

## **SAMPLE**

### **Introduction to Chicana/o/Hispano/Mexicano Studies**

CHMS 201.001; Am St 200.001; Fall-

Instructor: Carmen Samora

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### **Course Description**

What does it mean to be “Chicano”, “Mexican American”, “Hispanic” or “Latino” in the United States? Until recently, the experiences of peoples of diverse cultural and historical backgrounds were often bypassed. In this course we explore the intersections of identity, place and history. To see our lives in their fullness, we need to understand where we come from and how historical events have affected us and how they continue to affect us. We will investigate how we have been shaped by our understanding of our place in American cultural life and how these events affect our individual identity formation.

### **Course Objectives.**

- Students will examine the multiple ways that “Chicanos” have been defined and named in the United States, as well as understand the contributions Chicanos have had made to the larger U.S. culture.
- Students will discuss the ways in which historical events, social and economic change, and social movements shape and are reflected in changing personal identity, family experiences, stories, and memories.
- Students will employ the terms, concepts, and methods required in the study of Chicano Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.
- Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that are clear, compelling, and challenging.

### **Required Texts**

*Occupied America* by Rodolfo F. Acuña (Longman Press, 2011, 2007, 7<sup>th</sup> or 6<sup>th</sup> Edition)

*Moving Beyond Borders: Julian Samora and the Establishment of Latino Studies*, Alberto Lopez Pulido, Barbara Driscoll de Alvarado, and Carmen Samora (University of Illinois Press, 2009).

*Confessions of a Berlitz-Tape Chicana* by Demetria Martinez (University of Oklahoma Press, 2005)

*Barrio Boy* by Ernesto Galarza (University of Notre Dame Press, 1971)

These books are available at the UNM bookstore or can be purchased used.

### **Additional Course Materials**

Other readings will be assigned from a variety of sources. These will be available on e-reserve, and in some instances, may be emailed directly to you. A few films will be shown during class time. Access E-Reserves from the Zimmerman home page, find my last name, Samora and enter the password Samora201. To fully access all course materials you will need a UNM email address and a current UNM ID.

### **Requirements/Evaluation**

- Students are expected to do all the class readings, participate in discussions and activities, analyze cultural texts in class, conduct at least two oral history interviews, and write response papers to the texts. The final paper will be a student-written 10-page research paper.
- Students will be expected to read 50 to 75 pages of text per class period. It may help to spread the readings out over a few days, rather than trying to read them all at one time. The readings are not difficult, but the concepts are. They may need time to settle.
- Each student will present a *cajita* to the class. Explanation sheets will be provided in the first week.

- Written assignments include five response papers and one 10-page research paper due at the end of term. There will be a midterm and a final test.
- We will sometimes work in groups and there will be in-class assignments connected with the films.
- Each student will be responsible to lead class discussion on a rotating basis

### **Class Format**

The course teaching structure includes a mix of lecture, video presentations, group discussions, student presentations, projects, and guest presentations. This course is designed as discussion-based. You are expected to read all assigned articles and chapters. You will be assigned to lead discussion, please be prepared. All students are expected to participate. Your opinion and experience is valuable to our class. There will be one or two presentations that you will be expected to make to the class. Several documentaries and films will be shown during class.

### **Class Pedagogy**

In this course we will explore identity through an understanding of how economics, politics, history, family, gender, education, literature and the arts have shaped Chicano Studies and the diverse experiences of Chicano, Mexicano, and Hispano people in the United States. We will investigate how we have been shaped by our understanding of our place in American cultural life and how these events affect our individual identity formation. We will also explore what we each bring to the classroom and how we each contribute to our learning. To build this foundational base we need to understand the history of the Chicano experience in the United States with regard to perceived notions of racial, class, gender, and ethnic politics. Critical thinking will lead to the kind of critical questioning that decodes and deconstructs the function and formation of these elements in society. Students often bring strong views and opinions about race, gender, and class relations to their discussions. It is important our discussions take place in a safe and respectful pedagogical environment. The University is a social space that encourages the exchange of informed ideas and views. Because the subject matter is sensitive, respect must be given to all viewpoints.

