexican American	
<a href="#"><u>THEA 3335</u></a>	Contemp Hispanic Thea & Drama	
Select three courses from the following:		9
<a href="#"><u>ANTH 3326</u></a>	Migration	
<a href="#"><u>BED 4340</u></a>	Principles of Bilingual/ESL Ed	
<a href="#"><u>CHIC 2302</u></a>	Latina/o Presence in the U.S.	
<a href="#"><u>CHIC 3301</u></a>	La Chicana	
<a href="#"><u>CHIC 3303</u></a>	Border Image in Mexican Film	
<a href="#"><u>CHIC 3305</u></a>	Chic Ident Form:Race,Class&Gen	
<a href="#"><u>CHIC 3339</u></a>	Cultural Diversity & Youth: US	
<a href="#"><u>CHIC 3347</u></a>	AmerCinema of the US-Mex Bord	
<a href="#"><u>CHIC 4301</u></a>	Chicano Legal.History	
<a href="#"><u>CHIC 4304</u></a>	Envir. Just. & Min. Comm U.S.	
<a href="#"><u>CHIC 4306</u></a>	Comm Formation on US/MX Border	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>CHIC 4307</u></a>	Hispanic Entrepreneurship	
<a href="#"><u>CHIC 4308</u></a>	Chicana/o Thought	
<a href="#"><u>CHIC 4309</u></a>	American Immigration & Soc Jus	
<a href="#"><u>CHIC 4350</u></a>	Topics in Chicano Studies	
<a href="#"><u>CHIC 4450</u></a>	Topics in Chicano Studies	
<a href="#"><u>HIST 3342</u></a>	The Spanish Borderlands	
<a href="#"><u>HIST 3350</u></a>	Modern Mexico	
<a href="#"><u>HIST 3390</u></a>	History, Special Topics	
<a href="#"><u>LABS 3301</u></a>	The Border	
<a href="#"><u>POLS 4313</u></a>	Southwestern Border Politics	
<a href="#"><u>POLS 4339</u></a>	US-Latin American Relations	
<a href="#"><u>SOCI 3326</u></a>	Migration	
<a href="#"><u>SPAN 3325</u></a>	Confluence Mex & Chicano Lit	

Term Paper:

A writing assignment with a minimum grade of B in an upper-division major course must be on file in the Chicano Studies office

### **Open Electives**

Select additional hours to complete a total of one hundred twenty hours

### **Foreign Language**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
	Select six credit of Foreign Language. All six credits must be in the same language sequence. <sup>1</sup>	6

**Block Electives**

	<u>Complete twelve upper-division hours from the blocks below, with three to six hours in each</u>	12
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<b>Total Hours</b>		<b>120</b>
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Course List

<sup>1</sup>French and Spanish majors must fulfill this requirement in a language other than their major.

# Minor in Chicano Studies, Fine Arts

For students with multiple interests, a minor in Chicano Studies can be pursued with another major. Eighteen (18) hours are required to complete a minor, at least 12 of which must be upper-division courses. Students have four minors from which to choose: Social Science Minor, Humanities Minor, Fine Arts Minor, and Interdisciplinary Minor.

## Degree Plan

Code	Title	Hours
Required Courses:		
<a href="#">CHIC 3311</a>	Chicano Studies: Societal Issu	3
<a href="#">Or CHIC 2311</a>	<a href="#">Intro to Chicano Studies</a>	
Select one of the following:		
		3
<a href="#">ARTH 3353</a>	Pre-Columb Art & Arch	
<a href="#">ARTH 3355</a>	Spanish Col Art Americas	
<a href="#">ARTH 3357</a>	Art Mexico: Ancient to Modern	
Select six hours of the following: <sup>1</sup>		
		6
<a href="#">CHIC 3304</a>	Chicano/Latino Music in the US	
<a href="#">CHIC 3343</a>	Latino/a Voices in Perf Activi	
<a href="#">CHIC 3345</a>	The Roots of Latina/o Hip Hop	
<a href="#">CHIC 3346</a>	Dances of Mexico and Spain	
<a href="#">MUSL 3325</a>	Music on the Border	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Select two courses of the following:		6
<a href="#">CHIC 3302</a>	Chicano Cinema	
<a href="#">CHIC 3303</a>	Border Image in Mexican Film	
<a href="#">CHIC 3344</a>	Chicana/o Theatre	
<a href="#">CHIC 3347</a>	AmerCinema of the US-Mex Bord	
<a href="#">CHIC 4307</a>	Hispanic Entrepreneurship	
<a href="#">SPAN 4390</a>	Topics in Spanish <sup>1</sup>	
<a href="#">THEA 3335</a>	Contemp Hispanic Thea & Drama	

**Total Hours**

Course List

# Minor in Chicano Studies, Humanities

For students with multiple interests, a minor in Chicano Studies can be pursued with another major. Eighteen (18) hours are required to complete a minor, at least 12 of which must be upper-division courses. Students have four minors from which to choose: Social Science Minor, Humanities Minor, Fine Arts Minor, and Interdisciplinary Minor.

