

Chicana/o History
CES 255 – 01 (4803) [D] [S]
Spring 2015 – CCGRS
01/12/2015 – 05/01/2015
TuTh 10:35 AM – 11:50 AM
CUE 119

Instructor: Lizeth Gutierrez
Office Room #: Wilson-Short Hall 114
Office Hours: Wednesday's 1:00 – 3:00 PM, and by appointment
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“Caminante, no hay puentes, se hace puentes al andar” (Voyager, there are no bridges, one builds them as one walks.)” –Gloria E. Anzaldúa

“I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created.” – bell hooks

"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community—and this nation." –Cesar Chavez

COURSE DESCRIPTION AND OBJECTIVES

CES 255 is designed to introduce students to the histories of the Chicano/Mexican people prior to the Spanish colonization of the Americas to the present century. Through a Chicana feminist approach the course will provide an overview of culture, religion, education, economics, immigration and civil rights. We will begin with a general presentation of terminology and identification categories. Then move towards a reading on the precolonial histories of the Olmecas and Azteca cultures and politics. Following

with a study of Chicana women's labor struggles in the U.S. along with the emergences of labor movements, and the Chicana/o movement of the 1960s and 1970s. In addition, students will also read on U.S. constructions of immigration, citizenship and nationhood to understand the Latina/o threat narrative. We will conclude the course with a section on political consciousness and everyday acts of resistance. By the end of the semester, students will be able to critically engage, analyze, and contest not only contemporary constructions of Chicana/o identity and representation, but also grasp a clear understanding of Chicana feminism as an intellectual and theoretical discourse and a strategy for survival for the Chicana/o community. Students will investigate how they have been shaped by their understanding of their place in American cultural life and how these events affect their individual identity formation.

PERFORMANCE-BASED LEARNER OUTCOMES:

Students will:

1. learn key watersheds and historical figures in Chicana/o history.
2. familiarize themselves with the specific historical experiences of Chicanas/os in the U.S.
3. master basic concepts such as transculturation, colonization, nationalism, feminism in nationalism, and Xicanisma/Chicanismo.
4. demonstrate their understanding of the concepts of race, class, gender, nationality and sexuality by using them to identify experiences of privilege and inequality.
5. participate in short critical thinking and writing activities that analyze Chicana/o cultural productions, including documentary and film excerpts, music, poetry, and visual art, in light of their relationship to U.S. Chicana/o historical experiences.
6. write an academic essay, organized around a thesis that uses a range of secondary sources to support a historical and/or contemporary argument within the topic of Chicana/o history.

REQUIRED TEXTS:

CES 255 Course Reader (Available only at Cougar Copies)

Class Attendance (75pts): Attendance is required, hence arrive on time. Class will not be lecture-based only, therefore your participation in class is valuable for class discussions. I will take attendance every day. You are allowed two unexcused absences before I start deducting 4 points from your final grade for every absence thereafter. Only approved and documented university excuses will be excused from this rule. Athletes: I will need forms from the Athletic Department handed in BEFORE the absence.

Participation (100pts): I am expecting everyone to participate in class. I do, however, recognize that some students may have a difficult time speaking in public. If that is the case, please see me early in the semester so I am aware of your situation and we can work something out. You will be graded based on your participation and preparation for class discussions. Your contribution to class discussions is very important. As such, you must bring your course packet to class every day. You will lose participation points if your course packet is not in front of you. If you are disrupting the class you will also lose points at my discretion and without any warning.

Exams (TOTAL 400pts.): You will have two exams throughout the semester. Exam #1 (worth 200 pts.) and Exam #2 (worth 200 pts.) are framed to encourage students to review lectures, films, discussions and the readings.

Research Paper (TOTAL 325pts): There will be one research assignment for this course culminating in a 5-page final research paper on the approved topic of your choice. The research paper can be about a historical event or a contemporary issue of your choice related to the Chicana/o community. This research paper will attempt to assess the current status of your subject of study, its relevance to US constructions of race, social class, gender, nationality and human sexuality within larger discourses of power and

oppression. To facilitate this process, the research paper assignment will be divided into several tasks due throughout the semester as follows:

1. A Research/Topic Question assignment, (worth 25pts);
2. Research Paper Outline with an included thesis statement, (worth 50pts);
3. A First Draft of Roughly 3-pages, (worth 100pts);
4. A Final Draft of 5-pages, (worth 150pts).

As the class progresses, you will be provided with instructions for each research task, specific requirements and a rubric for the final paper.