### **Discussion Questions/Responses**

Responses/discussion questions must be in paragraph form, and must be typed. While I expect you to read every assignment carefully, each student will be required to turn in written responses/questions based on that day's reading assignment at the beginning of class 5 times during the semester. The class will be divided into two groups alphabetically by last name (Group A = last names beginning A through L: Group B = last names beginning M through Z). The due dates for these assignments are noted in the syllabus. As you do the reading for this assignment, note any points you have questions about or would like to discuss in greater detail, or any content you find especially interesting or relevant. A handout detailing the requirements will be given out the second day of class. No late papers will be accepted unless you were sick or someone died. However, rewrites are always accepted for a higher grade. Each paper is worth 5 points for a total of 25 points.

### **Class Participation**

Because our course is comprised primarily of readings and discussion, students must be willing to commit to full participation. The emphasis here is on discussion and the exchange of ideas. This means attending class regularly (and I will take attendance), joining in the discussions (based on the required readings and in-class films), and, helping to lead presentations and discussions of some readings. Please note that 10 of 100 points are earned through class participation. I define participation largely in terms of your contributions to class discussion, both quality and quantity. I will also take note of your active contributions in group work.

### **Cajita Project**

The cajita (little box) project, due Weeks 10 and 11, is an opportunity to creatively present your personal views of your place in United States culture as either an insider or as an outsider or somewhere in-between.

Two oral histories are required. The project is worth 25 points. More detailed instructions will be forthcoming.

### **Research Paper**

The final project is a 10-page paper on some aspect of the Arizona HB 2281 or SB 1070. You will be expected to articulate what you have learned in this class through the various readings. You will choose one bill and view it through one of the following frameworks: economic, political, historical, family, gender, immigration, educational including Chicana feminist epistemologies and pedagogies, arts, or literature. More detailed instructions will be forthcoming.

### **Formats**

All assignments written outside of class should be typed, double-spaced in a suitable 12-point font, and use one-inch margins. All assignments should have your name and the date the assignment is due. Multiple page documents should be numbered and stapled. Double-sided printing is acceptable and encouraged. Please print out all assignments, as I do not accept electronic submissions.

### **Equal Access**

Qualified students with disabilities needing appropriate academic adjustments should contact Accessibility Services (Mesa Vista Hall 2021, 277-3506), which provides academic support to students who have disabilities.

### **Grading System**

Class Participation: 10 points

Cajita Project and Presentation: 25 points

Response Papers: 25 points

Research Paper: 30 points

Final- 10 points

A+ - 97 – 100	B+ - 87 – 89	C+ - 77 – 79	D+ - 67 – 69
A - 93 – 96	B - 83 – 86	C - 73 – 76	D - 63 – 66
A- - 90 – 92	B- - 80 – 82	C- - 70 – 72	D- - 60 – 62

**Course Schedule is subject to change as the semester proceeds**

### **Week 1 Introduction**

#### **August 24**

Introduction to the class, icebreakers

Read the syllabus, describe format of the class, handout on reading response; “What is a Chicano?”

#### **August 26**

Library Research

### **Week 2: Historical Standpoint**

#### **August 31**

Occupied America (OA) Chapter 2; “Introduction” from *Guadalupe: Mother of the New Creation* by Virgil Elizondo (e-reserve)

**September 2**

OA Chapter 3 and 4; Victor Villaseñor film

### **Week 3: Colonization of the Southwestern United States**

**September 7**

OA Chapter 5; “The U.S. Colonization of Northern Mexico and the Creation of Mexican Americans” from *Manifest Destinies* by Laura Gomez, (e-reserve)

**September 9**

Appendix to *Moving Beyond Borders*, “Mestzaje: The Formation of Chicanos” by Julian Samora (241)

“*La conciencia de la mestiza/ Towards a New Consciousness*” from *Borderlands/La frontera* by Gloria Anzaldúa;

“Interview with Gloria Anzaldúa” by Karin Ikas (e-reserve)

**Due: Response 1 Group A**

### **Week 4**

**September 14**

OA Chapter 6; articles regarding HB 2281 or SB 1070 (e-reserve)

