

Course Number: ETST 2010: Introduction to Chicana/o Studies

Ethnic Studies Department

College of Liberal Arts & Sciences, University of Colorado Denver

Location: Thomas Jefferson High School

COURSE SYLLABUS

Instructor:	Lynne Valencia-Hernández	Term:	Spring 2022
Phone:	720-423-7118	Class Meeting Days:	M,W,F
Email:	lvalen2@dpsk12.net	Class Meeting Hours:	7th Period 12:59-1:50 pm
Website:	Schoology & http://lvalencia.tj Spartans.org	Class Location:	Thomas Jefferson High School room 218
Office Hours:	Every day from 2:45-3:30 by appointment.		

Instructor: Lynne Valencia-Hernández – Available for conferences by appointment after school from 2:45-3:30 PM Monday through Friday.

Email: lvalen2@dpsk12.net

phone: (720) 423-7118

website: <http://lvalencia.tj Spartans.org/>

Welcome!

In this class, we will explore the discipline of Chicana/o Studies. Through a wide range of historical and social scientific studies, *testimonios*, films, music, art, and border studies this course will introduce students to the wealth and diversity of Chicana/o culture and history. In order to understand the dialectics of contemporary Chicana/o/x identity, students will be provided with brief historical overviews of Chicana/o peoples and their historical presence in what is now called the Southwest; the US/México border; the rise of the Chicana/o/x student and community movements; immigration; regional differences; and contemporary debates surrounding gender, sexuality, cultural identity, mainstream invisibility, and criminalization.

Students will also be provided an introduction to the field of Chicana/o Studies to develop the critical tools to appreciate and analyze the complexity and heterogeneity of Chicana/o culture in a variety of genres and settings. In grappling with the exciting and complex issues of popular cultural representation, students will be encouraged to engage with issues of cultural and linguistic hybridity, racialization, class, and gender, the demonization of immigrants and the criminalization of youth, and community building through cultural

expression, resistance, and resilience. Be ready to keep an open mind, be challenged, and hopefully, even have fun!

I. University Course Catalog Description:

This course introduces students to the broad range of the interdisciplinary field of Chicana/o Studies by examining the Chicana/o experience including history, identity, politics, immigration, labor, literature, and popular culture.

II. Course Overview Students in this course will read and discuss a wide variety of literary works by Chicana/o authors. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, environmental injustice.

III. Course Goals and Learning Objectives:

Students will be able to:

1) Explain theories and histories of Chicana/o marginalization, discrimination, resistance, and resilience and their effects on contemporary events and future implications. *Marginalization*

2) Analyze how Chicana/o populations impact social access and rights. *Social Access and Rights* 3)

Describe the evolution and social construction of Chicana/o social identities. *Collective Identities*

4) Assess their own individual attitudes, sense of self-awareness, and identities within the context of Chicanismo. *Self-Awareness*

5) Summarize how Chicana/o have made major contributions and have affected changes to educational, social, legal, religious, political, and cultural institutions and society. *Societal Contributions*

IV. Course Prerequisites

Students should have proficient speaking, reading, and writing skills in order to converse in discussions, comprehend the assigned reading and be able to write proficient essays for the Mid-term and the Final.

V. Course Credits: 3 credits

VI. CU Succeed and CU Denver Credit

This is a CU Denver class being taught in your high school classroom through the CU Succeed program. You have the *option* to receive CU Denver credit for taking this class. To receive credit, you need to register for this class with CU Succeed on the CU Succeed Website. If you register for this class with CU Succeed the grade you earn will be recorded on an official CU Denver transcript. It will become part of your permanent academic record at any of the University of Colorado campuses unless you drop the course with CU by the drop deadline. There may be a tuition cost associated with this course. To learn more about CU Succeed, how to register, registration and drop deadlines, tuition, and transferability of credits please go to our website. <https://clas.ucdenver.edu/cusucceed/>

VII. Required Texts and Materials:

Blea, Irene. (1992) *La Chicana and the Intersection of Race, Class, and Gender*. New York: Praeger Publishers.

Mirandé, Alfredo. (2005) *The Chicano Experience: An Alternative Perspective*, Indiana, Notre Dame University: University of Notre Dame Press.