Paper Guidelines: Your essays and assignments must have the following information in its heading on the RIGHT side of the paper:

Your name
Date
CES 255 – Title of Assignment
Instructor: Gutierrez

I will deduct points for every item missing or misplaced in the heading. This heading format is also required in your extra credit assignments.

Presentations (TOTAL 100pts): Building on the research projects, students will produce in-class presentations on their Chicana/o history topics. Groups will be chosen by me based on student research topics and shared interests. With their collectives, during the month of April, students will present the work they have produced to their classmates in a formal power-point presentation. Remember these are collective projects—students should not begin working on the presentation until they meet with their established group members.

1. Group Assignment – presentation objectives (must meet outside of class time to complete this assignment), (worth 25pts);
2. Actual group presentation (10-15 minutes each), (worth 75 pts).

As the class progresses, you will be provided with instructions for each research task, specific requirements and a rubric for the final presentation.

Extra Credit: There may be opportunities for extra credit, which I will announce as they arise. Documentation for extra credit will consist of 1-2 page critical analysis of an event, a lecture, or a film. Responses must be typed and doubled-spaced. Extra credit assignments must relate to the course and the material we have covered in class. **Students are allowed only 3 extra credit assignments = 10 points each / total of 30 points.**

All work must be your own. All written work will be typed, double-spaced, 12 point Times New Roman and have 1-inch margins. You may print on both sides of paper as long as I have space to comment. All papers must follow MLA style and include a works-cited list. For more information on MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>

IMPORTANT: I WILL NOT ACCEPT ANY LATE WORK, NO EXCUSES.

COURSE POLICIES:

Grading

Attendance	75 (7.5%)
Participation	100 (10%)
Exam #1	200 (20%)
Exam #2	200 (20%)
Research/Topic question	25 (2.5%)
Research Paper Outline	50 (5%)
First Draft of Research Paper	100 (10%)
Final Research Paper	150 (15%)
Group Guidelines Assignment	25 (2.5%)
Group Presentations	75 (7.5%)
Total Points: 1,000 (100%)	

Grading Scale:

930-1000 (A)	900-929 (A-)	870-899 (B+)	830-869 (B)
800-829 (B-)	770-799 (C+)	730-769 (C)	700-729 (C-)
670-699 (D+)	600-669 (D)	590 and Below (F)	

Submission of Assignments: I will only accept a hard copy of all written assignments. Students must turn in all written assignments in the beginning of class. I do not accept assignments through e-mail or other electronic/digital means.

Academic Integrity: Washington State University has no tolerance for academic dishonesty. Cheating and plagiarism is prohibited. You must always properly cite and acknowledge your resources because they are not your ideas. Students who violate WSU's Standards of Conduct for Students will be required to meet with me to determine the disciplinary outcome of the violation in question, which may include failing the assignment or the course. If you want to learn more about WSU's cheating policies, I suggest you read and understand the definitions that the Standards for Student Conduct WAC 504-26-010 (3) has on their website: <http://conduct.wsu.edu/default.asp?PageID=338>.

Classroom Etiquette: All cell phones must be turned off. Any devices to listen to music or surf the internet are also prohibited in my class. Unless you have a documented disability, no earphones are allowed. **No laptops allowed.**

Electronic Correspondence: The college experience is meant to prepare you for the professional world. As such, you must begin practicing professional etiquette. That begins with learning how to address your interlocutor in an electronic message correctly. Thus, here are some choices of salutations you may use when you start an email to me: "Dear Ms. Gutierrez," "Dear Instructor Gutierrez," "Hello/Hi Ms. Gutierrez," or "Hello/Hi Instructor Gutierrez." NOTE: Any messages sent to me without a salutation or with an improper salutation (such as "hey," "yo," or "Hi Lizeth," etc.) will be sent to the trash bin without a reply.

Disability Accommodations: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Campus Safety Plan Emergency Information: For campus safety and emergency procedures please visit these sites:

Campus Safety Plan: <http://safetyplan.wsu.edu>

Emergency Management Website: <http://oem.wsu.edu/emergencies>
WSU Alert Site: <http://alert.wsu.edu>

“How is that my problem” clause: I am a pretty busy person, and as an instructor, my role in this class is to teach you about the history of Chicanas/os, and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week your final paper is due, and they want you to come along (and already bought your tickets), I will ask you: “How is that my problem?” Similarly, if your best friend is getting married in California and you want to go to the wedding a day you are supposed to be taking an in-class assignment: “How in the world is that my problem?” Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.