## Degree Plan

Code	Title	Hours
Required Courses:		
<a href="#">CHIC 3311</a>	Chicano Studies: Societal Issu	3
<a href="#">Or CHIC 2311</a>	<a href="#">Intro to Chicano Studies</a>	
Select one of the following:		3
<a href="#">CHIC 3302</a>	Chicano Cinema	
<a href="#">CHIC 3347</a>	AmerCinema of the US-Mex Bord	
<a href="#">CHIC 4301</a>	Chicano Legal History	
<a href="#">CHIC 4308</a>	Chicana/o Thought	
<a href="#">PHIL 2313</a>	Chicanos and American Thought	
<a href="#">SPAN 3320</a>	Culture & Civilization-Spain	
<a href="#">SPAN 3330</a>	Spanish American Civilization	
Select four of the following:		12
<a href="#">ANTH 3330</a>	Language/Power on the Border	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>CHIC 2302</u></a>	Latina/o Presence in the U.S.	
<a href="#"><u>CHIC 3301</u></a>	La Chicana	
<a href="#"><u>CHIC 3303</u></a>	Border Image in Mexican Film	
<a href="#"><u>CHIC 3304</u></a>	Chicano/Latino Music in the US	
<a href="#"><u>CHIC 3305</u></a>	Chic Ident Form:Race,Class&Gen	
<a href="#"><u>CHIC 4307</u></a>	Hispanic Entrepreneurship	
<a href="#"><u>CHIC 4309</u></a>	American Immigration & Soc Jus	
<a href="#"><u>CHIC 4350</u></a>	Topics in Chicano Studies	
<a href="#"><u>CHIC 4450</u></a>	Topics in Chicano Studies	
<a href="#"><u>ENGL 3310</u></a>	Chicana/o Literature	
<a href="#"><u>ENGL 3374</u></a>	Folklore Of Mexican American	
<a href="#"><u>HIST 3309</u></a>	Mexican-American History	
<a href="#"><u>HIST 3342</u></a>	The Spanish Borderlands	
<a href="#"><u>HIST 3390</u></a>	History, Special Topics	
<a href="#"><u>LABS 3301</u></a>	The Border	
<a href="#"><u>SOCI 3330</u></a>	Language/Power on the Border	
<a href="#"><u>SPAN 3325</u></a>	Confluence Mex & Chicano Lit	

**Total Hours**

**18**

Course List

# Minor in Chicano Studies, Interdisciplinary

For students with multiple interests, a minor in Chicano Studies can be pursued with another major. Eighteen (18) hours are required to complete a minor, at least 12 of which must be upper-division courses. Students have four minors from which to choose: Social Science Minor, Humanities Minor, Fine Arts Minor, and Interdisciplinary Minor.

## Degree Plan

Code	Title	Hours
Required Courses:		
<a href="#">CHIC 3311</a>	Chicano Studies: Societal Issu	3
<a href="#">Or CHIC 2311</a>	<a href="#">Intro to Chicano Studies</a>	
Select one of the following:		
<a href="#">ANTH 3325</a>	Chicanos & Mexicans in the U.S	3
<a href="#">CHIC 3302</a>	Chicano Cinema	
<a href="#">CHIC 3347</a>	AmerCinema of the US-Mex Bord	
<a href="#">CHIC 4301</a>	Chicano Legal History	
<a href="#">CHIC 4304</a>	Envir. Just. & Min. Comm U.S.	
<a href="#">CHIC 4308</a>	Chicana/o Thought	
<a href="#">LABS 3301</a>	The Border	
<a href="#">PHIL 2313</a>	Chicanos and American Thought	
<a href="#">POLS 4313</a>	Southwestern Border Politics	



<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>POLS 4315</u></a>	Latinos In Amer Political Syst	
<a href="#"><u>SOCI 3325</u></a>	Chicanos & Mexicans in the U.S	
<a href="#"><u>SPAN 3320</u></a>	Culture & Civilization-Spain	
<a href="#"><u>SPAN 3330</u></a>	Spanish American Civilization	
Select four of the following:		12
<a href="#"><u>ANTH 3326</u></a>	Migration	
<a href="#"><u>ANTH 3330</u></a>	Language/Power on the Border	
<a href="#"><u>BED 4340</u></a>	Principles of Bilingual/ESL Ed	
<a href="#"><u>CHIC 2302</u></a>	Latina/o Presence in the U.S.	
<a href="#"><u>CHIC 3301</u></a>	La Chicana	
<a href="#"><u>CHIC 3303</u></a>	Border Image in Mexican Film	
<a href="#"><u>CHIC 3304</u></a>	Chicano/Latino Music in the US	
<a href="#"><u>CHIC 3305</u></a>	Chic Ident Form:Race,Class&Gen	
<a href="#"><u>CHIC 3339</u></a>	Cultural Diversity & Youth: US	
<a href="#"><u>CHIC 3343</u></a>	Latino/a Voices in Perf Activi	
<a href="#"><u>CHIC 3344</u></a>	Chicana/o Theatre	
<a href="#"><u>CHIC 3345</u></a>	The Roots of Latina/o Hip Hop	
<a href="#"><u>CHIC 4304</u></a>	Envir. Just. & Min. Comm U.S.	
<a href="#"><u>CHIC 4306</u></a>	Comm Formation on US/MX Border	
<a href="#"><u>CHIC 4307</u></a>	Hispanic Entrepreneurship	
<a href="#"><u>CHIC 4309</u></a>	American Immigration & Soc Jus	
<a href="#"><u>CHIC 4350</u></a>	Topics in Chicano Studies	
<a href="#"><u>CHIC 4450</u></a>	Topics in Chicano Studies	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>ENGL 3310</u></a>	Chicana/o Literature	
<a href="#"><u>ENGL 3374</u></a>	Folklore Of Mexican American	
<a href="#"><u>HIST 3309</u></a>	Mexican-American History	
<a href="#"><u>POLS 4315</u></a>	Latinos In Amer Political Syst	
<a href="#"><u>SOCI 3326</u></a>	Migration	
<a href="#"><u>SOCI 3330</u></a>	Language/Power on the Border	
<a href="#"><u>SPAN 3325</u></a>	Confluence Mex & Chicano Lit	
<a href="#"><u>THEA 3335</u></a>	Contemp Hispanic Thea & Drama	
<b>Total Hours</b>		<b>18</b>

Course List

# Minor in Chicano Studies, Social Science

For students with multiple interests, a minor in Chicano Studies can be pursued with another major. Eighteen (18) hours are required to complete a minor, at least 12 of which must be upper-division courses. Students have four minors from which to choose: Social Science Minor, Humanities Minor, Fine Arts Minor, and Interdisciplinary Minor.