Supplies needed:

- Composition Notebook
- Notebook paper
- pens/pencils (pen is preferred); red pen (or other color for editing); highlighters
- Headphones (earbuds)

VIII. Digital Apps for Education Use:

For many of your assignments, you will need to use Schoology, Turn it In, and Actively Learn. Denver Public Schools utilizes Schoology as they ensure your privacy and protect personal information as required by Federal law.

IX. Course Schedule:

Date	Topic	Required Reading	Assignments
Week 1	Orientation What is Chicana/o Studies?	Blea & Mirandé Ch.1 “What Do We Know About Chicana/o?”	Introduction to Meso-America Discuss various labels used to identify the Chicana/o and their issues. College Readiness Writing Assignment
Week 2	We are indigenous to this land Reconnecting to our indigenous roots	Blea & Mirandé Ch.2 “The Devastation of Los Indies”	Pre-Columbian History Video: <i>Cities of Ancient Mexico</i>
Week 3	Diversity, Cultural Competency and Inclusiveness	Blea Ch. 3 Razalógia Cultural Conflict	Mestizaje & historical racial classifications Video: <i>La Raza de Colorado: La Historia</i> Article: Taos Rebellion
Week 4	Current identities and their meanings	Blea Ch. 4	The Chicana/o Historical Experience Polk’s Message on War with Mexico & The Nature of Prejudice. Articles: The unique friendship between Lincoln & Juarez.
Week 5	Family, Culture, & Community	Mirandé Ch. 3 Blea Ch. 5	The Displacement of the Chicana/o The United States-Mexico Border: A Chicana/o Perspective on Immigration and the Undocumented Worker
Week 6	Gender, sexuality, and relationships: machismo, marianismo, y jotería	Mirandé Ch. 4	El Bandido: The Evolution of Images of the Chicana/o Community Video: <i>Zoot Suit</i>

Week 7	Family Roles/Cultural Traditions	Mirandé Ch. 5 Blea Ch. 6	Education: Problems, Issues, and Alternatives Review for Midterm Video: <i>Salt of the Earth</i>
Week 8	Midterm: Due 2/27/22		Video: <i>Walkout</i>

Week 9	Cesar Chavez & other leaders	Mirandé Ch. 6 Blea: Ch. 7	Menial Labor Today Research & Presentations. Video: <i>Cesar Chavez's Last Fast</i>
Week 10	The Chicana/o Movement and its implications on current issues and concerns in the Chicana/o community	Mirandé Ch.7 Blea Ch. 8	Cesar Chavez Celebration La familia structure and its connotations. Video: <i>Harvest of Shame</i>
Week 11	Visit to History Colorado: El Movimiento	Mirandé Ch. 8 Blea Ch. 10	Read: <i>I am Joaquin</i> , Gonzalez Visions article: <i>Men vs. Women</i>
Week 12	Liberation: Chicana/o Style: Colonial Roots of Feministas Chicana/o	Mirandé Ch. 9	The rise of the female activist in the Modern Chicana/o Movement
Week 13	Theoretical Perspective on the Intersection of Gender, Class, and Ethnicity	Blea Ch. 9 Mirandé Ch. 10	Internal Colonial Model: The World of <i>Los Batos</i>
Week 14	Aztlan: The Chicana/o Homeland	Anaya: Essays on Aztlan	Video: <i>Symbols of Resistance</i>
Week 15	Current Events and the impact on the Chicana/o community: Immigration & DACA	NPR, Time & CNN	Immigration Reformation

Week 16	Final Exam: Due 5/8/22		Why have some Chicana/os championed the rights of the foreign-born? What implications does this have for the major political parties? What reaction do you have to anti-immigrant rhetoric and why? Write an argumentative essay in the ACEIT CEIT format to address the prompt using text evidence from the course text, lecture notes, and independent research.
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X. Basis for Final Grade

Weekly Comprehension Questions 20 points (Process 30%)

Weekly Film Reviews 20 points (Process 30%)

Mid Term 100 points (Product 60%)

Final 100 points (10%)

SCALE (points or %)

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- 94-100 A
 - 90-93 A
 - 87-89 B+
 - 84-86 B
 - 80-83 B
 - 77-79 C+
 - 74-76 C
 - 70-73 C
 - 67-69 D+
 - 64-66 D
 - 60-63 D
 - 0-59 F

COURSE PROCEDURES

XI. Course Policies Grades: All homework, projects, written work, and tests are assigned a point value and placed in either the Process, Product, or Final Exam category. Each category is calculated at a different weight (Process 30%, Product 60%, Final Exam 10%) which then combines for a final grade in the course.

