

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: April 22, 2021

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

Through: Dennis Bixler-Márquez, Director, Chicano Studies

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

Through: Crystal Herman, Chair, Undergraduate Curriculum Committee

To: Art Duval, Chair, Faculty Senate Undergraduate Curriculum Committee

Proposal Title: UTEP Core Curriculum Course Addition Proposal (CHIC 1311) Chicana/o Fine Arts Appreciation

Course Description

An overview of the visual and performing arts (such as music, art, cinema, drama, and dance) and the ways in which they express the presence of the Mexican origin population in the U.S. and, particularly, along the U.S.-Mexico border. Participation at digital and local events and exhibitions is required.

Rationale

The course will provide an overview of the Mexican/Chicana/o visual and performing arts that will serve as a foundation for upper-division courses of the Chicano Studies fine arts curriculum. It will also fit in the Chicano Studies major and interdisciplinary and fine arts minors, as well as the Liberal Arts block electives in the BA degree. Furthermore, the course will fulfill the Fine Arts requirement in the University/Texas Core requirement. The course will meet the Core Objectives of the THECB 60x30TX Academic and Quality and Workforce for the Texas Core Curriculum.

This course will facilitate the realignment between upper- and lower-division courses in Chicano Studies required by the recently approved BA degree.

Consultation took place with the Units that have courses in the BA degree's Core Curriculum, Section I. Appended are the approvals by chairs/directors of said units, minus those who did not respond.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: UTEP Core Curriculum Course Addition Proposal

College: Liberal Arts

Department: Chicano Studies

DEPARTMENT CHAIR

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



Signature

04-22-2021

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

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

Signature

Date

COLLEGE DEAN

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

From: [Ohearn, Denis A](#)
To: [Herman, Crystal](#)
Cc: [Rivera, Julie A](#)
Subject: Re: LACC May meeting
Date: Thursday, May 6, 2021 11:46:01 AM

Crystal, I approve these proposals.

Denis



Denis O'Hearn
Dean of Liberal Arts
Professor of Sociology

College of Liberal Arts
The University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968
Office: 915-747-7016
utep.edu

From: Herman, Crystal
Sent: Thursday, May 6, 2021 9:19 AM
To: Ohearn, Denis A
Cc: Rivera, Julie A
Subject: Fw: LACC May meeting

Denis,

All of the attached proposals were approved by the LACC yesterday.

If you approve, please respond to this email so that it may be used as your electronic signature.

Thanks.

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

UTEP Core Curriculum Course Addition Proposal

Course Prefix, Number, and Title: CHIC 1311, Chicana/o Fine Arts Appreciation

Proposal Approvals:

Proposal Creator:

Name: Dennis Bixler-Márquez, Director

Department: Chicano Studies

Email: dbixlerm@utep.edu

Phone: (915) 747-5462

Cell: (915) 307-0577

Office: Graham Hall 104

Course Information:

Type: New Course

Course: CHIC 1311

Credit Hours: 3

Course Offered: Fall, Spring, Summer

TCCN: HUMA 1311 (Mexican American Fine Arts Appreciation)

Course Description:

CHIC 1311 – An overview of the visual and performing arts (such as music, art, cinema, drama, and dance) and the ways in which they express the presence of the Mexican origin population in the U.S. and, particularly, along the U.S.-Mexico border. Participation at digital and local events and exhibitions is required.

Rationale:

The course will provide an overview of the Mexican/Chicana/o visual and performing arts that will serve as a foundation for upper-division courses of the Chicano Studies fine arts curriculum. It will also fit in the Chicano Studies major and interdisciplinary and fine arts minors, as well as the Liberal Arts block electives in the BA degree. Furthermore, the course will fulfill the Fine Arts requirement in the University/Texas Core requirement. The course will meet the Core Objectives of the THECB 60x30TX Academic and Quality and Workforce for the Texas Core Curriculum.

This course will facilitate the realignment between upper- and lower-division courses in Chicano Studies required by the recently approved BA degree.

Consultation took place with the Units that have courses in the BA degree's Core Curriculum, Section I. Appended are the approvals by chairs/directors of said units, minus those who did not respond.

