

Comparative Ethnic Studies 151: Introduction to Chicana/o Latina/o Studies
2:50-4:05, CUE 119
Fall 2012

Professor Heidenreich Zuñiga
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Course Introduction and Description CES 151 is an introduction to the fields of Chicana/o Studies and Latina/o Studies (two different fields). Each semester the course is slightly different because the course emphasis reflects the area of specialization of the professor. Thus, this semester, the course will emphasize Chicana/o Studies. Chicana/o Studies is an interdisciplinary field that brings a Chicana/o perspective to the Mexican American experience in the United States. The roots of the field are in Third World Studies, thus the field draws attention to broader issues of social inequality (and equality), theories of liberation, and constructions of social institutions such as race and racism (i.e. “Big Questions”). Students examine different aspects of Chicana/o Studies including literature, labor, history, theater and visual art. Students will master basic concepts such as the difference between Chicana/o politics and Hispanic politics, and critical historical and political watersheds such as the role of manifest destiny in pushing Mexican citizens and Indigenous peoples from their homelands, the long and strong tradition of Chicana/o labor organizing in the U.S., the rise of Chicana feminism, and the struggle for Queer Chicana/o rights in a time of backlash.

Objectives:

By the close of the semester, students will be able to:

1. Map historical watersheds and
2. discuss basic concepts and theoretical models central to the field (including but not limited to: materialism, transculturation, Chicana feminism, colonization, internal colonization, Chicana/o Ethos, nation, community, race and class); this will equip them to ...
 - a. explain cause and effect in relation to specific social movements and events and...
 - b. construct arguments, grounded in historical fact, regarding contemporary issues facing Chicana/o and Latina/o communities and U.S. society today.
3. Use basic Chicana/o Studies frameworks to analyze and interpret texts (fiction, poetry, political speeches) for arguments regarding the nation, social inequalities and community status. Use web and library sources to contextualize texts.
4. Introduce students to basic Chicana/o Latina/o cultural traditions of Xicanisma, huelga, corrido and sobrevivencia.
5. Identify and discuss foundational texts of the field (including but not limited to the work of Acuña, Castañeda, Tafolla, Anzaldúa and Moraga).

Required Texts:

1. Acuña, Rodolfo, *Occupied America*, Abbrev. OA
2. CES 151 Reader: Available at Cougar Copies/Reader
3. The World Wide Web

Bookshelf (One will be assigned during the second week of class):

1. Paredes, Américo. *George Washington Gomez*
2. Pérez, Emma. *Forgetting the Alamo*
3. Sánchez, Rosaura and Beatrice Pita, *Lunar Braceros*
4. Viramontes, Helena María, *Under the Feet of Jesus*

Course Requirements:

Mid-Term Exams (100 points each for a total of 200): There will be two mid-term exams, one during week six and one at week twelve. Mid-term exams are framed to encourage students to review material from lectures, films, discussions and readings. They consist of multiple choice, fill in the blank, and short essay (analytical ID) responses.

Short Paper/text analysis (100 points): On October 25, at the beginning of class, you will be required to turn in a 3-4 page book review/analysis (plus Works Cited) that makes connections between a specific book and basic Chicana/o Studies concepts.

In the essay you will be required to do the following:

1. Summarize the main points in the text chosen (Paredes, Pérez, Sánchez, or Viramontes.).
2. Analyze how nation, racism, class and community are addressed in the text.
3. Place the text in its historical context.
4. Answer the question, “How does this text challenge social inequalities?”

Full assignment will be distributed during week six.

Timelines (10 points each for a total of 40 points): Students are required to bring timelines to class four times throughout the year. This is a credit/no credit assignment. In class, we will review and discuss timelines in large and/or small groups. For each timeline you will need to choose three events/people/concepts that are critical to understanding material covered in class and/or readings. For each event/person or concept you will draft a paragraph explaining the “who, what, when and where” of the item and a paragraph explaining why it is significant. For each image you must also include an image/symbol representing the event. A sample timeline can be found in the front of your reader/on Angel. Due dates are posted throughout the syllabus.

