

## UNDERGRADUATE CURRICULUM CHANGE MEMO

**Date:** 11/12/2020

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

**Through:** Dennis Bixler-Marquez, 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

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The Chicano Studies Program proposes the creation of CHIC 2302 “Latina/o Presence in the U.S.” for the Core Curriculum in section IV, Language, Philosophy and Culture, in the BA degree. The major goal of the course is to provide an avenue for lower-division students to learn early in their academic trajectory about the current and emerging Latino ethnicities in the U.S. The Southwest and border region is seeing an increased presence of immigrants from Central America, the Caribbean, and parts of South America. The growing presence and geographic spread of the Latina/o population in the U.S. indicates a need for its academic examination along key sociocultural dimensions. The course will strengthen the students’ knowledge base of human diversity, enable the integration of the Latina/o experience in upper division courses, and, most importantly, meet the Core Objectives of the THECB 60x30TX Academic and Quality and Workforce for the Texas Core Curriculum.

The proposed course was successfully piloted three times as a UNIV 1301 with freshmen, with an average of 25 students per class. The Entering Student Program facilitated the piloting of the course to ensure CHIC 2302 would meet the content standards of the Texas Core Curriculum and the UTEP BA degree’s Core Curriculum.

Consultation of the Units that have courses in the BA degree’s Core Curriculum, Section IV, Language, Philosophy and Culture took place. 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

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



11/23/2020

Signature

Date

### COLLEGE CURRICULUM COMMITTEE CHAIR

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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

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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

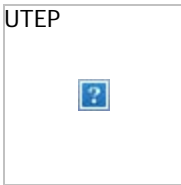
**From:** [Ohearn, Denis A](#)  
**To:** [Herman, Crystal](#)  
**Cc:** [Rivera, Julie A](#)  
**Subject:** Re: LACC proposals for Dean's signature  
**Date:** Wednesday, January 20, 2021 2:17:56 PM

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I approve these. This email constitutes my signature.

Best,

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](http://utep.edu)

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**From:** Herman, Crystal  
**Sent:** Wednesday, January 20, 2021 1:52 PM  
**To:** Ohearn, Denis A  
**Cc:** Rivera, Julie A  
**Subject:** LACC proposals for Dean's signature

Denis,

Attached are the proposals approved in December and January that are awaiting your signature for inclusion in February's UGCC meeting.

*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

# **UTEP Core Curriculum Course Addition Proposal**

**Course Prefix, Number, and Title:** CHIC 2302, Latina/o Presence in the U.S.

## **Proposal Approvals:**

### **Proposal Creator:**

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

Office: Graham Hall 104

### **Course Information:**

Type: New Course

Course: CHIC 2302

Credit Hours: 3

Course Offered: Fall, Spring, Summer

TCCN: HUMA 2319 (American Minority Studies)

### **Course Description:**

CHIC 2302 – A historical and contemporary analysis of the Latina/o presence in the U.S. that includes geographic distribution, history, cultural expression, migration patterns, education patterns, and political and economic participation. Latina/o groups examined are Mexicans, Puerto Ricans, Dominicans, Cuban Americans, Central Americans and other Latina/os.

**Foundational Component Area:** Core Curriculum: Language, Philosophy and Culture

**Foundational Component Area Intent:** CHIC 2302 focuses on developing ideas and critical thinking through the analysis of humanities texts, films, speakers that portray the Latina/o experience in Texas and the rest of the nation. The course will employ basic constructs of culture, assimilation, pluralism, majority/minority and social stratification to examine each Latina/o group's position in American society and make projections about their future.

### **The following textbooks are suitable for the course:**

Arredondo, Patricia. (2018). *Latinx Immigrants: Transcending Acculturation and Xenophobia*. Danver, Mass.: Springer.

Beodoya, C.; Belpoliti, F. & Zimmerman, M. (2008). *Orbis/Urbis Latino: Los hispanos en las ciudades de los Estados Unidos*. Houston: GLOBA CASA, University of Houston.

Gonzalez, Juan, (2011). *Harvest of Empire: A History of Latinos in America*. New York: Penguin Books.

Morales, Ed. (2018). *LATINX: The New Force in American Politics and Culture*. New York: Verso.

Stavans, Ilan. (2018). *Latinos in the United States*. New York: Oxford University Press.

Suárez, R. (2013). *Latino Americans*. New York: Celebra.