Foundational Component Area: Core Curriculum: Creative Arts

Foundational Component Area Intent: CHIC 1311 focuses on developing ideas and critical thinking through the analysis of fine arts texts, films, speakers, live and digital events that portray the Chicana/o experience in Texas and the US-Mexico border. The course will examine various manifestations in music, dance, cinema, drama, and art, to provide an overview of the Chicana/o aesthetic.

The following textbooks are suitable sources for units in the course:

Berrios-Miranda, Marisol, Dudley, Shannon and Habel-Pallán, Michelle. *American Sabor: Latinos and Latinas in US Popular Music*. Seattle, WA: University of Washington Press, 2018.

Burr, Ramiro. *Tejano Regional Music Mexican Music*. New York: Billboard Publications, 1999.

Chew Sánchez, Martha. *Corridos in Migrant Memory*. Albuquerque, NM: University of New Mexico Press, 2006.

Fojas, Camila. *Border Bandits: Hollywood on the Southern Border*. Austin, TX: University of Texas Press, 2008.

García Berumen, Frank Javier. *Latino Image Makers in Hollywood: Performers, Filmmakers and Films Since the 1960s*. Jefferson, NC: McFarland and Co., Publishers, 2014.

González, Jennifer, C.; Chavoya, Ondine; Noriega, Chon & Romo, Terezita. *Chicano and Chicana Art: A Critical Anthology*. Durham, NC: Duke University Press, 2019.

Juárez, Miguel. (Photographs by Cynthia Weber Farah) *Colors on Desert Walls: The Murals of El Paso*. El Paso, TX: Texas Western Press, 1997.

Montiel-Overall, P., Núñez, A. V., & Reyes-Escudero, V. *Latinos in Libraries, Museums, and Archives: Cultural Competence in Action! An Asset-Based Approach*. New York: Rowman and Littlefield, 2015.

Reyes, Luis I. *Made in Mexico: Hollywood South of the Border*. Milwaukee, WI: Applause Theatre and Cinema Books, 2018.

Tatum, Charles. *Chicano Popular Culture: Qué Hable el Pueblo*. Tucson, AZ: The University of Arizona Press, 2017.

The following documentaries are suitable for the course:

Latino Music USA

Chulas Fronteras

El Noa Noa

Zoot Suit

The Bronze Screen

Latinos Beyond Reel

Walls that Speak: Murals of El Paso

Visiones, Latino Art and Culture

Qué es el danzón

Songs of the Homeland

Triumph of Our Communities

Chicano Visions and Chicano Now

Chicano Rock

Lalo Guerrero: The Original Chicano

Fania All Stars

La Raza History and Heritage, Galán Productions, (1973)

The following venues are available to the instructor for student field assignments:

The Rubin Gallery, UTEP

The Centennial Museum, UTEP

Performances at the Wise Family Theatre, the Dinner Theatre and the Recital Hall

City venues: The El Paso Museum of Art, The El Paso Museum of History, Chamizal National Gallery and various galleries and museums in El Paso and Ciudad Juárez

Core Curriculum Objectives

Critical Thinking Skills: CHIC 1311 focuses on the development of students' critical thinking skills by incorporating the examination of visual and aural media recordings and live performances and a synthesis of their analysis through written assignments, such as essays and group discussion boards. Students will conduct research on various arts topics in order to identify arguments and create new ideas or original concepts, such as

podcasts and films. Students will engage in sites of inquiry, such as visitations to museums, art galleries and city mural tours. The students' library research will be the basis of a final project in the course that provides an evaluation of topics throughout the course. Course instruction guided by the concept and tools presented in *Chicano Art: Resistance and Affirmation, 1965-1985*.

Communication Skills: CHIC 1311 employs journal assignments where students demonstrate effective written entries on various elements of Latina/o arts groups and event descriptions. A final assignment consists of an organized visual and aural presentation that demonstrates course-inspired design accompanied with an oral description that includes research material, as well as a thesis constructed by the students. Students will give oral presentations of their work.

Teamwork: CHIC 1311 meets this objective by requiring students to work on a team project that demonstrates different perspectives within their assigned topic. Each team member will be responsible for contributing ideas and work in order to complete the group project. Students will engage in discussing ideas, active listening, and the spirit of art collectives and collaborations. The team will demonstrate self-management by meeting all project deadlines and staying focused on all assigned tasks. Student teams will also lead a class discussion about their teamwork experience, as well as their final product.