## Degree Plan

Code	Title	Hours
Required Courses:		
<a href="#">CHIC 3311</a>	Chicano Studies: Societal Issu	3
<a href="#">Or CHIC 2311</a>	<a href="#">Intro to Chicano Studies</a>	
Select one of the following:		
<a href="#">ANTH 3325</a>	Chicanos & Mexicans in the U.S	3
<a href="#">CHIC 4301</a>	Chicano Legal History	
<a href="#">CHIC 4304</a>	Envir. Just. & Min. Comm U.S.	
<a href="#">CHIC 4309</a>	American Immigration & Soc Jus	
<a href="#">POLS 4313</a>	Southwestern Border Politics	
<a href="#">POLS 4315</a>	Latinos In Amer Political Syst	
<a href="#">SOCI 3325</a>	Chicanos & Mexicans in the U.S	
<a href="#">SPAN 3320</a>	Culture & Civilization-Spain	
<a href="#">SPAN 3330</a>	Spanish American Civilization	

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Select four of the following:		12
<a href="#">ANTH 3326</a>	Migration	
<a href="#">ANTH 3330</a>	Language/Power on the Border	
<a href="#">CHIC 2302</a>	Latina/o Presence in the U.S.	
<a href="#">CHIC 3301</a>	La Chicana	
<a href="#">CHIC 3303</a>	Border Image in Mexican Film	
<a href="#">CHIC 3304</a>	Chicano/Latino Music in the US	
<a href="#">CHIC 3305</a>	Chic Ident Form:Race,Class&Gen	
<a href="#">CHIC 3339</a>	Cultural Diversity & Youth: US	
<a href="#">CHIC 3347</a>	AmerCinema of the US-Mex Bord	
<a href="#">CHIC 4304</a>	Envir. Just. & Min. Comm U.S.	
<a href="#">CHIC 4306</a>	Comm Formation on US/MX Border	
<a href="#">CHIC 4307</a>	Hispanic Entrepreneurship	
<a href="#">CHIC 4350</a>	Topics in Chicano Studies	
<a href="#">CHIC 4450</a>	Topics in Chicano Studies	
<a href="#">ENGL 3374</a>	Folklore Of Mexican American	
<a href="#">LABS 3301</a>	The Border	
<a href="#">POLS 4313</a>	Southwestern Border Politics	
<a href="#">POLS 4315</a>	Latinos In Amer Political Syst	
<a href="#">POLS 4339</a>	US-Latin American Relations	
<a href="#">POLS 4370</a>	Independent Reading in Pol Sci	
<a href="#">SOCI 3326</a>	Migration	
<a href="#">SOCI 3330</a>	Language/Power on the Border	

**Code**

**Title**

**Hours**

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**Total Hours**

Course List

# Bachelor of Arts in Chicano Studies

Required Semester Credit Hours (SCH): 120

This program requires the selection of a minor.

See the University Catalog for all degree requirements at [catalog.utep.edu](http://catalog.utep.edu).

The flowchart below may not reflect all student schedules; courses can be shifted to different semesters where applicable.

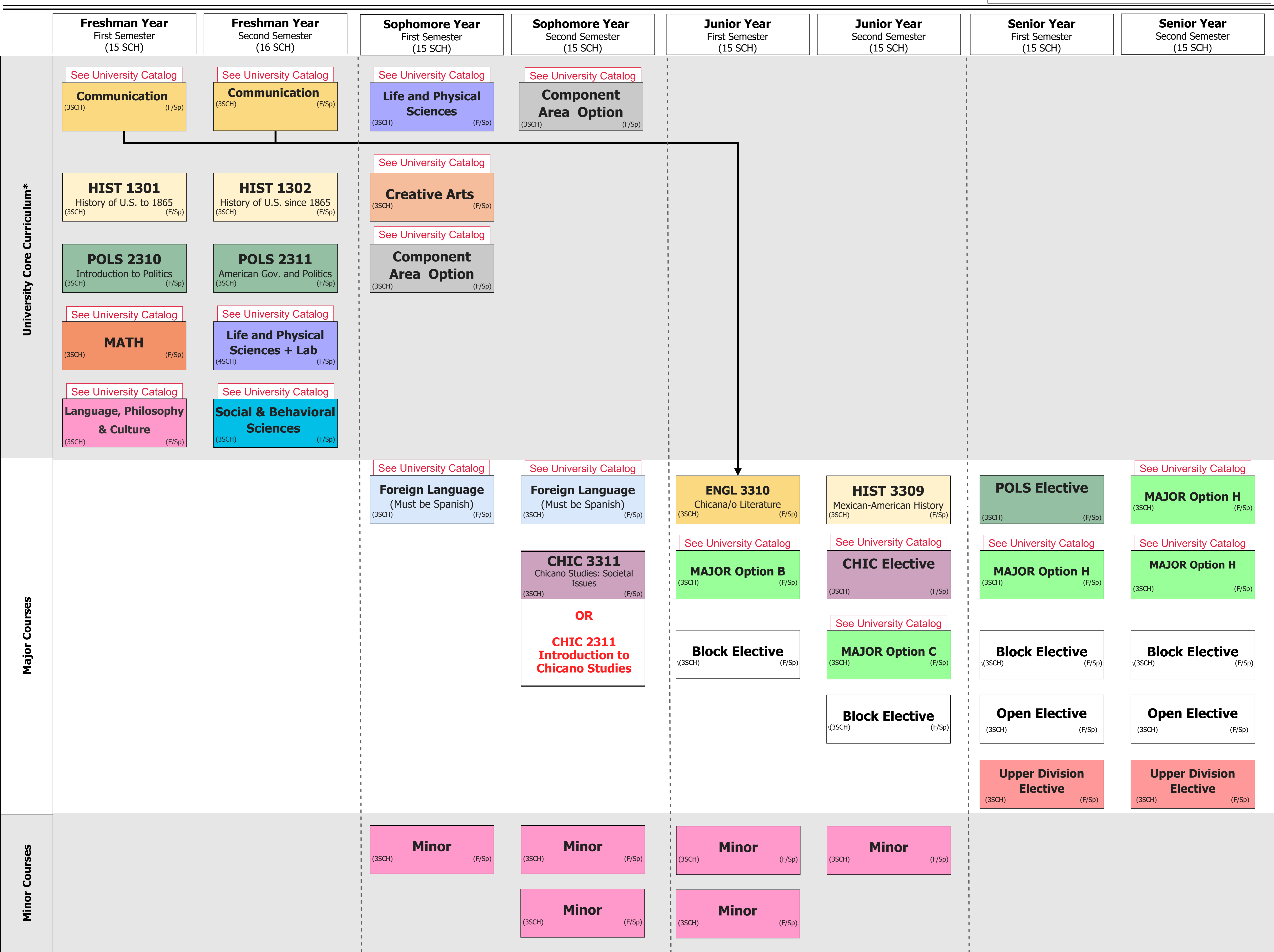
Catalog Year 2021-2022  
Sample Degree Plan