**The following audiovisual materials are suitable for the course:**

Latino Americans (two-parts), PBS, (2013)

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

A Day without a Mexican, Xenon Pictures, (2004)

### **Core Curriculum Objectives**

**Critical Thinking Skills:** CHIC 2302 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:** CHIC 2302 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.

**Teamwork:** CHIC 2302 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:** CHIC 2302 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:** CHIC 2302 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.

**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 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:** The strategies students use to persuade the audience through their writing and class presentations are evaluated with standardized rubrics. The rubrics gauge the projects' usage of grammar, structure and logos, the citation system required by the style manual employed, clarity of expression, and project organization. Assignments pertaining to the assessment:

- Team Poster Session Presentation
- Journal Entries
- Writing Portfolio
- Oral and written assignments

**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:

- Team presentation bibliography
- In-Class Team Meetings Overseen by Instructor
- Poster Session Presentation

**Personal Responsibility:** Personal responsibility assessed primarily in the poster session project. 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 written, aural, visual, and multimodal rhetorical strategies. Throughout the development of the project, teams will be required to consider the communal engagement of the website and its potential for the greater social good.

# University Core Curriculum

NOTE: The department may make specific suggestions for courses which are most applicable towards your major.

## Language, Philosophy & Culture (three hours)

Code	Title	Hours
The objective of the humanities component is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature and philosophy, students engage in critical analysis and develop an appreciation of the humanities as fundamental to the health and survival of any society.		
Select one of the following:		3
<a href="#">CHIC 2302 Latina/o Presence in the U.S.</a>		
<a href="#">ENGL 2311</a>	English Literature	
<a href="#">ENGL 2312</a>	English Literature	
<a href="#">ENGL 2313</a>	Intro to American Fiction	
<a href="#">ENGL 2314</a>	Intro to American Drama	
<a href="#">ENGL 2318</a>	Intro to American Poetry	
<a href="#">FREN 2322</a>	Making of the "Other" Americas	
<a href="#">HIST 2301</a>	World History to 1500	



<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">HIST 2302</a>	World History Since 1500	
<a href="#">PHIL 1301</a>	Introduction to Philosophy	
<a href="#">PHIL 2306</a>	Ethics	
<a href="#">RS 1301</a>	Introduct to Religious Studies	
<a href="#">SPAN 2340</a>	Seeing & Naming: Conversations	
<a href="#">WS 2300</a>	Introduction to Womens Studies	
<a href="#">WS 2350</a>	Global Feminisms	
<b>Total Hours</b>		<b>3</b>

The University of Texas – El Paso  
CHIC 2302 COURSE SYLLABUS  
Latina/o Presence in the U.S.

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**Instructor:** Professor Adrián Aragonés

Office: Graham Hall, 200

Office Hours:

Phone: (915) 747-6611

Email: [aaragones@utep.edu](mailto:aaragones@utep.edu) // Blackboard Email (use the provided link on your Blackboard page, left-hand side.)

**Librarian:** Joy Urbina

Office, LIB 32

Email: [Jurbina4@utep.edu](mailto:Jurbina4@utep.edu)

Phone: (915) 747-5066  
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**Instructor Availability:**

Hello There! Welcome to the class. I am here to help you without exception or condition.

However, in order to provide help in an effective, efficient, and timely manner – you need to communicate with me. Let me know what's up. If I do not know what the problem is, I can't help you or work to find a solution. Accordingly, you have my information...use it.

If you call, leave your name, the class name and time, and call-back number. And, leave a brief message so that I can know what your comment, question, or concern is.

If you email, use the Blackboard email found in your Blackboard Shell. This way, I can make sure to answer your mail in a timely manner. I check this email at least three times each day.

**Course Description:**

An examination of Latina/o culture and society. This course examines education, labor, politics, immigration, and language to better understand how Latina/os create distinct cultures and identities in the United States.

**Student Learning Goals and Objectives**

In this course students will:

- Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
- Identify, analyze, and articulate the central themes in Latina/o community and identity formation.
- Identify and analyze differences and similarities among Latina/o experiences over time.
- Demonstrate their understanding of the concepts of gender, sexuality, race, and class by using them to identify experiences of privilege and inequality as well as collaboration and conflict, within and between Latina/o communities.
- Use an interdisciplinary approach to connect the past to the present in an effort to better understand the world around them and themselves as global citizens.