Personal Responsibility: CHIC 1311 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 team project. Students develop expertise in the identification of complex ethical dilemmas from arts perspectives. Students demonstrate understanding of their research and make connections to ethical dilemmas, as well as their own personal values and rules, as a way to understand themselves.

Social Responsibility: CHIC 1311 encourages students to demonstrate orally, in writing, and through their projects an understanding of one's role in society and contribution to society. The team project provides the students an opportunity to engage in cooperation, dialogue and critical interaction and to demonstrate the ability to engage effectively in local, regional, national, and global communities. Through course assignments, students demonstrate understanding of social justice issues, such as discrimination and ethical behaviors, based on their research and the use of data in their work to support their arguments.

Proposed Syllabus: Sample syllabus with assignments attached.

Course Assessment Plan

[Examples of the major assignments referenced for each category below are attached, following the syllabus pages]

Critical Thinking: Critical thinking skills assessed as the major component of the individual written essay assignment, journals and team project by evaluating the quality of analysis,

interpretation and evaluation 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
- Journal assignments
- Annotated Bibliography
- Essay
- Team Project and Peer Responses

Communication Skills: The strategies students use to inform the audience through their writing and class presentations are evaluated with standardized rubrics. The rubrics gauge the assignments' focus on a particular topic related to the course material. Their research will demonstrate an awareness of social, cultural, and individual impact on course topics through an essay effectively organized with an introduction, thesis statement, supportive examples, conclusion, and appropriately citing their research as evidence throughout their writing and oral presentations. Assignments pertaining to the assessment:

- Journal assignments
- Annotated Bibliography
- Essay
- Team Project and Peer Responses

Teamwork: The assessment of teamwork incorporates group discussion forums and peer responses throughout the semester, as well as the team project. 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 ability to consider different points of view and to work effectively to support the team's project. At the end of the semester, individual team members provide an evaluation of the team's work ethic and performance on the team project. Assignments pertaining to the assessment:

- Group Discussion Forums and Peer Responses
- Team Project and Peer Responses

Personal Responsibility: The assessment of personal responsibility occurs primarily in the group discussion forums formed for the team project. The instructor evaluates individual student ability to contribute effectively to group activities. Students demonstrate being able to connect their own thinking and actions to consequences. The assignments center on the appropriate use of sources, such as contextualization and attribution, and research examples of ethical decision-making within visual and performing arts. The evaluation of personal responsibility rests on individual participation in group discussions, the team project, and essay assignment.

- Group Discussion Forums and Peer Responses
- Essay

- Team Project and Peer Responses

Social Responsibility: Social responsibility assessed primarily in the team project.

The project 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 writing, research, and the use of visual and aural elements. Throughout the development of the project, teams will be required to incorporate different community perspectives in their work. Social responsibility will be assessed on the team's ability to demonstrate how their project effectively engages local, regional, national, and global perspectives.

Semester Year (Dates)
Chicana/o Fine Arts Appreciation
CHIC 1311 CRN: ##### Syllabus
3 credits

The University of Texas at El Paso
Chicano Studies Program
500 W. University Ave.
Graham Hall #104
El Paso, Texas 79968

Course Instructor:

Office Hours:

Mailbox: Chicano Studies Office, GRAH 104

E-mail:

Content Introduction

This course is designed to provide students with an overview of Mexican/Chicana/o visual and performing arts history. Students will learn about the theoretical approaches, aesthetics, genres, and critical analysis. Students will examine Chicana/o aesthetics and their dissemination via music, art, cinema, drama, and dance through various expressions and manifestations.

Course Objective

Chicana/o Fine Arts Appreciation is designed to aid you in learning the aesthetic and technical fundamentals of Chicana/o visual and performing arts history through lectures, readings, screenings, discussions, and field assignments. This class supplies opportunities for you to develop your skills in writing about and analyzing Chicana/o visual and performing arts through semiotics.

Course Description

An overview of the visual and performing arts (such as music, art, cinema, drama, and dance) and the ways in which they express the presence of the Mexican origin population in the U.S. and, particularly, along the U.S.-Mexico border. Participation at digital and local events and exhibitions is required.

Course Rationale

This course will provide an overview of the Mexican/Chicana/o visual and performing arts that will serve as a foundation for upper-division courses of the Chicano Studies fine arts curriculum. Furthermore the course will fulfill the Fine Arts requirement in the University/Texas Core requirement. Please consult with your academic adviser for additional information.