**September 16**

Presentation by Dr. Rose Diaz –prepare questions during presentation for Q & A

**Due: Response 1 Group B**

### **Week 5: Claiming Space**

**September 21**

OA Chapters 8, 9, and 10

**September 23**

“The Spanish Southwest” from *The Lost Land* by John R. Chavez (e-reserve)-

### **Week 6: The Mexican American Generation**

**September 28**

OA Chapters 11 and 12

**September 30**

“Through the Eyes of a Wetback” by Jorge Bustamante from *Los Mojados: The Wetback Story* by Julian Samora (e-reserve)

Documentary: *Mojados Through the Night*

**Due: Response 2 Group A and B**

### **Week 7: Chicano Movimiento**

**October 5**

*Confessions of a Berlitz-Tape Chicana* by Demetria Martinez

Guest: Demetria Martinez -Please prepare question to ask our guest. **Due: First Oral History**

**October 7**

Newspaper articles by Ruben Salazar; “Introduction” from *Ruben Salazar: Border Correspondent* by Mario T. Garcia; Appendix II: Inquest into Salazar’s Death from *A History of the Mexican American People* by Julian Samora and Patricia Vandel Simon (e-reserve)

### **Week 8: The Future**

**October 12 Dia De La Raza**

OA Chapters 13 and 14, 15 and 16- **Due: Response 3 Group A and B**

## **October 14- Fall Break/No class**

### **Week 9: Mentoring Workshop**

#### **October 19**

*Moving Beyond Borders*: Introduction, Forward, Preface, and Chapters 1, 2, and 3  
Slide Show of Dr. Samora's Life **Due: Second Oral History**

#### **October 21**

Read: *Moving Beyond Borders*- Part Two: Introduction: Creating an Intellectual Community (65) "Constructive Marginality 'Por el otro lado'" by Richard Navarro (72); Chapter 6: "From Uvalde, Texas to South Bend, Indiana: A Chicano Goes to Notre Dame" by Alfredo Santos c/o (89); Chapter 8: "Julian Samora: Uno de Los Primeros Sabios" by Albert Mata (106); Chapter 11: "Common Geographies" by Ken Martinez; Chapter 16: "In the Autumn of His Life" by Rudy Sandoval (154); Chapter 23: "On Respect, Research and Teaching" by Ciro Sepulveda (196); - "Personal Visions: Coming of Age with Samora" by Miguel Carranza (207); Chapter 27: "The Seeds We Plant" by Frank Castillo, M.D. (218); Chapter 28: "The Legacy Of Latino Consciousness" by Rene Rosenbaum (223); Chapter 29: "Julian Samora and His Lessons of Revelation" by Alberto Pulido (229)

### **Week 10: Family and Identity Formation**

#### **October 26**

Cajita Project – Class presentations

#### **October 28**

Cajita Project – Class presentations

### **Week 11**

#### **November 2 All Souls Day and Dia de los Muertos**

Cajita Project – Class presentations and Barrio Boy- Preface, Intro, Part 1

#### **November 4**

Barrio Boy- Part 2 and Part 3

### **Week 12**

#### **November 9**

Barrio Boy- Part 4, Part 5 and Glossary

#### **November 11**

"Of Heretics and Interlopers" by Arturo Madrid; "Language and Other Lethal Weapons" by Antonia Castañeda (e-reserve)

#### **Response 4 Group A**

### **Week 13: Resistance**

#### **November 16**

OA Chapters 15 and 16

#### **November 18**

"Class in America" by Gregory Mantsios (168-181); Articles on Arizona HB 2281 and SB 1070 (e-reserve)

#### **Due: Response 4 Group B**

### **Week 14: Politics**

#### **November 23**

Articles about HB 2281 and SB 1070

#### **November 25**

**Thanksgiving Day No Class**

**Week 15: Chicana Epistemologies and Pedagogies**

**November 30**

“Haciendo que hacer” by Francisca Godinez; “Here They Go Again With the Race Stuff” by Esthela Bañuelos on e-reserve

**December 2**

“Toward an Epistemology of a Brown Body” by Cindy Cruz; “Start with the Land” by Karleen Pendleton Jiménez

**Due: Response 5 A and B**

**Week 16: Artistic Expression**

**December 7**

Trip to the National Hispanic Cultural Center to see the new Mural by Frederico Vigil with the artist giving the tour

**December 9**

La Onda Chicana- documentary

**Final Paper Due**

**Last day of Class**

**Final is scheduled for Tuesday December 14**