

Comparative Ethnic Studies 151: Introduction to Chicana/o Latina/o Studies
1:25-2:40, Todd 434; Fall 2017

Professor Heidenreich Zuñiga, Wilson Hall 10F
Office Hours: Monday 3:00-4pm; Tues 5:45-6:30
Phone: 355-6883

Note: In this class, email (Lheidenr@wsu) should ONLY be used to schedule appointments. If you have a question about the course or anything at all about the material, ask the question in class, post it to Blackboard, or come to my office with questions. Office hours get lonely when students avoid them...

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 its 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. Its 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 and Latina/o labor organizing in the U.S., the rise of Chicana feminism, and the struggle for Queer Chicana/o and Immigrant 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. Understand and use 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. Composition Book!
2. Anzaldúa, Gloria, *Borderlands: La Nueva Mestiza* (4th ed) Available at Crimson and Grey, Amazon, and the Bookie.
3. Mercado-López, et al., *El Mundo Zurdo 3*, Aunt Lute Books. Available at Crimson and Grey, Amazon, and the Bookie.
4. CES 151 Reader: Available at Cougar Copies
5. The World Wide Web and WSU Databases

Bookshelf (Available through Amazon.com and hpb.com; one will be assigned during the second week of class):

1. García McCall, Guadalupe, *Summer of the Mariposas*.
2. Sáenz, Benjamin Alire, *Sammy and Juliana in Hollywood*
3. Sánchez, Alex, *So Hard to Say*

Course Requirements/Assessments:

In order to succeed in this class you can expect to complete between three and five hours of work outside of class (depending on how quickly you read) each week.

Class Attendance and Participation: Class attendance is mandatory for this class. You are allowed up to three absences from class, after that your grade will be lowered by 5 points for each class missed. In addition, you will lose points for any assignments missed during that time. Five or more absences results in an F in the class for the semester. Approved and documented university excuses are acceptable (this means forms from the Athletic Department, MSS, or similar unit handed in *before* the absence). It is the responsibility of the student to turn in all paperwork and discuss missed classes (noting assignments to be completed while away) *prior to* the WSU event. Class participation is also an important part of this class, meaningful contributions to class discussions and cooperation with fellow scholars is used to determine final grade (+/- 1%).

If you miss a class do NOT ask the professor what you “missed.” Borrow notes from a classmate, review them, and then come to office hours to ask the professor *specific questions* about the material.

Participation Guidelines:

1. Listen respectfully to each other and encourage dialogue.
2. Think before you speak.
3. Quality not quantity matters most.
4. Say what you mean, own what you say. *Do not displace subjectivity.*
5. While there are no “stupid questions” there are inappropriate questions. If you ask a question that demonstrates you have not done the readings, you will be told to... “Do the reading.” If you ask a question that is sexist, racist, etc., we will examine the question, as a class, to learn from it (see guideline #2).

Online Quizzes (OQuizzes, 10 points each for a total of 180 points/ 22%): Online quizzes for most of your readings are posted on Blackboard. Each of these quizzes are due before class. Quizzes are noted throughout the syllabus. You are allowed only two attempts to pass.

Mid-Term Exams (100 points each for a total of 200/24%): 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. There will an in-class optional pre-quiz prior to each exam.

Prelude to a Paper (50 pts/6%): On October 20th, at the beginning of class, you are required to turn in three paragraphs of your text analysis: Introduction, author biography, setting/historical context.

Short Paper/text analysis (100 points/12%): On October 27, at the beginning of class, you will be required to turn in a 2-3 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 (McCall, Sáenz, or Sánchez).
2. Place the text in its historical context.

3. Answer the question, “What lessons does this author want to teach to young readers?”

Full assignment will be distributed during week six.

Journals (100 points/12%): Journal work is central to this class. In your journals you will be required to respond to texts, analyze data, define terms, and more. All journal entries must be kept in a 9 ¾ x 7 ½ inch composition book. Entries are graded on a credit/no credit basis. For each entry missed ten points is deducted from the assignment. See page 8 of this syllabus for full description (we will also review formats and specs in class).

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. This will also influence your class participation grade (see above).

Final Exam (100 points/12%): 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.

Points Overview:

Assignment	Points	Percentage
Journals	100	12%
MidTerm Exams	200	24%
Final Exam	100	12%
Prelude	50	6%
Text Analysis	100	12%
Journals	100	12%
Reading Quizzes	186	22%
Total	836	

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: Name-calling and other forms of verbal harassment will result in dismissal from the class-session, a mandatory meeting with the professor, and a letter to Student Conduct. Any second offence will result in dismissal from the course.

Use of cell phones and laptops is *not* permitted during class. If your cell phone is out or rings during class you will lose 5 points from your grade. While laptops do allow students to take more notes during lectures, our most recent studies show that students retain less information than when they take hard-copy notes– so consider taking hard-copy notes in your other classes as well. If laptops are needed/allowed for specific in-class assignment, I will let you know.

Assignments: After the first five minutes research/creative 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, thus reading quizzes cannot be taken after their due date.

Students with Disabilities: Students with Disabilities: 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 [Pullman] or Disability Services at [name of campus] address on your campus] to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center or Disability Services. For more information contact a Disability Specialist on your home campus.

Pullman or WSU Online: 509-335-3417, Washington Building 217;
<http://accesscenter.wsu.edu>, Access.Center@wsu.edu

Academic Integrity Policy:

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a failing grade on the assignment, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding. If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.”

