

CEC/UNM
CCST 2201: Introduction to Chicana Chicano Studies

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Course Description

What does it mean to be “Chicano”, “Mexican American”, “Hispanic” or “Latino” in the United States? Throughout the semester, we will be introducing ourselves to the field of Chicana and Chicano Studies. Chicana Chicano Studies is a discipline much like Biology and Sociology are academic disciplines. This introduction includes becoming familiar with key themes of Chicana and Chicano culture and key historical events that helped to shape Chicanas and Chicanos in the United States. We also will become familiar with some of the great activists, scholars, and thinkers in Chicana and Chicano history. Until recently, the experiences of peoples of diverse cultural and historical backgrounds were often bypassed. In this course we explore the intersections of identity, place and history. We will investigate how Chicanos have been shaped by their understanding of their place in American cultural life and how these events affect individual identity formation. To see our lives in their fullness, we need to understand where we come from and how historical events have affected us and how they continue to affect us.

Course Objectives

The following are the objectives for the course. Each module will have specific learning objectives listed on the Overview Page. The activities in that module (i.e.: discussions, assignments and assessments) are developed so that you can demonstrate you have met these objectives:

- Students identify the multiple ways that “Chicanos” have been defined and named in the United States.
- Students explain the overarching cross-cultural and interdisciplinary themes in the study of Mexican Americans, Chicanxs, Hispanas, Hispanos, and Latinxs
- Students illustrate the contributions that Chicanos have made to the larger U.S. culture to discover their own place in the larger society. Particular emphasis is placed on New Mexico and its complex history.
- Students analyze the ways in which historical events, social and economic change, and social movements shape and are reflected in changing personal identity, family experiences, stories, and memories.
- Students relate the terms, concepts, and methods required in the study of Chicano Studies to their own lives, through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.

- Students interpret the theories, the activism, and the practices of social justice activists.

Student Learning Outcomes

- Evaluating: Students will present and defend opinions by making judgments about the information presented in the course.
- Writing skills: Students will analyze and critique the readings through written assignments with and opportunity to rewrite assignments for improvement in writing skills
- Analyzing: Students will examine their knowledge of overarching cross-cultural and interdisciplinary themes and terms and be able to identify causes and motives for power differentials in the study of race, class, and gender.

Prerequisites and Co-requisites: There are no prerequisites or co-requisites for this course

Required Text : All readings will be available on LEARN, and in some instances, may be emailed directly to you. Several films will be shown during the course.

Requirements

- Students are expected to do all the class readings, participate in discussions, and activities, and analyze cultural texts.
- Students will conduct two oral history interviews of a grandparent and a parent or of two relatives (if possible) from those generations.
- Students will write 4 two-page response papers to the texts.
- Students will visit a mural in Albuquerque, or their immediate locality, and analyze the historical, contemporary, and cultural significance of it.
- There is a final exam/project.
- Students will be expected to read about 50 pages of text per week. A few times during the semester the reading assignments will be longer, many times it will be fewer. It may help to spread the readings out over a few days, rather than trying to read them all at one time. The readings are not difficult, but the concepts are. They may need time to settle.

Class Format

This class is designed in a discussion-based format. You are expected to read all assigned articles and chapters. Questions are posted on Canvas. All students are expected to participate by answering the questions and then responding to postings by your classmates. Your opinion and experience is valuable to our class and I expect you to post substantively. No late postings will be accepted. If you have difficulty with the technology contact APS Canvas Support immediately either by phone or by email.

Class Pedagogy

Students in this course explore identity through an understanding of how economics, politics, history, family, gender, education, literature and the arts have shaped Chicana Chicano Studies and the diverse experiences of Chicanx, Mexican, and Hispanic people in the United States. Students investigate how we have all been shaped by our understanding of our place in American cultural life and how these events affect our individual identity formation. Students acknowledge what we each bring to the class and how we each contribute to our learning. To build this foundational base we need to understand the history of the Chicana Chicano experience in the United States with regard to perceived notions of racial, class, gender, and ethnic politics. Critical thinking leads to the kind of critical questioning that decodes and deconstructs the function and formation of these elements in society. Students often bring strong views and opinions about race, gender, and class relations to their discussions. It is important that our discussions take place in a safe and respectful pedagogical environment. The University is a social space that encourages the exchange of informed ideas and views. Because the subject matter is sensitive, respect must be given to all viewpoints.