\*C or better required.

Arrow indicates a prerequisite.

Color-coded boxes group the course subject.

F/Sp indicates the semesters Fall/Spring



Spring 2022

**CHIC 2311 - Introduction to Chicano Studies**

Manuel Ramírez, Ph.D.  
Office: GRAH 302  
Office Hours: MW 10:30-11:30,  
F 1-2 online, and by appt  
Phone: 747-5824  
Email: mbramirez@utep.edu

Chicana/o Studies  
GRAH: 106  
Phone: 747-5462

Department of History  
LART: 320  
Phone: 747-5508

**Course Description:**

A general course designed to provide the student with an understanding of Mexican American culture and society. This interdisciplinary course explores how ethnic Mexicans in the United States have created a distinct culture. To better understand the Mexican American experience, this survey examines the history of Mexico. Furthermore, issues such as nativity, class, and gender are also probed to increase our awareness of Mexican American culture and society.

**REQUIRED TEXTS:**

Dennis Bixler-Márquez et al. *Chicana/o Studies: Survey and Analysis*. 4<sup>th</sup> ed.

Additional readings will be posted on Blackboard (Bb)

**COVID-19 PRECAUTION STATEMENT**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

**Course Policies:**

1. Students are expected to attend class lectures. Attendance will be taken.
2. The assigned readings should be read prior to coming to class.
3. When discussing issues in class, you should be respectful of others. Personal attacks are not permitted. This applies whether the person is a student, a visitor, or the instructor. I look forward to hearing your opinions and ideas.
4. Students are expected to attend and take exams on assigned dates.
5. Do not leave class early unless you have spoken to me. Otherwise, you will be noted absent.
6. Do not carry a conversation, read the newspaper, or study materials for your other classes. Please turn off or set to mute your cell phones. I will not hesitate to point out that your behavior is unacceptable. If the disruptive behavior continues, you will be told to leave class.

If you are having any difficulty in the class, please talk to me. I am here to help you. Please do not miss class for several days. The overwhelming majority of students who do this never catch-up. Instead, it is better to communicate any difficulty you are having with the instructor.

### **Course Objectives:**

The following are objectives of this course:

1. To increase understanding of the Mexican American experience from a broad and interdisciplinary perspective.
2. To develop independent and critical thinking.
3. To increase skills in written and oral communication.
4. To encourage student scholarship.
5. To promote cultural understanding.
6. To foster the integration of perspectives.
7. To increase knowledge of Mexican Americans by drawing from the historical perspective, research findings, and methodology of various disciplines.

### **Evaluation:**

Exams: Four exams will be administered, each worth 100 points. You are responsible for material covered in class and the texts. **No one will be allowed to leave the room during exams. Under no circumstances are students permitted to use headphones during an exam.** Students missing an exam must contact the instructor within 24 hours. Make-up exams are given only in cases of documented emergencies. The instructor will decide whether the student has a legitimate excuse to take a make-up exam. The final exam may be comprehensive so do not discard your notes. I will let the class know whether the final will be comprehensive following the third exam. In addition, students must take the final exam on the UTEP assigned day and hour, unless you have a documented university approved excuse. Please note that students must pass at least one exam in order to get a passing grade in the course.

In-class assignments: Throughout the semester students are expected to complete assignments in class. There will be five written assignments to be completed during the class period, each worth 20 points for a total of 100 points. You should bring your book, readings, and notes to class. Failure to bring class materials will result in a zero for the assignment. If you miss an assignment, the same policy applies as for the exams.

**Grade Scale: A= 500-450; B=449-400; C= 399-350; D=349-300; F=299-0.**

### **Attendance Policy:**

**You are urged strongly to attend class. Part of being a successful student in any class is regular attendance. Students will be allowed five absences. Any absence over five will result in a twenty- point deduction for each absence from the student's total points (see grade scale above). For example, a student with eight absences will have his/her final grade lowered by 60 points. Under no circumstance should you sign-in for another student. You risk serious penalties.**

**However, given the COVID-19 pandemic there is greater flexibility regarding the attendance policy. As mentioned in the COVID-19 precaution statement, please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.**



The last day to drop with an automatic "W" is April 1. You are responsible for dropping the course if you no longer plan to attend. If you are considering dropping the course, please discuss the matter with the instructor. Things may not be as bad as you think. I do, however, reserve the right to drop students for excessive absences.