- Students will analyze the influence of the American Industrial Revolution, eugenics, nationalism, immigration, economics, politics, and culture had (and still has) on Latina/o diaspora.
- Students will think critically about resistance and push-back against racism and segregation in the public schools from marginalized communities prior to Brown v. the Board of Education.
- Compare and contrast: assimilation, acculturation, and multiculturalism.
- Engage theoretical implications of implicit marginalization of students via the intentional withholding or outright denial in resources, people, and monies to Chicana/o and Latino Students.
- Consider the weaponization of IQ-tests and standardized testing as a means to in qualify and quantify people’s academic and economic opportunity and quality of life.
- How perceptions and perspectives about language are used to limit academic opportunity.
- Understand that marginalized communities like Chicana/o and Latina/o communities are not static and create their own agency for change.
- Critical analysis of socio-cultural barriers that isolate and disconnect communities from accessible education and related opportunities.
- As a member of society, there will be ample opportunity to see where you fit, if at all, in existing conversations regarding education, marginalization, and privilege.
- There are a few ground rules for discussions. Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly, about topics like race, class, gender, and sexuality. ***Please make an effort to treat each other, and each other’s contributions to class discussions, with respect.***

#### **Required Materials & Texts:**

- Juan González, “Harvest of Empire: A History of Latinos in America” (2011).
- Sandra Cisneros, “*House on Mango Street*” – any edition.
- Marta Moreno Vega (et. al), “Women Warriors of the Afro-Latina Diaspora” (2012)
- Reading will also be made available in PDF format in Blackboard
  - Readings assigned in PDF format in Blackboard will be identified with (A).
  - Readings assigned in book will be identified with (T) = textbook
- 2-pocket folder
- 1-highlighter
- 1-black or blue pen

**Grading:** A grading rubric will be explained and provided in class.

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

- (1) Team Project = 250 points total
- (4) Quizzes = 100 points total
- (4) Journal Entries = 200 points total
- (3) Meeting with Instruction Team = 75 points total
- (2) Extra-curricular activities = 200 points total
- (1) Writing Portfolio = 100 points total
- (3) Library visits = 150 points total

**General Format of Assignments:**

Specific instructions and due dates will be reviewed in class.

**Journal Entries:**

An opportunity for the students to share and submit a well-written critical response to questions referencing assigned readings, podcast, extra-curricular activity or movie. These will be submitted in hard-copy format due at the beginning of class on specific days.

**Extra-curricular activities (cultural/social events):**

Students are required to participate in 1 off-campus extra-curricular activity as well as 1 on-campus activity. These will require proof of attendance and a journal entry as well.

**Quizzes:**

An opportunity for students to demonstrate they have engaged specific assignments. These will be done in-class on random dates. We will employ traditional quizzes as well as user-friendly tech mediums such as Kahootz.

**Mid-term – there is no midterm.**

**Writing Portfolio:**

All students will be required to keep, update, and maintain their work in a folder for the duration of the course. These materials will be required in the two mandatory meetings with the instructor. The portfolio is an opportunity for both the Student and Professor to stay current with progress and participation in the class.

**Library Visits:**

Three library visits, all are mandatory, will help students familiarize themselves with resources at the UTEP Library. Further, the visits will provide help in the Team Project but also in all future scholarly/academic endeavors at UTEP and beyond

**Final Project: Latinos in the US:**

Students will prepare for a poster-session of their research, as done in professional and academic conferences. This will include, but not limited to, a group effort (4 people per team); 4-5 page essay; a poster-board presentation (specific instructions and protocol will be given to each team by the instructor); a (minimum of) 5 minute oral presentation by two members of the instructor's choosing.

1. Students will choose two people of Latina/o ancestry – and consider why the persons are important to American history.

2. In sharing why the individuals are important, those things will be viewed within the historical context engaged in the assigned material in the course: immigration, social, political, economic, and educational diaspora.
  - Part I: 4-person team creates a proposal and accompanying bibliography in APA format.
  - Part II: In-class peer review of proposal and bibliography.
  - Part III: Present draft to class.
  - Part IV: Teams work on visual presentation, which must be narrated and each student must contribute a section to the final project.
  - Part V: Present final project to class.
  
1. **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, not the instructor, to find out what you missed. **There are no make-ups for any assignments, quizzes, tests, presentations and so forth.**
  
2. **Dropping the Class:** Students may drop the class and receive a “W” any time before **Month, day, Year**. It is the student’s responsibility to drop/withdraw from the class.
  