Text Discussions: We will discuss key texts in class. If, during the course of class discussion, it becomes obvious that you have not read the assigned text, you may be asked to leave.

Final Exam (100 points): The final exam is cumulative and tests your knowledge of readings, lectures, videos and class discussions. It will cover all material from week 12 through week 16 as well as any information included on midterm examinations.

Roll is not taken in this class, yet regular attendance is critical to succeeding in the course. Students are expected to take responsibility for learning the course material and attending class regularly.

Points Overview:

| Assignment | Points | % of Grade |
|-----------------------|--------|------------|
| Mid-term Exams | 200 | 45% |
| Short Paper | 100 | 23% |
| Timelines | 40 | 9% |
| Final Exam | 100 | 23% |
| Total Points Possible | 440 | 100% |

Grading Scale:

| | | | |
|---------|----|-----------|----|
| 94-100% | A | 74-76% | C |
| 90-93% | A- | 70-73% | C- |
| 87-89% | B+ | 67-69% | D+ |
| 84-86% | B | 60-66% | D |
| 80-83% | B- | Below 60% | F |
| 77-79% | C+ | | |

Course Policies:

Academic Etiquette Policy: Class begins with a focus moment promptly at 2:50. Arriving late or leaving early is not tolerable. Cell phones are to be turned off and all reading material irrelevant to the course put away at the beginning of class. Each tardy/early departure from class will result in 5 points from your grade. Each time your cell phone sounds or is visible, you will lose 5 points from your grade and the professor will hold your phone until the close of the class session. Toleration for diverse opinions is critical to the success of this class, and I expect all students to treat each other respectfully. Students who violate this last rule will be asked to leave class until they can meet to speak with the instructor.

Assignments: *Text Analysis* is due within five minutes of the start of class on its due date. After the first five minutes papers are considered “same day late” and lose five points. They continue to lose five points each day thereafter. Assignments must be turned in as “hard copy.” Electronic submissions are not acceptable. *Readings* are due on the day they appear in the syllabus. *Late Timelines will not be accepted.*

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

Academic Integrity Policy: Plagiarism or cheating of any kind on any assignment will not be tolerated and *will result in a failing grade for the assignment and a report to Student Conduct.* (See the WSU handbook, Academic Dishonesty also see Handout #1 for this class). If you are at any time unclear about what constitutes plagiarism or cheating, please see me.

Emergency Notification System: WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on ROnet. Please refer to the University emergency management website <http://oem.wsu.edu/emergencies> as well WSU ALERT <http://alert.wsu.edu> for information on WSU’s communication resources WSU will use to provide warning and notification for emergencies. The entire WSU safety plan can be found at <http://safetyplan.wsu.edu>.

Fall Schedule of Readings and Assignments

NOTE: Though I will remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class.

Week One: Introductions

Tuesday, Aug. 21 Introductions, Syllabus, Handout #1 (Plagiarism).
Reader “memories,” Carmen Tafolla

Thursday, Aug. 23 Why this is not Hispanic Studies...and, a note on the Nation
Reader *De Colores Means all of Us*, "A Word About the Great Terminology Question,"
Elizabeth Martínez

Week Two: The Chicana/o Movement: Why Chicano Studies Exists/Basic Terms

Tuesday, Aug .27

Reader "Borderlands"

Thursday, Aug.29

OA "Is Antonio Banderas a Chicano?"

Video *Viva la Causa* (Overview of Chicana/o History Part One)

Week Three: Before the Era of Colonization

Tuesday, Sept.4

Reader "Song of the Flight," "The Flower Tree," "A Plain Spring Song," "The Life of Hungry Coyote."

OA "Not Just Pyramids", 1-18.