Students are required to obtain a UTEP email address. To obtain an e-mail address log on to: [newaccount.utep.edu](http://newaccount.utep.edu). I strongly encourage students to communicate to me any question or problem using UTEP's email service. Please include class information in your email. In addition, students are urged strongly to consult Blackboard for announcements, grades, test study guides, and other class materials.

**ATTENTION GRADUATE STUDENTS: In order to obtain graduate credit for this course, you must satisfactorily complete a term paper or conduct research on a topic, with parameters and editorial style approved beforehand by the course instructor.**

**Laptop Use:**

Laptops are permitted in class. Students, however, must abide by the following:

1. Set your laptop volume control to mute or off before coming to class.
2. Keep your laptop closed during presentations and other specific in-class activities. Under no circumstances should you have your laptop open during video presentations.
3. Students using laptops are not permitted to sit in the back of the classroom.
4. Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson. Since these activities are extremely disruptive to your classmates and the instructor, violating this policy will result in the student forfeiting the privilege of using a laptop in class.

**Cell Phones:**

1. As previously mentioned, set your phone to mute or silent mode before coming to class.
2. The use of cell phones is prohibited during class unless you are accessing materials for the in-class assignments.
3. **Never text during an exam or answer cells phones. See policy on academic dishonesty.**

**Other Wireless Devices**

1. Shut off the device or set it to mute before coming to class.
2. Do not use text messaging or web browser features while in class.

**Academic Dishonesty**

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 ones' 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. Students may be suspended or expelled from UTEP for such actions. Please consult the Handbook of Operating Procedures at <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html> for the complete University policy on academic dishonesty. You may

also consult with the Assistant Dean of Students at the Student Union Building West, Room 102, or by calling 747-5648.

### **Students with Disabilities**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS). It is located in the Student Union Building East, Room 203, 747-5148, [cass@utep.edu](mailto:cass@utep.edu). If you have a condition that may affect your ability to exit safely from the premises in an emergency or that may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS.

### **Calendar (subject to change with reasonable notice to students):**

#### **Week 1: January 19**

##### **Introduction**

##### **Background on Chicano/a Studies, Demographics, and Terms.**

“Introduction”, p. vii; “A Demographic Portrait of Mexican-Origin Hispanics in the United States”, p. 79; “Realms of Integration”, p. 87; “The Fight for Mexican American Studies in Tucson”, p. 345.

Film: “Precious Knowledge”

#### **Week 2: January 24 to 26**

##### **Pre-Columbian Societies and Conquest**

Arthur Schlesinger, Jr., “Was America a Mistake?”; Bartolomé de las Casas, [A Short Account of the Destruction of the Indies](#); David E. Stannard, “Genocide in the Americas”; Thomas Jefferson, “Notes on the State of Virginia” (Bb).

1<sup>st</sup> In-Class Assignment: January 26.

#### **Week 3: January 31 to February 2**

##### **Spanish Period**

#### **Week 4: February 7 to 9**

##### **U.S.-Mexico War and Life after Conquest**

##### **Early 20<sup>th</sup> Century**

Thomas J. Farnham, “The Indolent, Mixed Race of California”; Josiah Gregg, “The General Character of New Mexicans” (Bb).

“El Paso Salt War: Mob Action or Political Struggle”, p. 13; Vicki Ruiz, “Confronting ‘America’”, p. 33.

#### **Week 5: February 14 to 16**

##### **Exam 1: February 14**

Film: “Ballad of Gregorio Cortez”

#### **Week 6: February 21 to 23**

##### **Great Depression, WWII, and Chicanos/as at Midcentury**

Eduardo Obregón-Pagán, “Dangerous Fashion” (Bb)

#### **Week 7: February 28 to March 2**

##### **Contemporary Issues**

##### **Recent Immigration**

Film-- “El Norte” (“The North”)

Immigration in the United States”, p. 205; Barry Yeoman, “Hispanic Diaspora” (Bb)

**Week 8: March 7 to 9**

**Immigration (Continued)**

Leo Chávez, "Separation", "Families, Domestic Groups, and Networks", "Learning to Live as an 'Illegal Alien'"; John Annerino, "Paths of Fire" (Bb)

**Exam 2: March 9.**

**Spring Break: March 14 to 18.**

**Week 9: March 21 to 23**

**Closing the Border?**

George Borjas, "Tired, Poor, on Welfare" (Bb); Philip Martin, "Proposition 187 in California" (Bb); Richard Rodríguez, "Closed Doors" (Bb); "Border Challenges and Ethnic Struggles for Social Justice in Arizona", p. 193.

Film: "Crossing Arizona"

2<sup>nd</sup> In-Class Assignment: March 23.

**Week 10: March 28 to 30**

**Education**

Dolores Delgado Bernal, "Chicana/o Education from the Civil Rights Era to the Present," p. 311; "Immigrants, Latinos, and Education in the United States", p. 353; Ward Connerly, "The Sweet Music of Equal Treatment" (Bb); Connie Hopinks, "The Whitewashing of Higher Education" (Bb).

Film: "Fear and Learning at Hoover Elementary"

3<sup>rd</sup> In-Class Assignment: March 30.

Drop Deadline: April 1.

**Week 11: April 4 to 6**

**The Chicano Civil Rights Movement and Borders**

Alicia Chávez, "Dolores Huerta and the United Farm Workers" (Bb).

**Week 12: April 11 to 13**

**Language and Health**

Film: "Hablas Ingles?"

"The Latino Health Research Agenda for the Twenty-First Century", p. 129;

Linda Chávez, "The Bilingual Battleground" and "The Backlash" (Bb).

4<sup>th</sup> In-Class Assignment: April 13.