3. **Format of Written Work:**
  - **black ink**
  - **Times New Roman 12 pt. font**
  - **1-inch margins, double-spaced, on white paper.**
    - In-class assignments require a black or blue pen.
    - No work in pencil is unacceptable.
  
4. **Technical issues with Blackboard**
  - Any problems or issues with submitting/downloading/viewing anything on or related to Blackboard, students need to contact Tech Support before contacting the instructor. After contacting tech support, students should then notify the instructor.
  
5. **Deadlines:**
  - Assignments are due at the beginning of class on the due date or as explained otherwise.
  - All late work subject to the loss of one letter grade for each day it is late.
  
6. **Academic Dishonesty:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another person’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 disciplinary action. Students may be suspended or expelled from the University for such actions.

7. **Students with Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106 within the first two weeks for classes. For additional information please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass)
8. **Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate and respect the opinions of others. All students are expected to behave as responsible adults.
9. NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION – NO EXCEPTIONS. IT IS ABOUT RESPECT AND PROFESSIONAL COURTESY.
10. UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]:  
Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.
11. The Professor reserves the right to alter or change any and all parts of the syllabus in an effort to benefit the greater good of the class. Any updates or changes will be announced in class and students will receive an online copy as well.

### **Course Calendar**

The following is subject to change. Any changes will be announced in class. If you are absent, you are responsible for finding out about any changes.

In the Syllabus and Course Calendar, assignments will be identified in the following manner”

- (CS) = Sandra Cisneros' text
- (WW) = Women Warriors' text
- (A) = PDF Articles
- Films and Podcasts will be found in Blackboard

## **LATINOS IN THE U.S.: Diaspora**

### **I. Historical Overview of Latinidad**

**Week 1:** (T) Tuesday Aug. 28 – Introduction

- Project Intro: Latina/os in America
- Create research teams

(Th) Thursday Aug 30 – What is history?

- History = is a collection of stories to perpetuate one perspective
- **Read:** (A) “Why valedictorians rarely become rich and famous — and the average millionaire's college GPA was 2.9”, Business Insider.
- **Blackboard** (B.B):
  - Courtesy and professionalism in online communication
  - Plagiarism Video
  - **Due: Online Plagiarism quiz**
- **Read:** (A) Central American-Americans: Invisibility, Power, and Representation in the US Latino World.” Arturo Arias, 2003

**<<Friday, August 31, 2018 Census Day>>**

**<<Monday, September 3, 2018 = Labor Day (University Closed)>>**

**Week 2:** (T) Sept. 4 – **What is Latino Studies, why does it matter?**

- **Read:** (A) “Moving From the Margins to Where? Three decades of Latino/a Studies.” Pedro A. Caban, 2003.

(Th) Sept. 6

- **Movie :** “Being N”
- **DUE:** Complete Library Module A & take quiz.
  - <https://libguides.utep.edu/research/univ1301tutorials>
- **Read:** (CS) – Intro & Chpt 1

**Week 3:** (T) Sept. 11

- **Read:** (A) “The Brown Threat: Post-911 confluences of Latina/os and Middle Eastern Muslims in the US American imagination.” Christopher Rivera, 2014.

(Th) Sept. 13

- **Due: Journal Entry #1**

**Week 4:** (T) Sept. 18

- **Library visit #1**
  - Scavenger hunt and Presentation

- Meet at the Library, room 204B – arrive on time

**Week 5:** (T) Sept. 25

- **Read:** (A) “Dual Ethnicity and Depressive Symptoms: Implication of Being Black and Latino in the United States.” Blanca Ramos, 2003.
- **Due: Journal Entry #2**

(Th) Sept. 27

- **Due: Team Project - Draft #1 = Annotated bibliography; project’s concept in 500-word Word Document; list of assigned tasked to teammates.**
  - **In-class peer review: bring 4 hard-copies to class.**

**Week 6:** (T) Oct. 2

- **Podcast:** “What Does It Mean To Be A 'Nation Of Immigrants”, NPR (47 min.)
- **(WW) Chpt 1-2**

(Th) Oct. 4

- (CS) Chpt 3-4
- Project update

**<<Friday, October 5, 2018 Last day to withdrawal with a “W”. >>**

**Week 7:** (T) Oct. 9

- **Podcast,** “Frida Barbie”, NPR (listen to the first 35 min only)

(Th) Oct. 11

- **Library visit #2**
- **Meet at Library 204B; please arrive on time!**

**Week 8:** (T) Oct. 16

- **Due: Team Project – Draft #2 = Updated/Revised proposal**
  - **In-class peer review: bring 4 hard-copes to class.**
- **Today, students will schedule meeting with Professor for mid-term grade review for Week 9 - by appointment only!**
- **Due: Quiz #3**

(Th) Oct. 18

- **In-class presentation:** UTEP Student Health & Wellness Center

**Week 9:** (T) Oct. 23

- **Read:** (A) “Café Conversations in Miami.” Eduardo A. Gamarra, 2018.