Prerequisites

- None

Learning Outcomes

At the successful completion of this course, you will understand

- the past and present role of Chicanas/os and their impact on the visual and performing arts industry.
- the concepts of race, culture, class, and gender via the analysis of contemporary societal issues within the Chicana/o visual and performing arts genres.
- storytelling techniques used by Chicana/o artists tied to human rights, environment, and social change movements.
- how stories, characters, and themes in Chicana/o visual and performing arts address the needs of culturally diverse populations.
- the goals and characteristics of Chicana/o visual and performing arts.

At the successful completion of this course, you will be able to

- discuss the range of genres and styles of Chicana/o visual and performing arts.
- read Chicana/o visual and performing arts as a text and decipher its messages.
- write and develop usable Chicana/o visual and performing arts reviews.
- employ Chicana/o visual and performing arts characteristics for a final project that demonstrates an understanding of the Chicano/a experience.

Important dates (TBA)

Course Policies and Procedures

Blackboard

Blackboard is a tool that allows faculty to add resources for students to access online. Sway, video, audio, and PDF applications are created outside of Blackboard and added into Blackboard courses for students to enhance teaching and learning efforts.

Assignment and schedule details as well as assignment grading can be found on Blackboard. If you need a hard copy of this syllabus, print it.

Uploading and downloading assignments, syllabus and readings will be on **Blackboard**.

How to Login to Blackboard

Blackboard is tied to my.utep.edu. If you are properly registered for the class, you are enrolled in Blackboard as well.

Go to: <https://my.utep.edu>

Log in with your UTEP (University of Texas at El Paso) username and password. If you have trouble, email me as soon as possible. Blackboard Student Services supplies 24/7 help desk and technical support to faculty and students in online courses.

Contacting Blackboard Student Services 24/7 Support
Toll free 1-877-382-0491

*** IMPORTANT: You must get into the habit of checking Blackboard often to make sure you do not miss any important announcements, which will also be sent to your UTEP email address.

Required Materials

- Access to computer and internet.
- All readings and videos are posted on the Blackboard site found in the Learning Module for any week.
- A Youtube.com or Vimeo.com account (for Final Project); both are free.
- A UTEP e-mail account.
 - Go to <http://getmail.utep.edu>
 - You may also call the HELP desk at (915) 747-4357 (on campus) or (915) 747-5257 (off-campus)

Required Software

You will need the following software on your computer to efficiently work in this course. If you are using a lab on campus, they already have the necessary software. All the needed programs are free downloads and can be downloaded from the URLs I have supplied here and on Blackboard, which are found in the Getting Started tab.

- **Adobe Acrobat Reader:** You can get the program by going to <http://www.adobe.com> and then clicking on the icon on the left side of the screen which says "Get Adobe Reader." Follow instructions to install the reader.
- **Macromedia Flash Player:** You can get the player by going to <http://www.macromedia.com> and then clicking on "Download Flash Player." Follow instructions to install the player.
- **Apple QuickTime Player:** You can get this player by going to <http://www.apple.com> Once there, click on the "QuickTime" tab on the top of the page and then click on "QuickTime Player FREE premier multimedia player," and follow instructions.
- **Office 365** is available to UTEP students, which includes applications such as Word and PowerPoint at my.utep.edu under Technology click on OneDrive for Business.

Blackboard Course Messages

You may send course messages through Blackboard any time.

1. Click on **Messages to/from Instructor** area in the **Control Panel** then click

Create Message.

2. Click on **To:** then Select Instructor name
3. Type in a **Subject** and **Message**
4. Click **Submit**

Grading policy and evaluation procedures

Credit hours: 3

- Grading scale: SEE BELOW
- Requirements and assignments: SEE BELOW
- Standards and proportions used: SEE BELOW

ADDITIONAL CONSIDERATIONS

This course requires consistent participation. Individual projects will present a few creative problems. The originality with which you solve these problems and take part in this collective learning experience will also be a factor in your grade. It is your responsibility to learn and improve each day. Additionally, it is your responsibility to help others through discussions to learn and improve.

Please note absolutely no grades of “I” (incomplete) will be given. Your final grade will be based on work completed during the semester, unless plagiarism is an issue with work given and evaluation is pending from the Office of Student Conduct and Conflict Resolution.