CES 255: Chicana/o History - Reading Schedule

Though I will try to remain as faithful as possible to this syllabus, I still reserve the right to make changes. These will be announced in advance. This syllabus tells you the dates by which you need to have the material read.

SECTION I: CONQUEST, RESISTANCE, AND EMPIRE

- Tu, Jan. 13 Course Overview, Introductions, and Discussion of Syllabus
- Th, Jan. 15 Elizabeth Martínez, "A Word about the Great Terminology Question" AND Ana Castillo, "We would like you to know"
- Tu, Jan. 20 David Carrasco and Scott Sessions, "Cemanahuac: The Land Surrounded By Water"
- Th, Jan. 22 Cordelia Candelaria, "La Malinche, Feminist Prototype." AND "A Plain Spring Song" AND "The Flower Tree"
- Tu, Jan. 27 Antonia I. Castañeda, "Malinche, Califa y Toypurina: Of Myths, Monsters and Embodied History"
- Th, Jan. 29 Gloria Anzaldúa, "The Homeland, Aztlán: El otro México." AND Gina Montoya, "Curandera"
Research/Topic Question Assignment Due

SECTION II: THE BORDER CROSSED US: LABOR STRUGGLES, ACTIVISM, AND EMPOWERMENT

- Tu, Feb. 3 Maria Linda Apodaca, "The Chicana Woman: An Historical Materialist Perspective"
- Th, Feb. 5 Maria Linda Apodaca, "The Chicana Woman: An Historical Materialist Perspective" (continue)
- Tu, Feb. 10 Rodolfo F. Acuña, "Legacy of Hate: The Conquest of Mexico's Northwest"
- Th, Feb. 12 Guest Talk: Jorge Moraga, Ph.D. Candidate
- Tu, Feb. 17 Vicki L. Ruiz, "With Pickets, Baskets, and Ballots"
- Th, Feb. 19 Roberto R. Calderon and Emilio Zamora. "Manuela Solis Sager and Emma B. Tenayuca: A Tribute"
- Tu, Feb. 24 *Salt of the Earth* (1954)
EXAM 1 Due

SECTION III: THE CHICANA/O MOVEMENT AND CHICANA FEMINISM

- Th, Feb. 26 Vicki L. Ruiz, "La Nueva Chicana: Women and the Movement"

Tu, Mar. 3	Rafael Pérez-Torres, “Refiguring Aztlán”
Th, Mar. 5	Lorna Dee Cervantes, “Para Un Revolucionario” AND Anna NietoGomez, “La Feminista” AND “Sexism in the Movimiento” Research Paper Outline Due
Tu, Mar. 10	Teresa Córdova, “Power and Knowledge: Colonialism in the Academy”
Th, Mar. 12	Linda Heidenreich, “Against the Grain: Confronting Hispanic Service Organizations in Times of Increasing Inequalities, 1930 and 2005”
Mar. 16 – 20	SPRING BREAK

SECTION IV: CONSTRUCTING IMMIGRANTS, CITIZENS, AND THE NATION

Tu, Mar. 24	Luz María Gordillo, “The Bracero, The Wetback, and The Terrorist: Mexican Immigration, Legislation, and National Security”
Th, Mar. 26	Leo R. Chavez, “The Latino Threat Narrative”
Tu, Mar. 31	Sylvanna Falcón, “National Security”’: and the Violation of Women: Militarized Border Rape at the US-Mexico Border”
Th, Apr. 2	Carmen Lugo-Lugo and Mary K. Bloodsworth-Lugo, “Anchor/Terror Babies’ and Latina Bodies: Immigration Rhetoric in the 21st Century and the Feminization of Terrorism”
Tu, Apr. 7	First Draft of 3-page Research Paper Due <i>In-Class Peer Review</i>

SECTION V: MOVING FORWARD

Th, Apr. 9	Cherrie Moraga, “From a Long Line of Vendidas: Chicanas and Feminism”
Tu, Apr. 14	Gloria Anzaldúa, “La conciencia de la mestiza: Towards a New Consciousness” Group Guidelines Assignment Due
Th, Apr. 16	Pat Mora, “Strong Women” AND Cordelia Candelaria, “On Being Asked to Explain Aztlán to a ‘Manita”
Tu, Apr. 21	Group Presentations
Th, Apr. 23	Group Presentations Final 5-page Research Paper Due
Tu, Apr. 28	Group Presentations
Th, Apr. 30	Group Presentations
May. 4-8	EXAM 2 (exact date is yet to be determined)