- (WW) Chpt 3-4

(Th) Oct. 25

**FRIDAY, OCTOBER 26 – 1<sup>st</sup> year student grades available to students from Registration & Records**

Week 10: (T) Oct. 30

- Podcast: “A Former Neo-Nazi Explains Why Hate Drew Him In — And How He Got Out” (NPR, 54 min).
- Due: Complete Library Module and take quiz.
  - <https://libguides.utep.edu/research/univ1301tutorials>

(Th) Nov. 1

- **Library visit #3**
- **Meet at Library 204B; please arrive on time!**

Week 11: (T) Nov. 6

- **Due: (CS) & (WW) Chpts 5**
- **Due: Team Project – Draft #3 = Updated/Revised proposal**
  - **In-class peer review: bring 4 hard-copies to class.**
- **Due: Quiz #4**

(Th) Nov. 8

- **1-on-1-project progress review (in-class) with instructor.**

**NOVEMBER 11, 2018 - Last day to withdraw from the course**

Week 12: (T) Nov. 13

- **Due: In-class presentation of project to the class.**

(Th) Nov. 15

- **Due: In-class presentation of project to the class (cont'd).**
- **Completed presentation due: paper and visual presentation**

Week 13: (T) Nov. 20

- **In-class presentation: UTEP Financial Aid Services**

(Th) **Nov. 22 THANKSGIVING HOLIDAY: UNIVERSITY CLOSED**

Week 14: (T) Nov. 27

- **Read: (A) “The Politics of Language: An Introduction.”** Antonia Darder, 2004
- **Due: Journal Entry #4**

(Th) Nov. 29:

- **In-class movie: “Who is Dayani Crystal?”**

**Week 15:** (T) Dec. 4

- **Due: End of the semester survey.**

(Th) Dec. 6

- Final prep for Saturday presentations.

**FRIDAY, DECEMBER 7 = DEAD DAY**

**Saturday, December 8, 2018 Entering Student Research and Creative Projects Showcase: attendance is mandatory. Does not count as extra-curricular activity.**

**Week 16:** (T) Dec. 13: Final Exam (TBA)

**DECEMBER 119, 2018 – Grades are posted to student records; students are notified of grades and academic standing.**

TEAMMATE NETWORK:

Name

UTEP E-mail

Phone #

Name

UTEP E-mail

Phone #

Name

UTEP E-mail

Phone #

**Subject:** Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.  
**Date:** Friday, October 26, 2018 at 12:19:26 PM Mountain Daylight Time  
**From:** Bixler-Marquez, Dennis  
**To:** Nunez-Mchiri, Guillermina Gina, Brunk, Samuel, Evans, Jane, Smith, Maggy, Bench, Clayton, Moffett, Mark A

**Attachments:** CHIC 2302 Latino Presence in the U.S..pdf, CHIC or UNIV Studies 2302 Syllabus, fall 2018.docx

Colleagues: This is to consult you on the proposed addition of a new CHIC course to the University Core Curriculum. Chicano Studies is proposing to add CHIC 2302 to the University Core Curriculum in order to address a salient demographic trend that are now impacting our region, the state and the nation. I'm referring to the growth of the Latina/o population, which aside from the Mexican origin population, now includes Central Americans, South Americans and people from the Caribbean, principally Puerto Rico. Students from the latter groups have frequently asked about UTEP offering courses that cover their presence in the U.S.

I am attaching a preliminary copy of the Course Add Form and a sample syllabus for your perusal.

We are piloting the course as UNIV 1301 this fall in order to demonstrate student interest and obtain student feedback in time for the submission of the course proposal to the L.A. Curriculum proposal.

Please let me know if the proposal is satisfactory and/or if you have any suggestions or concerns I should address before submitting it to the LA Curriculum Committee.