Campus safety plan/emergency information: *Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain **ALERT** (through direct observation or emergency notification), **ASSESS** your specific situation, and **ACT** in the most appropriate way to assure your own safety (and the safety of others if you are able).*

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI’s Run, Hide, Fight video](#) and visit the [WSU safety portal](#)

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. 23 Introductions, Syllabus, Lesson re: Plagiarism
Reader “memories,” Carmen Tafolla

Thursday, Aug. 25 Why this is not Hispanic Studies...+Timeline Exercise
Reader (OQ1) *De Colores Means all of Us*, “A Word About the Great Terminology Question,”
Martínez

Week Two: Why Chicano Studies Exists/Basic Terms + Ancient Roots

Tuesday, Aug. 30 Basic Terms
Video *Viva la Causa* (Overview of Chicana/o History Part One)

Thursday, Sept. 1
Reader (OQ2) In the beginning, there were the Olmecas
Aguilar-Moreno, “The People of Mesoamerica”

Week Three: “My Father was a Toltec”

Tuesday, Sept. 6
Reader (OQ3) “Song of the Flight,” “The Flower Tree,” “A Plain Spring Song,” “The Life of
Hungry Coyote.”

Thursday, Sept.8
Reader (OQ4) Aguilar-Moreno, “Daily Life”

Week Four: Resistance and Empire

Tuesday, Sept. 13 The U.S. Invasion
Reader “Chicana 1846”
Borderlands (OQ5) 1 “The Homeland, Aztlán” and 2: “Movimientos de rebeldía”
Review Guides Distributed

Thursday, Sept.15 Gloria Anzaldúa, Poet, Teacher, Theorist
Borderlands(OQ6) 3: “Entering Into the Serpent; 4: La Herencia de Coatlicue

Week Five: Theory and ... Early Resistance Struggles

Tuesday, Sept.20

Borderlands WWW (OQ7) 5: “How to Tame a Wild Tongue”; 6: “Tlilli, Tlapalli”; 7: “La Conciencia de la Mestiza”
“Gloria Anzaldúa” <https://www.lib.utexas.edu/taro/utlac/00189/lac-00189.html>

Thursday, Sept.22 (prequiz) Chicano, Latino, and Hispanic Politics before the Chicana/o Movement
JSTOR DB (OQ8) Zaragoza Vargas, “Emma Tenayuca and the San Antonio Labor Movement During the
Great Depression *Pacific Historical Review* 66 no.4 (Nov. 1977): 553-580.

Week Six: Exam Week

Tuesday, Sept. 27 Review

Thursday, Oct. 29 **EXAM**
Paper Assignment Distributed

Week Seven: The Power of the Pen: Chicana/o Poetry and Literature

Tuesday, Oct. 4 From Corridos to Anzaldúa to Lorenzo Herrera y Lozano

Borderlands (OQ) “Cihuatlyotl, Woman Alone” (195)

Reader (OQ9 cont.) “Ballad of Gregorio Cortez”

Film Clip *Ballad of Gregorio Cortez*

Thursday, Oct. 6 “Academic Writing”

Reader (OQ10) “Writing Rules,” “Lorenzo Herrera y Lozano “Poetry of the Flesh,”

Week Eight: Labor Rights, Labor Power

Tuesday, Oct. 11

Reader (OQ12) Del Castillo and García, “Birth of La Causa,” and “Co-leadership”

Thursday, Oct. 13

Text Discussions Small Group/team Discussions for Text Analysis Assignment

Exams Returned

Week Nine: The Chicana/o Movement then and Now

Tuesday, Oct. 18

MZ(OQ12) Alarcón, “Anzaldúan Textualities” (189-205)

Thursday, Oct 20; **Preludes Due**

Film *Viva La Causa II*

Week 10: Return to Tenochtitlan

Tuesday, Oct. 25: Día de Los Muertos: Why We Celebrate

Reader (OQ13) Carrasco, “Mesoamerica as a New World”

Thursday, Oct. 27 **PAPERS DUE**
Film Homenaje a Tenochtitlan

Week Eleven: Zapatismo

Tuesday, Nov. 1 **(prequiz)**
Reader (OQ14) Klein, “Women Who Give Birth to New Worlds”

Thursday, Nov. 3
MZ(OQ15) Gonzalez, “Chican@ Artivistas at the Intersection” (107-121)

Week Twelve: Exam

Tuesday, Nov. 8 Review

Thursday, Nov. 10 **Exam II**

Week Thirteen: Art and Anzaldúan Activism Today

Tuesday, Nov. 15
MZ(OQ16) Alvarez et al., “Gloria Anzaldúa,” (123-139).

Thursday, Nov. 17
Exams Returned
Film Chicana/o Art Chicana/o Activism
MZ (OQ17) Platt, “The Making of Cultural Poetics of Environmental Justice” (165-183)

Week Fourteen Nov. 22- Nov. 25
Autumn Break

Week Fifteen: More than a Dream...

Tuesday, Nov. 29 “Recent Struggles, Recent Issues”
Borderlands (OQ18) 1: “The Homeland, Aztlán”

Thursday, Dec. 1 Prequiz
Video *Sleep Dealer*

Week Sixteen: Bringing it all home

Tuesday, Dec. 6 Review Presentations + Conexiones

Thursday, Dec. 8 Review Session

Final Exam is Wednesday December 14th at 1pm