Class Attendance

<http://academics.utep.edu/Default.aspx?tabid=54418>

A maximum of three excused absences are permitted. When course is online the student is expected to keep a consistent online presence. The student is expected to take part in all course discussions and activities. It is the responsibility of the student to inform the instructor of extended absences. When the student does not turn in more than 3 assignments, 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.

Class Requirements

To pass this course, you must:

1. complete all assignments.
2. maintain satisfactory attendance as described above.
3. participate actively in forums and critiques.
4. upload all assignments to Blackboard on time.

Assignment Procedures

Grading rubrics will be provided on Blackboard for assignments. It is the student’s responsibility to read them in their entirety. They will supply details on how assignments should be turned in and how they will be graded. **All assignments must be turned in through Blackboard (see course calendar**

for specific deadline dates).

Deadline Policy

Deadline for most assignments is 11:00 PM (MST) on the due date; CHECK COURSE CALENDAR for all due dates and deadlines. Work can be turned in before the deadline time/date.

Exams

There will be no formal exams, but there will be individual Journal assignments, quizzes, discussion boards, a final project, and peer reviews; the quality of which will decide your final grade.

Quizzes

Quiz 1 is based on the Syllabus and Class Policies and Procedures. Quiz 2 is based on readings and films and will consist of multiple choice, true/false, and/or short answer. It may be a combination of all three and is intended to assess your ability to keep up with the course materials. Quizzes will be available until the due date.

Essay and Journal

You will write one individual critical analysis review and journals in response to the readings and visual material. You will need to complete the readings, view the videos, and go over the lecture notes to be effective in your responses. A rubric with specific instructions and grading criteria will be provided on Blackboard.

Discussion Forums and Responses

Discussion forum assignments will be based on readings, films, and lectures therefore you should read and watch all material before completing the assignment.

Initial post is due by Saturday. Responses to at least (2) classmates are due by the following Wednesday.

Your grade is dependent on your first post and responses to at least 2 classmates (who have 1 or zero responses) as well as on the quality of your post and word count. Your first post needs to be at least 150 words. Each response to a classmate needs to be at least 75 words.

You will receive full credit for your posts that are quality and consist of critical analysis and contribute to the discussion.

Final Project

The Final Project consists of a Project Proposal and (3) Annotated Primary References, an actual art project based on any of the topics in this course, and Two Peer Reviews. Grading Rubrics with specific instructions for each part will

be provided on Blackboard.

Note: It is understood that students registered for this course may not have any prior experience making an art project. In this course, you will be asked to **try to the best of your ability** to create one (even if it is the only time you will ever do this in your life). You will be graded based on your original idea, time, effort, and understanding of Chicana/o experience. A rubric will be provided on Blackboard.

Grades

Your final grade will reflect the instructor's evaluation of

1. the consistency of your effort and dedication to the learning process.
2. your contributions to online discussion and critiques.
3. your ongoing presence in online discussion and critiques.
4. your active participation in the learning process.
5. the quality of and approach to your work on all assignments.
6. how well assignments incorporate the formal elements of course topics.

Blackboard may give you a ballpark score, however, **the final grade is given by the instructor** and reflects some of the non-tangible items listed above.

Letter grade scale

- 100—90 points = A
- 89—80 points = B
- 79—70 points = C
- 69—60 points = D
- 59—0 points = F

Assignments and Grading

Discussions AND Journals	45%
Discussion 1 including 2 peer responses (10 points)	
Discussion 2 including 2 peer responses (10 points)	
Journal (5 points)	
Journal (5 points)	
Journal (5 points)	
Journal (5 points)	
Journal (5 points)	
Essay	10%
Essay (10 points)	
Quizzes	25%
Quiz 1 (5 points)	
Quiz 2 (20 points)	
Final Project	20%
Project Proposal and 3 Annotated References (5 points)	
Project (10 points)	
(2) Peer Reviews (5 points)	

Modules

Chicana/o Fine Arts Appreciation is set up in modules with latest content, discussions, and major assignments. The modular structure is meant to "package" the week(s) so that students know exactly what is expected for that time.