Your consideration of this request is appreciated.

Best,

Dennis Bixler-Márquez, Ph.D.  
Director  
Chicano Studies  
The University of Texas at El Paso  
500 W. University Ave.,  
Graham Hall # 104  
El Paso, TX 79968  
TEL: 915-747-5462  
FAX: 915-747-6501  
E-mail: dbixlerm@utep.edu

**Subject:** Fwd: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.  
**Date:** Monday, October 29, 2018 at 7:18:41 PM Mountain Daylight Time  
**From:** Bixler-Marquez, Dennis  
**To:** Gomez, Rosa M.

For course file

Sent from my iPhone

Begin forwarded message:

**From:** "Brunk, Samuel" <[sbrunk@utep.edu](mailto:sbrunk@utep.edu)>  
**Date:** October 29, 2018 at 2:40:07 PM MDT  
**To:** "Bixler-Marquez, Dennis" <[dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)>  
**Subject:** RE: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

Hi Dennis—it seems like a fine and important course, but I don't really know how to evaluate whether it should be in the core curriculum or not—I don't really know how that works.

Sam

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**From:** Bixler-Marquez, Dennis  
**Sent:** Friday, October 26, 2018 12:19 PM  
**To:** Nunez-Mchiri, Guillermina Gina <[ggnunez@utep.edu](mailto:ggnunez@utep.edu)>; Brunk, Samuel <[sbrunk@utep.edu](mailto:sbrunk@utep.edu)>; Evans, Jane <[jeevans@utep.edu](mailto:jeevans@utep.edu)>; Smith, Maggy <[msmith@utep.edu](mailto:msmith@utep.edu)>; Bench, Clayton <[cbench@utep.edu](mailto:cbench@utep.edu)>; Moffett, Mark A <[mamoffett@utep.edu](mailto:mamoffett@utep.edu)>  
**Subject:** Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

Colleagues: This is to consult you on the proposed addition of a new CHIC course to the University Core Curriculum. Chicano Studies is proposing to add CHIC 2302 to the University Core Curriculum in order to address a salient demographic trend that are now impacting our region, the state and the nation. I'm referring to the growth of the Latina/o population, which aside from the Mexican origin population, now includes Central Americans, South Americans and people from the Caribbean, principally Puerto Rico. Students from the latter groups have frequently asked about UTEP offering courses that cover their presence in the U.S.

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**Subject:** Fwd: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.  
**Date:** Friday, October 26, 2018 at 6:43:01 PM Mountain Daylight Time  
**From:** Bixler-Marquez, Dennis  
**To:** Gomez, Rosa M.

Place with course file

Sent from my iPhone

Begin forwarded message:

**From:** "Evans, Jane" <[jeevans@utep.edu](mailto:jeevans@utep.edu)>  
**Date:** October 26, 2018 at 5:05:26 PM MDT  
**To:** "Bixler-Marquez, Dennis" <[dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)>  
**Subject:** RE: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

Dear Dennis,

Yes, the course meets with my approval. Have a good weekend!

Sincerely,  
Jane E. Evans

Jane E. Evans, Ph.D., Chair  
Department of Languages and Linguistics  
Associate Professor of French  
Liberal Arts 137  
E-mail: [jeevans@utep.edu](mailto:jeevans@utep.edu)  
(915) 747-7026

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**From:** Bixler-Marquez, Dennis  
**Sent:** Friday, October 26, 2018 3:23 PM  
**To:** Evans, Jane <[jeevans@utep.edu](mailto:jeevans@utep.edu)>  
**Subject:** Re: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

Hi Jane: Thank you for your fast response. The course is designed to cover the other Latino groups as a chic 2302 course. The univ course is just the tool I'm using this semester to pilot the course. I will correct the errors you identified. I had asked the instructor to quickly modify the univ course syllabus into a more generic version for the approval process, hence the errors.

Other than that, does the course meet with your consent?

Best,

Dennis

Sent from my iPhone

On Oct 26, 2018, at 12:58 PM, Evans, Jane <[jeevans@utep.edu](mailto:jeevans@utep.edu)> wrote:

Dear Dennis,

Thank you for giving me the opportunity to review the course materials for CHIC 2302. I have a couple of questions for you:

- 1- You stated that there had been requests by students for courses on the Latino presence in the United States, especially from the Caribbean and Puerto Rico. But CHIC 2302 wasn't designed to address these interests, right?
- 2- If this course is going to be a UNIV 1301, then it doesn't need a midterm. However, if it's going to retain the 2302 number, then I think it will need a midterm, don't you?