**Week 13: April 18 to 20**

**Exam 3: April 18.**

**Labor and Law**

"Women and Farah: The Unfinished Story", p. 47; "Increasing Hispanic Mobility into the Middle Class", p. 147.

Film: "Harvest of Loneliness"

**Week 14: April 25 to 27**

**Politics, Arts, and Media Representation**

"An Awakened Giant", p. 223; "Understanding Latina Political Leadership", 253; "Imagined Borders", p. 473.

5<sup>th</sup> In-class assignment: April 27.

**Week 15: May 2 to 4**

**Critical Race Theory, Other Current Debates and Conclusion**

Film: "The Color of Fear."

"Environmental Problems in Ciudad Juárez-El Paso", 117-128, Samuel Huntington, "The Hispanic Challenge", George Lipsitz, "The Possessive Investment in Whiteness." (Bb).

**Final Exam:** April 11 @ 10.

**Please note: Students will not be allowed to take the final at any other time than the UTEP approved schedule unless they have a documented university approved excuse.**

**Confusion as to the exam time will not be accepted as a valid reason for missing an examination.**

**Classmate Contacts:**

**Name:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

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# Introduction to Chicano Studies

CHIC 2311

CRN 24631 Jan 18, 2022 - Mar 12, 2022



Instructor: Kim Díaz, Ph.D.  
e-mail: [kdiaz3@utep.edu](mailto:kdiaz3@utep.edu)

## Course objectives & description

An interdisciplinary analysis of the salient historical, cultural, and social issues of contemporary importance to the Chicano population, with a particular emphasis on the U.S.-Mexico border.

## Required texts

Title: Chicana/o Studies: Survey and Analysis 4th Edition  
Author: Dennis J Bixler-Marquez and Carlos F Ortega  
ISBN: 978-1465225665  
Publisher: Kendall Hunt Publishing, 2014

Title: A Place to Stand  
Author: Jimmy Santiago Baca  
ISBN: 978-0802139085  
Publisher: Grove Press (June 10, 2002)

## Outline of the course

### WEEK 1: INTRODUCTIONS

JAN. 18-22

- 1) Introduce yourself discussion
- 2) Read: Introduction – Chicano Studies as a Discipline by Carlos F. Ortega
- 3) Read: The Chicano Movement and the Treaty by Richard Griswold del Castillo
- 4) Watch: Chicano! History of the Mexican American Civil Rights Movement (parts 1-4)
- 5) Take quiz by 11:45 PM MST Saturday

### WEEK 2: CHICANOS IN THEATER & FILM

JAN. 24-29

- 1) Read: Imagined Borders: Locating Chicano Cinema in America/América by Chon A. Noriega
- 2) Read: the discussion instructions for this week in the BB blog
- 3) Watch *three* of the following movies - *one from a different decade*: •High Noon (1952) •Salt of the Earth (1954) •East of Eden (1955) •Zoot Suit (1981) •The Ballad of Gregorio Cortez (1982) •Three Amigos! (1986) •La Bamba (1987) •Born in East L.A. (1987) •The Milagro Beanfield War (1988) •Stand and Deliver (1988) •American me (1992) •Blood in, blood out (1993) •Lone Star (1996) •Selena (1997) •Real women have curves (2002)
- 4) 1st post on discussion board by Wednesday, 11:45 PM MST.
- 5) Reply to two of your classmates by 11:45 PM MST Saturday

### WEEK 3: LITERATURE & POETRY

JAN. 31 – FEB. 05

- 1) Read: Mexican-American Literature: Reflections and a Critical Guide by Felipe Ortega y Gasca
- 2) Read: Chicana Literature from a Chicana Feminist Perspective by Yvonne Yarbro-Bejarano
- 3) Read: "I am Joaquin" by Rodolfo "Corky" Gonzales
- 4) Read: "La Malinche" by Carmen Tafolla
- 5) Read: *The House on Mango Street* by Sandra Cisneros
- 6) Take quiz by 11:45 PM MST Saturday

### WEEK 4: LITERATURE & POETRY

FEB. 07-12

- 1) Read: "So Mexicans are taking jobs from Americans" by Jimmy Santiago Baca
- 2) Read: "Tire Shop" by Jimmy Santiago Baca
- 3) Read: "El Gato" by Jimmy Santiago Baca
- 4) Read: *A Place to Stand* by Jimmy Santiago Baca
- 5) 2nd post on discussion board by Wednesday, 11:45 PM MST.
- 6) Reply to two of your classmates by 11:45 PM MST Saturday

**WEEK 5: EDUCATION****FEB. 14-19**

- 1) Read: Hispanic Student Enrollments Reach New Highs in 2011 by Mark Hugo López
- 2) Read: Segregation and the Education of Mexican Children 1900-1940 by Gilbert G. González
- 3) Read: Chicana/o Education from the Civil Rights Era to the Present by Dolores Delgado Bernal
- 4) Read: Who's the Leader of the Civil Rights Band? by Nicolás C. Vaca
- 5) Read: The Fight for Mexican-American Studies in Tucson by Cabrera, Mesa and Rodriguez
- 6) Take quiz by 11:45 PM MST Saturday

**WEEK 6: EDUCATION****FEB. 21-26**

- 1) Read: The Librotraficante Behind the Movement to Smuggle "Wetbooks" Back into Arizona by Paula Beltrán
- 2) Read: Immigrants, Latinos, and Education in the United States by Sonia Soltero
- 3) Read: For Poor, Leap to College Often Ends in a Hard Fall by Jason DeParle
- 4) Read: School Failure: Explanations and Interventions by Guadalupe Valdés
- 5) Read: "Reflections on the Subtractive Underpinnings of Education Research and Policy" by Angela Valenzuela
- 5) 3rd post on discussion board by Wednesday, 11:45 PM MST and reply to two of your classmates by 11:45 PM MST Saturday