COURSE CALENDAR

Week	Readings	Special Topic(s) & Assignments
Week 1	<p>Introduction and Theoretical Approaches Chicana/o Frameworks</p> <p>Tatum, C. M. (2017). Chapter One: "Definitions and Theoretical Approaches to Popular Culture." In <i>Chicano popular culture: Que hablé el pueblo</i>. University of Arizona Press.</p>	<p>Chicana feminist epistemology</p> <p>"I Am Joaquin" (1969) poem</p> <p>Quiz 1 due</p>
Week 2	<p>Social Movements and Consciousness</p> <p>Noriega, C.A. (1992). "Between a weapon and a formula: Chicano cinema and its contexts." In Noriega, C.A. <i>Chicanos and film: Essays on Chicano representation and resistance</i> (Vol. 710). Taylor & Francis.</p>	<p>Video: Chicano History</p> <p>Discussion 1 due</p>
Week 3	<p>Chicana/o Art Part I</p> <p>Tatum, C. M. (2017). Chapter Six: "Art." In <i>Chicano popular culture: Que hablé el pueblo</i>. University of Arizona Press.</p>	<p>CARA exhibition</p> <p>Visit the UTEP Centennial Museum and Chihuahuan Desert Gardens</p> <p>Responses to Discussion 1 due</p>
Week 4	<p>Chicana/o Art Part II</p> <p>Ybarra-Frausto, T. (1987). <i>Rasquache: A Chicano Sensibility</i>. Phoenix: MARS Artspace.</p>	<p>Altars by Amalia Mesa-Bains</p> <p>Museum Visit to Rubín Center for the Visual Arts on UTEP campus</p>

		Journal 1 due
Week 5	<p>Music</p> <p>Tatum, C. M. (2017). Chapter Two: "Music." In <i>Chicano popular culture: Que hablé el pueblo</i>. University of Arizona Press.</p>	<p>Female mariachis</p> <p>Attend local music event by Latin Music Artist</p> <p>Discussion 2 due</p>
Week 6	<p>Cinema</p> <p>Tatum, C. M. (2017). Chapter Three: "Cinema." In <i>Chicano popular culture: Que hablé el pueblo</i>. University of Arizona Press.</p> <p>Limón, J. E. (1992). "Stereotyping and Chicano resistance: an historical dimension." In Noriega, C.A. <i>Chicanos and film: Essays on Chicano representation and resistance</i> (Vol. 710). Taylor & Francis.</p>	<p>Guest speaker: Jeff Valdez (New Cadence Productions, English-language Latino content)</p> <p>Responses to Discussion 2 due</p>
Week 7	<p>Newspapers, Radio, and Television</p> <p>Tatum, C. M. (2017). Chapter Four: "Newspapers, Radio, and Television." In <i>Chicano popular culture: Que hablé el pueblo</i>. University of Arizona Press.</p> <p>Valle, V. (1992). "A Chicano reporter in 'Hispanic Hollywood': editorial agendas and the culture of professional journalism." In Noriega, C.A. <i>Chicanos and film: Essays on Chicano representation and resistance</i> (Vol. 710). Taylor & Francis.</p>	<p>"Latino Americans: The 500 year legacy that shaped a nation." (PBS, 2013)</p> <p>Review Remezcla, Mitú, and Latina/o social media accounts such as Hip Latina, Craft Cultura.</p>
Week 8	<p>Popular Literature</p> <p>Tatum, C. M. (2017). Chapter Five: "Popular Literature." In <i>Chicano popular culture: Que hablé el pueblo</i>. University of Arizona Press.</p>	<p>Attend a local reading/author event on or off campus</p> <p>Comics: Guest Speaker MexAmeriCon</p> <p>Essay due</p>

