

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>English</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>HUMA 1305</u>						
<b>COURSE TITLE</b>	<u>Introduction to Chicana/o Studies</u>						
<b>COURSE CREDIT HOURS</b>	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 10px;"><b>3</b></td> <td style="text-align: center; padding: 0 10px;"><b>3</b></td> <td style="text-align: center; padding: 0 10px;"><b>0</b></td> </tr> <tr> <td style="text-align: center; padding: 0 10px;">Credits</td> <td style="text-align: center; padding: 0 10px;">Lec</td> <td style="text-align: center; padding: 0 10px;">Lab</td> </tr> </table>	<b>3</b>	<b>3</b>	<b>0</b>	Credits	Lec	Lab
<b>3</b>	<b>3</b>	<b>0</b>					
Credits	Lec	Lab					

**I. Catalog Description**

Introduces the field of Chicana/o, Mexican-American Studies from its inception to the present. Introduces students to the interdisciplinary survey to the salient cultural, economic, educational, historical, political, and social aspects of Chicana/o, Mexican-American experiences. **Prerequisite: ENGL 1301 with a “C” or better or may be taken concurrently. (3:0).**

**II. Course Objectives**

Upon satisfactory completion of the course, the student will be able to:

- A. Identify significant historical events and key figures that have impacted the development and evolution of the Chicana/o community.
- B. Identify major periods within Chicana/o history (i.e., the Annexation of Texas, the Chicano Renaissance, the Chicano Movement) and discuss their impact on today’s society.
- C. Discuss the socio-political, cultural, and economic impact of the Chicana/o community on today’s society.
- D. Identify and apply key terminology relevant to Chicana/o Studies as well as a contemporary understanding of the scholarly and social discourse in regard to the Chicana/o community.

Units

The instructor may decide to use several of these units during the semester; however, at least three of them will be covered.

- A. Pre-Colombian México and Its Impact on Contemporary Chicana/o Society
- B. The U.S./México War and the Annexation of Northern México
- C. The Impact of WWII on the Chicana/o Community
- D. Cesar Chavez and the Farmworker Movement
- E. The Chicano Renaissance and the Creation of a Chicana/o Identity
- F. La Raza Unida Party and the Formation of a Chicana/o Political Movement
- G. The Chicano Power Movement of the 1960s and 1970s
- H. Mexican American women and their impact on the Chicana/o identity

**III. THECB Learning Outcomes (ACGM)**

Upon successful completion of this course, students will:

- 1. Analyze the developmental history, culture, and struggles for equality of Mexican-Americans/Chicanos/as.
- 2. Articulate an informed personal response and critically analyze works by Mexican-Americans/Chicanos/as in the arts and humanities.

3. Describe the impact of discrimination on the everyday life of Mexican-Americans/Chicanos/as in the context of social, political, and economic circumstances.
4. Analyze minority group interactions in the United States focusing on immigration and migration patterns, assimilation processes, and adjustments to American life.
5. Formulate an understanding of the shifting definitions of Mexican-American cultural identities.

#### **IV. Evaluation**

##### **A. Pre-Assessment**

Instructors should check each student's prerequisites for the first week of class. Those who do not qualify should be sent back to Admissions.

##### **B. Post-Assessment**

The Instructor will keep and maintain records for each student's progress. The instructor may choose to base the final grade for this class on a variety of assignments, including but not limited to the following: Essays, Oral Presentations, Exams, Service Learning, and Group Projects. Students will be expected to develop essays that are well written and grammatically appropriate.

##### **C. Remediation**

Remediation and make-up policies are left to the discretion of the individual Instructor. These policies should be clearly stated in the instructor's syllabi.

##### **D. Grades**

Final grade will be determined through the completion of a variety of different assignments. The weight of each assignment is determined by the instructor and should be clearly stated in the instructor's syllabus.

##### **D. Grading Scale**

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	below 60
I	=	Incomplete
W	=	Withdrew or Withdrawn

#### **V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

#### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.