**WEEK 7: PHILOSOPHY****FEB. 28 -MARCH 05**

- 1) Read: *Borderlands/La Frontera: The New Mestiza* by Gloria Anzaldúa
- 2) Take quiz by 11:45 PM MST Saturday

**WEEK 8: PHILOSOPHY****MARCH 07 -12**

- 1) Read: "El Pachuco and other extremes" by Octavio Paz
- 2) Read: "A Process Metaphysics and Lived Experience analysis of Chicanxs, Spanglish, Mexicans and Mexicanidad" by Kim Díaz
- 3) 4th post on discussion board by Wednesday, 11:45 PM MST and reply to two of your classmates by 11:45 PM MST Friday

**Evaluation:**

40% Weekly quizzes (total : 4 quizzes)

60% Discussion posts and responses (total: 4 posts & 8 responses - each discussion is 15% of your grade)

*Please take into consideration that this is a 3-hour credit class, designed for an 8-week online course. This means that we will cover the material of a 16-week regular semester class during 8 weeks. This class will be very demanding of your time commitment, twice*

*as intense as a 16-week class. Please do not make the mistake of thinking that because this is an online class, it will be easier than a regular 16-week face-to-face class. Generally, for 3-hour credit classes, for every hour that a student spends in class, he/she should spend 3 additional hours at home studying and preparing for the class. So if you meet 3 times a week for 1 hr. each time, this means spending about 9 hours at home reading & working on the class material per week. That is a total of 12 hours per week, times 16 weeks = 192 hours (spread over 16 weeks).*

*This is an online class so we won't be meeting face to face, but it is still a 3 credit hour class. Please expect to dedicate an average of 24 hrs. per week to read, work on your assignments and prepare for this class.*

## **Quizzes**

Each of the quizzes will examine your general understanding over the material assigned. All quizzes will be "open book" quizzes which means that when quizzes are taken, you will be able to have any and all support materials you think are necessary to answer the questions. All quizzes will be given via the Internet using Blackboard. Quizzes will be True/False, fill in the blank, matching and multiple-choice questions. Although the quizzes may be taken open-book, the quizzes will be timed to permit you to have 30 minutes to answer all questions. If you have to look up a lot of answers, you will not be able to finish the quiz so it is important for you to know the material as well as you can before starting a quiz. The quizzes are to be taken alone without help from another person so that you can determine and be proud of your own accomplishments. Quizzes are due by 11:45 PM MST every Saturday. *No late quizzes will be accepted.*

## **Discussion posts and responses**

Your participation is required and your participation and performance will be evaluated. Discussions will take place through postings to a bi-weekly blog. I will initiate these discussions by asking questions within each lesson every other week. Early respondents can answer posted questions and introduce related issues. Later respondents must respond to and integrate earlier responses. Your participation should demonstrate both content knowledge and analytical skills. Evaluation of your contribution is based on the following criteria:

- 1) Write at least 150 words or more in your discussion posting. Your original post is on time by 11:45 PM MST, Wednesday of the week posted.
- 2) Provide two 50 word responses to two of your classmates' posts. Responses are on time if posted by 11:45 PM MST, Saturday of the week posted.
- 3) Because student contributions to group discussions must be made in a timely manner, no extensions will be granted by the instructor regarding participation in a group discussion.

*No late posts will be accepted.*



Replies (at least 50 words for each response) to the entries of at least two of your classmates for each assigned discussion. Responses are on time (11:45 PM MST, Saturday of the week posted), clear, and helpful in furthering discussion. For full credit, you must answer all response questions posed directly to you before the discussion deadline. You must address any issues or questions posed directly to you (by the professor or a classmate) and you must post at least 2 substantive, content-related responses to your classmates. *Again the deadline for postings is 11:45 PM MST every Wednesday. Replies to classmates are due by 11:45 PM MST every Saturday and no late posts will be accepted.*

### **Late and missed assignments**

*If you miss a scheduled quiz or a deadline, only a serious personal emergency will be considered as an excuse and you must apply in writing (e-mail O.K.) to the instructor to explain why a quiz or deadline was missed.*

*If any assignment deadline is missed without an instructor approved excuse, one/half credit for the missed assignment can be obtained by completing the assignment within one day following the deadline. After one day has passed beyond the deadline for the assignment, no credit will be able to be earned for that assignment.*

*Computer problems is not an acceptable excuse for lateness; signing up for an online course carries the presumption that you will have reliable computers/internet.*

### **Effective Electronic Communication**

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.
2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, then explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  - a. Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
  - b. Analysis: Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identifies hidden assumptions or fallacies in reasoning.
  - c. Elaboration: Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

- d. Application: Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.
- e. Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.

At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communication, are lost. Consequently, interpreting emotions is much more difficult. Only what is written or drawn, carries the message. Often excitement can be misinterpreted as anger or an insult. It is important that we all keep this in mind as we communicate electronically. Words in print may seem harmless but could emotionally injure a distant learner.

IMPORTANT: Avoid the use of caps in your electronic messages as wording in caps comes across as shouting.