Expectations for Participation

1. Discussion:
 - a. Students will be expected to read up to 75 pages of text per week. While the readings are posted on Canvas, breakdowns do occur and no excuses will be accepted for not reading the article. Email me if you have trouble accessing the readings.
 - b. Your responses to my questions and then your comments on your classmates' posts make up your grade as participation. I ask you to comment substantively to my questions and not to summarize the articles. Then I ask you to comment substantively to your classmates' posts.
 - c. Posts to my questions must be 200-225 words long. Responses to classmates must be 100-125 words long.
 - d. I will not accept answers that simply agree with another student's viewpoint. A successful post discusses an aspect of the author's theory and may refer to quotes in the reading. When responding to a classmate, the student comments on the success the classmate found in critiquing and understanding the author.
2. Comparative Papers: Written assignments include four 2-3 page comparative papers over the readings, due dates are marked in the syllabus and are posted on Canvas. As you do the reading for the assignment, note any points you have questions about or would like to discuss in greater detail, or any content you find especially interesting or relevant. This way of reading will help you to write an effective Comparative paper. The directions for my requirements are posted on the home page. Due dates are marked in the course schedule and reminders are posted on the appropriate Learn modules.
3. Oral Histories: Two oral histories are required, one interview of a grandparent and one interview of a parent. If those family members are not available, then substitute a family member from the corresponding generation. In addition to the oral history, a paper reflecting on the process is also due.

4. Mural Digital Archive: Students will visit a mural in Albuquerque, or their immediate locality, and create a digital archive documenting the mural and exploring the historical, contemporary, cultural, political, and/or social significance of the art. Students will also present their archive to the class through Discussion Board.
5. Quizzes and exams: There is a syllabus quiz worth 10 points.
6. Final Project: Details will be given as we get closer to the end of the semester.

Late Assignments

Late assignments are generally not accepted. But I am not heartless. Contact me before the assignment is due if you need an extension.

Expectations:

- time required is 4-6 hrs per week for most assignments
- students are expected to learn how to navigate in Canvas
- students are expected to communicate with one another
- students are expected to keep abreast of course announcements
- students are expected to use the APS preferred email
- students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
- students are expected to address technical problems immediately
- students are expected to observe course netiquette at all times

Grading System

Grading System is based on 800 points

Class Discussions: 200 points

Comparative Papers: 200 points

Oral Histories: 100 points

Mural Digital Archive: 100 points

Syllabus Quiz: 10 points

Final Project: 200 points

Technical Skills

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use email – including attaching files, opening files, downloading attachments

- Copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Use Microsoft Office applications o Create, download, update, save and upload MS Word documents o Download, annotate, save and upload PDF files
- NOTE: If you have never taken an online course or you run into any difficulties and need some help, look in the "How to Use Learn" link on left side of the home page first.

Tracking Course Activity

UNM Learn automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty

Coursework and Participation

Instructor Response Time: I routinely check the course for postings Tuesday through Friday and sometimes on the weekend. You can anticipate a 24 to 48 hour response from me, Monday – Thursday. I will try to respond to all weekend (Friday afternoon to Sunday) emails and postings by noon on Monday or earlier.

UNM Policies

Title IX: Gender Discrimination In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu).

For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Accessibility

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the **UNM Accessibility Resource** Center in 2021 Mesa Vista Hall at 277-3506 or <http://arc.unm.edu>. Information about your disability is confidential.

- Blackboard's Accessibility statement:
<http://www.blackboard.com/accessibility.aspx>

Academic Policies

Departmental Policy on Academic Dishonesty

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. The CCS Department supports this policy. If you are found guilty of academic dishonesty, you will receive an "F" for the class and be reported to the Dean of Students.

You should be familiar with UNM's Policy on Academic Dishonesty and the Student Code of Conduct (<http://pathfinder.unm.edu/code-of-conduct.html>) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

Drop Policy:

Students will be dropped from the course after 3 weeks if there has been no response to emails and inquiries.

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

CAPS Tutoring Services: <http://caps.unm.edu/programs/online-tutoring/>

CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor.

UNM Libraries

<http://library.unm.edu>

Student Health & Counseling (SHAC) Online Services

<http://online.unm.edu/help/learn/support/shac>