Attendance Policy: Regular daily class participation is essential for success. Absences from class participation, for medical conditions or family emergencies accompanied by a doctor’s notes or similar documentation, may be excused and extensions may be granted. However, an *Incomplete* grade will only be given under DOCUMENTED extenuating circumstances and in accordance with CLAS policies.

Late Arrivals: If students are 5 minutes late they will be marked tardy and after 20 minutes they are to be

marked absent.

Religious Observances: Students need to inform the attendance of conflicts between the normal class schedule and major religious observances in order to excuse their absence to observe a holy day of their religious faith.

Late Work Policy: Late assignments and papers are subject to a grade points penalty (10% per day late). Late assignments received more than 4 days late may earn no more than a minimum passing grade (60%). But some points are better than no points, so be sure to turn ALL assignments in, even if late. **No assignments will be accepted after 11:59 p.m. the Wednesday prior to finals week.**

Extra Credit Policy: There is only one extra credit assignment. If extra credit is granted, the additional points will be added to the “First Midterm” portion of the semester grade. You cannot earn higher than 100% on the “First Midterm” portion of the grade; any points over 100% are not counted.

Rewrite/Resubmit Policy: Only the formal Mid Term essay may be rewritten for a revised grade. Note that an alternate rubric will be used for the rewrite.

Mandatory Office Hours: Students with excused or unexcused missing work are expected to attend office hours after school.

Tests/Quizzes: When given, tests and quizzes are directly related to the content we are covering and are almost always announced at least one day in advance.

Checking grades/progress: Parents/guardians and students are strongly encouraged to monitor academic progress and grades. Infinite Campus is a computer-based grade, attendance, and behavior tracking system and is the easiest and most thorough resource for keeping up to date with grades.

IMPORTANT NOTE: the grade you receive in this course will be recorded on an official CU Denver transcript and will become a part of your permanent University of Colorado academic record. A grade below C could affect your admission to a CU or other campus. If you earn a grade of C- or lower and are later admitted to a CU campus, you will be on academic probation for the first semester of attendance and subject to University policies on satisfactory academic progress.

XII. DISABILITY ACCESS:

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in the Student Commons Building, Suite 2116 (Address: 1201 Larimer Street, Denver, CO 80217-3364; Phone: 303-315-3510; Fax: 303-315-3515; Email: disabilityresources@ucdenver.edu). I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.

(If the student has been deemed eligible for accommodations by their high school, they will be issued a 504 plan. As the instructor, you may honor the school’s evaluation and grant the student the recommended accommodations in the 504, or you may instruct the student to request the accommodations from the office of Disability Resources and Services, which will conduct an evaluation and determine if the student is eligible for accommodations and what those accommodations should be)

XIII. Academic Honesty:

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook:

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

You may also want to include specific statements regarding plagiarism, cheating, etc. For examples:

Plagiarism is the use of another person's ideas or words without acknowledgment. The incorporation of another person's work into yours requires appropriate identification and acknowledgment. Examples of plagiarism when the source is not noted include word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiments. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involve submitting academic work in a current course when academic credit for the work was previously earned in another course when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes theft/destruction of the library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

TurnItIn

UC Denver and Thomas Jefferson High School have a license agreement with Turnitin.com, a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright on their original course work, papers submitted to Turnitin do become part of Turnitin's reference database for the purposes of detecting plagiarism. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website at turnitin.com

Dear Parents or Guardians,

I am very pleased to have your son or daughter in my class. I value getting to know all of my

students and helping them to draw upon their strengths to be successful learners. I emphasize respect and dignity in my classroom. These are values that are very important to me, and I expect students to demonstrate self-respect, tolerance, and acceptance of others. Discussing and debating ideas is an important part of what we will do this year, so it is vital that students feel safe and respected. I am looking forward to working with you and your child this semester.

Sincerely,

Lynne Valencia-Hernández, NBCT

The following portion shows that you have read and understood the course guidelines, and asks for information so that I may contact you if the need arises.

(Please complete and return this page to me via your student. Thanks for printing neatly.)

_ Student Name Course/Period

_ Parent(s) / Guardian(s) Name

Home Phone Cell Phone E Mail Address

_ How would you prefer I contact you, if necessary? Is there a best time?

We have read and understood the course syllabus.

Signature/Date Parent Signature/Date _____ Student