More information on Netiquette can be found at: <http://www.albion.com/netiquette>

## **Technical Requirements**

The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The Helpdesk can provide answers to questions about using technology and services, as well as, technical support. UTEP Library Room 300, Phone: 915.747.4357 (HELP), Email: [Helpdesk@Utep.Edu](mailto:Helpdesk@Utep.Edu)

## **Accessibility**

If you have a disability and need accommodations, please 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. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass)

## **Scholastic Integrity**

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, 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 ones' 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 possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

### Contact Information

Instructor: Kim Díaz, Ph.D.

e-mail: [kdiaz3@utep.edu](mailto:kdiaz3@utep.edu)

Since we won't get to meet in person, here is a little bit about me: I was born in Segundo barrio, here in El Paso and I grew up in Ciudad Juárez. I graduated from Mountain View High School (Go Lobos!) and earned a double B.A. in Philosophy and English Literature from UTEP, an M.A. in Philosophy from the University of New Mexico, an M.A. in Chicano, Latino, and Hispanic Studies from Texas A&M University as well as a Ph.D. in Philosophy from Texas A&M University. I returned to El Paso with the desire to serve this community. My research is focused on Latin American Philosophy and Classical American Pragmatism. Some of my publications include "Mexican Immigration Scenarios based on the South African Experience of Ending Apartheid," "U.S. border wall: A Poggean Analysis of Illegal Immigration," and "The Great Moments of Indigenism in Mexico" a translation of Luis Villoro in *20th Century Mexican Philosophy*. I am a founding member of the Society for Mexican-American Philosophy and serve as Managing Editor to the *Inter-American Journal of Philosophy* and I've edited the book *The Philosophies of America Reader* (Bloomsbury). Besides my academic work, I also work for the U.S. Department of Justice where I teach philosophy and meditation for participants of the Sendero Federal Reentry program and the Adelante Federal Diversion program.



**Subject:** FW: CHIC 2311 course description.docx  
**Date:** Monday, February 28, 2022 at 1:37:56 PM Mountain Standard Time  
**From:** Bixler-Marquez, Dennis  
**To:** Gomez, Rosa M.

Fyi

Dennis Bixler-Márquez, Ph.D.  
Director, Chicano Studies

---

**From:** Francis, Wendy <[wfrancis@utep.edu](mailto:wfrancis@utep.edu)>  
**Sent:** Monday, February 28, 2022 1:24 PM  
**To:** Bixler-Marquez, Dennis <[dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)>  
**Subject:** Re: CHIC 2311 course description.docx

Hi, Dennis.

I have no objections. I support your participation in the social and behavioral sciences core.

Best,  
Wendy

---

Wendy S. Francis  
Professor and Chair  
Department of Psychology  
University of Texas at El Paso  
El Paso, TX 79968  
(915) 747-8956  
[wfrancis@utep.edu](mailto:wfrancis@utep.edu)

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**From:** "Bixler-Marquez, Dennis" <[dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)>  
**Date:** Monday, February 28, 2022 at 12:49 PM  
**To:** "Francis, Wendy" <[wfrancis@utep.edu](mailto:wfrancis@utep.edu)>  
**Cc:** "Gomez, Rosa M." <[rogomez@utep.edu](mailto:rogomez@utep.edu)>  
**Subject:** CHIC 2311 course description.docx

Hi Wendy: I'm submitting to the LAUCC for approval our intro course at the sophomore level to count in the University Core requirement in the Social and Behavioral Sciences. I am attaching a copy of the course description. I'm required to consult with the chairs of the Social Sciences to see if there are any objections. I hope you can support our participation in that segment of the core.

Best,

Dennis

Dennis Bixler-Márquez  
Director  
Chicano Studies

**Subject:** FW: CHIC 2311 course description.docx  
**Date:** Monday, February 28, 2022 at 1:38:25 PM Mountain Standard Time  
**From:** Bixler-Marquez, Dennis  
**To:** Gomez, Rosa M.

Dennis Bixler-Márquez, Ph.D.  
Director, Chicano Studies

---

**From:** Campbell, Howard B. <hcampbel@utep.edu>  
**Sent:** Monday, February 28, 2022 1:11 PM  
**To:** Bixler-Marquez, Dennis <dbixlerm@utep.edu>  
**Subject:** RE: CHIC 2311 course description.docx

I approve.

---

**From:** Bixler-Marquez, Dennis <dbixlerm@utep.edu>  
**Sent:** Monday, February 28, 2022 12:45 PM  
**To:** Campbell, Howard B. <hcampbel@utep.edu>  
**Cc:** Gomez, Rosa M. <rogomez@utep.edu>  
**Subject:** CHIC 2311 course description.docx  
**Importance:** High

Hi Howard: I'm submitting to the LAUCC for approval our intro course at the sophomore level to count in the University Core requirement in the Social and Behavioral Sciences. I am attaching a copy of the course description. I'm required to consult with the chairs of the Social Sciences to see if there are any objections. I hope you can support our participation in that segment of the core.

Best,

**Subject:** CHIC 2311 course description.docx  
**Date:** Monday, February 28, 2022 at 1:42:27 PM Mountain Standard Time  
**From:** Bixler-Marquez, Dennis  
**To:** Martin, Lowry  
**CC:** Gomez, Rosa M.  
**Priority:** High  
**Attachments:** CHIC 2311 course description.docx

Hi Martin: I'm submitting to the LAUCC for approval our intro course at the sophomore level to count in the University Core requirement in the Social and Behavioral Sciences. I am attaching a copy of the course description. I'm required to consult with the chairs of the Social Sciences that have courses in that Core requirement to see if there are any objections. I hope you can support our participation in that segment of the core.

Best,

Dennis

Dennis Bixler-Márquez  
Director  
Chicano Studies

# Chicana/o Studies

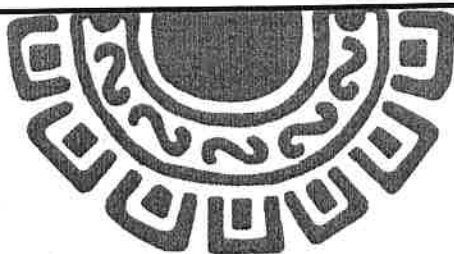
## SURVEY AND ANALYSIS

DENNIS J. BIXLER-MÁRQUEZ CARLOS F. ORTEGA



FOURTH EDITION





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