Thursday, Sept.6

OA "The Occupation of Middle America" (19-38)

WWW: "How to Make a Timeline,"

http://www.dohistory.org/on_your_own/toolkit/timeline.html

Timeline *Due at the beginning of class.*

Week Four: Conquest, Resistance and Empire

Tuesday, Sept.11 The U.S. Invasion

Reader "Chicana 1846"

OA "Legacy of Hate," (39-58); "Politics of Race and Gender" through
"Ballad of Gregorio Cortez," (72-75).

Review Guides Distributed

Thursday, Sept.13

OA Resistance Is Political
"California Lost," (126-150); "Empire," (151-153).

WWW: "Gregorio Cortez" including ballad/corrido,

http://www.digitalhistory.uh.edu/learning_history/mexican_songs/cortez.cfm

Week Five: Early Resistance Struggles

Tuesday, Sept.18

OA "Mexican American Communities in the Making," (203-235)

Reader "1910," "Border Town 1938"; Kirk and Okazawa-Rey, "Evaluating Theories"

Thursday, Sept.20

Reader Prequel to a Movement I
Between Borders, "Manuela Solis Sager and Emma B. Tenayuca: A
Tribute" (269-279), Calderón and Zamora.

Timeline *Due at the beginning of class.*

Week Six: Exam Week

Tuesday, Sept.25 Review

Thursday, Sept.27 Exam
 Paper Assignment Distributed

Week Seven: Cultural Resistance: Pachucos/as

Tuesday, Oct. 2 “Prequel to a Movement II”
 OA “WW II: The Betrayal of Promises,” (236-262)

Thursday, Oct. 4 “Academic Writing”
 Reader “La Conciencia de la Mestiza”; *Craft of Research*, “Revising and
 Organizing Your Argument” and “From Problems to Sources”; “Writing Rules.”

Week Eight: Salt

Tuesday, Oct. 9 “Politics and Culture of the Empire Zink Strike”
 Reader “Song of Rosa,” Gloria L. Velásquez
 OA “Happy Days,” (263-285)
 Film Clip *Salt of the Earth*
 Exams Returned

Thursday, Oct. 11 Sign-ups for October 18th
 Drafts Due for Conference Meetings
 Text Discussions Small Group/team Discussions for Text Analysis Assignment
 Film Clip *Salt of the Earth*

Week Nine: The Chicana/o Movements I

Tuesday, Oct. 16
 OA “Goodbye America” (286-235)

Thursday, Oct 18 Conferences in Wilson 10F

Week 10: Chicana/o Movements II

Tuesday, Oct. 23: Anti-Imperialism in the Movement
 Reader “Yo Soy Joaquin,” Corky González

Thursday, Oct. 25 **PAPERS DUE**
 Film *Viva La Causa II*

Week Eleven: Chicana Feminisms I

Tuesday, Oct.30
 Reader *Chicana Feminist Thought*, “La Feminista”-“Chicanas and El
 Movimiento” (86-94)

Timeline *Due at beginning of Class.*

Thursday, Nov. 1 Review

Week Twelve: Exam

Tuesday, Nov. 6 Exam Two

Thursday, Nov. 8

Film: *Yo Soy* (Chicana/o Art)

Week Thirteen: Chicana Feminisms II

Tuesday, Nov. 13

Reader “Long Line of Vendidas,” Moraga (91-117);

Thursday, Nov. 15

Exams Returned

Reader *History Poetry Power* (all)

**Week Fourteen Nov. 21- Nov. 25
Autumn Break**

Week Fifteen: Same Song, Second Verse...

Tuesday, Nov. 27 “Recent Struggles, Recent Issues”

OA “Becoming a National Minority,” (353-392).

Timeline *Due at the beginning of Class.*

Thursday, Nov. 29 Sign up for Consultations

Video *Sleep Dealer*

Week Sixteen: Bringing it all home

Tuesday, Dec. 4 Review Session

Thursday, Dec. 6 Student Consultations

Final Exam is Monday December 10th at 10:10am