In terms of the syllabus itself, there are areas to improve:

1. Spelling: the title of the book *Women Warriors*, was misspelled.
2. Formatting: book titles and film titles go in italics, not double quotation marks; article titles are given between double quotation marks.
3. Grading Rubric: there is reference to a more detailed grading rubric that I think should be included in writing as part of the syllabus; secondly, the way that point values for quizzes and the like convert to letter grades must also be addressed. And lastly, there should be more information about how journals will be assessed.
4. The date of the final exam, December 119 [sic], 2018, must be corrected.

Thank you.

Sincerely,  
Jane E. Evans

Jane E. Evans, Ph.D., Chair  
Department of Languages and Linguistics  
Associate Professor of French  
Liberal Arts 137  
E-mail: [jeevans@utep.edu](mailto:jeevans@utep.edu)  
(915) 747-7026

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**From:** Bixler-Marquez, Dennis  
**Sent:** Friday, October 26, 2018 12:19 PM  
**To:** Nunez-Mchiri, Guillermina Gina <[ggnunez@utep.edu](mailto:ggnunez@utep.edu)>; Brunk, Samuel <[sbrunk@utep.edu](mailto:sbrunk@utep.edu)>; Evans, Jane <[jeevans@utep.edu](mailto:jeevans@utep.edu)>; Smith, Maggy <[msmith@utep.edu](mailto:msmith@utep.edu)>; Bench, Clayton <[cbench@utep.edu](mailto:cbench@utep.edu)>; Moffett, Mark A <[mamoffett@utep.edu](mailto:mamoffett@utep.edu)>  
**Subject:** Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

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Your consideration of this request is appreciated.

Best,

Dennis Bixler-Márquez, Ph.D.  
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Graham Hall # 104  
El Paso, TX 79968  
TEL: 915-747-5462  
FAX: 915-747-6501  
E-mail: [dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)

**Subject:** RE: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.  
**Date:** Monday, October 29, 2018 at 11:47:46 AM Mountain Daylight Time  
**From:** Bixler-Marquez, Dennis  
**To:** Nunez-Mchiri, Guillermina Gina

Muchas gracias Gina! I'll get on the faculty member to make those changes. They were in the original draft but somehow they were left out in the first internal revision. I'll certainly add the book you suggested.

Can you please send me a separate email indicating you were consulted and hopefully with your concurrence that it deserves to be in that section of the core?

Best,

Dennis Bixler-Márquez, Ph.D.  
Director  
Chicano Studies  
The University of Texas at El Paso  
500 W. University Ave.,  
Graham Hall # 104  
El Paso, TX 79968  
TEL: 915-747-5462  
FAX: 915-747-6501  
E-mail: dbixlerm@utep.edu

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**From:** Nunez-Mchiri, Guillermina Gina  
**Sent:** Monday, October 29, 2018 11:24 AM  
**To:** Bixler-Marquez, Dennis <dbixlerm@utep.edu>  
**Subject:** Re: Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

Good morning Dennis,

I have seen the proposal and the course syllabus. I suggest we review the syllabus and outline the learning goals and objectives for the course. I printed the syllabus and cannot locate them; this may raise questions about academic rigor and baseline knowledge for an introductory course.

I recommend adding the following book as an anchor for the course:

Harvest of Empire: A History of Latinos in America Paperback – May 31, 2011  
by [Juan Gonzalez](#) - I read an earlier version and this gives students a good background to contextualize what follows in future courses. The book also connects with the final project titled Latinos in the U.S.



Gina NM

Dr. Guillermina Gina Núñez-Mchiri  
Director of Women's and Gender Studies  
Associate Professor of Anthropology  
University of Texas, El Paso  
500 W. University Ave., El Paso, TX 79968  
915-747-6132

<https://he.kendallhunt.com/product/community-engagement-and-high-impact-practices-higher-education>

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**From:** Bixler-Marquez, Dennis

**Sent:** Friday, October 26, 2018 12:19 PM

**To:** Nunez-Mchiri, Guillermina Gina; Brunk, Samuel; Evans, Jane; Smith, Maggy; Bench, Clayton; Moffett, Mark  
A

**Subject:** Departmental Consultation for the addition of CHIC 2302 Latina/o Presence in the U.S.

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