Week 9	<p>Lowriders</p> <p>Tatum, C. M. (2011). <i>Lowriders in Chicano culture: From low to slow to show</i>. ABC-CLIO.</p>	<p>“Lowriders” (2016)</p> <p>Visit Chicano Park</p> <p>Guest Speaker: Lowrider car club</p> <p>Journal 2</p>
Week 10	<p>Celebrations and Other Popular Traditions</p> <p>Tatum, C. M. (2017). Chapter Seven: “Celebrations and Other Popular Traditions.” In <i>Chicano popular culture: Que hable el pueblo</i>. University of Arizona Press.</p>	<p>Quinceañeras</p> <p>Lucha Libre</p> <p>Guest Speaker: Cassandro, The Exotico!</p> <p>Journal 3 due</p>
Week 11	<p>Avant-garde and Experimental Art</p> <p>Gamboa Jr, H. (1998). <i>Urban Exile: Collected Writings of Harry Gamboa, Jr.</i> U of Minnesota Press.</p> <p><i>No Movies (misc., 1975-1978) Harry Gamboa Jr. and Asco. Baby Kake (1984). L.A. Familia (1993).</i></p>	<p>Guest speaker(s): Guillermo Gómez-Peña and Richard Lou</p> <p>Final Project Proposal due</p>
Week 12	<p>Museums</p> <p>Montiel-Overall, P., Núñez, A. V., & Reyes-Escudero, V. (2015). <i>Latinos in libraries, museums, and archives: Cultural Competence in action! An asset-based approach</i>. Rowman & Littlefield.</p>	<p>Visit the El Paso Museum of Art and the El Paso Museum of History</p> <p>Journal 4</p>
Week 13	<p>Murals and Public Art of El Paso</p> <p>The street art of El Paso, Texas – in pictures (link)</p> <p>El Paso Public Art Tour (link)</p>	<p>Guest Speakers: OG Family and “El Tejano Poderoso” mural; Gabe Vasquez and “El Paso Strong” mural;</p> <p>Quiz 2 due</p>

Week 14	Cholo and Chola Culture 13 Things You Should Know About Cholo Culture (link)	Guest Speakers: Paola Rascón, oil painter, and Skeemer Chorne, tattoo artist. Journal 5 due
Week 15 & 16	Final Project	Final Project Due Peer Reviews

Additional Comments/Notices

Disclaimer Statement

This syllabus may be amended as the course proceeds. You will be notified of all changes.

The Center for Accommodations and Support Services

If you have or believe you have a disability, you may wish to self-identify. You can do so by supplying documentation to The Center for Accommodations and Support Services found at Union Building East Room 106 by phone (915) 747-5148 or email 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 The Center for Accommodations and Support Services.

Academic Integrity Statement

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 supplying information to another student, having 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 tried 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 <http://hoop.utep.edu> 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 (915) 747-5648.

Student Agreements

Student agrees to treat fellow students, UTEP faculty and staff, with respect and collaborate with all class members in a professional manner.

Student understands that copyright laws protect the course material and film media used in this class. Unless student is credited as the owner of the original creative work; and unless student has written permission from the copyright holder, student will refrain from any public or private distribution of the course material, films, footage, images, or audio recordings.

Student responsibility

Student is responsible for seeing that all your equipment and software are up to date or that you get yourself to a lab, library, etc. where you can meet the requirements of the class.

Blackboard works best with Mozilla Firefox, Google Chrome, and Safari. Stay away from Internet Explorer. For some reason Blackboard does not communicate well with Internet Explorer so avoid it. Additionally, it is especially important that your Adobe Reader and Java software be up to date. All your readings, lectures, and assignment sheets are (.pdf) files and require the latest version of Adobe Reader.

It is especially important that you follow directions carefully. You must turn in your work correctly. If you do not properly turn in your work, you will not receive credit for the assignment.

You must check Blackboard for announcements and course messages. Announcements also get sent to your UTEP email address.

You are provided with a course calendar that clearly defines all due dates and deadlines.

If you are unable to submit an assignment by the due date you will need to communicate with me as soon as possible.

University Core Curriculum

Course List

Creative Arts (three hours)

Code	Title	Hours
<p>The objective of the visual and performing arts component is to expand students' knowledge and appreciation of the human imagination as expressed through works of visual art, dance, music, theatre and film. Through study in these disciplines, students will form aesthetic judgments and develop an appreciation of the arts as fundamental to the health and survival of any society.</p>		
Select one of the following:		3
ART 1300	Art Appreciation	
ARTH 1305	History of Art I	
ARTH 1306	History of Art II	
CHIC 1311	Chicana/o Fine Arts Appreciation	
DANC 1304	Dance Appreciation	
FILM 1390	Intro-Art of Motion Pict.	
MUSL 1324	Music Appreciation	
MUSL 1327	Jazz to Rock	
MUSL 2321	Music, Culture, and Society	

Code	Title	Hours
THEA 1313	Introduction to Theatre	
Total Hours		3