

Introduction to Chicano/Hispano/Mexicano Studies
CHMS 201/NATV 255/AMST 251
Trujillo, Fall 2009
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Class Location: 228 Dane Smith Hall
Meeting Times: MWF 10:00 to 10:50 am

Introduction: This course will introduce students to the interdisciplinary field of Chicana/o Studies and the diversity of experiences of Chicano/Hispano/Mexicano people(s) in the United States. The course will simultaneously maintain a thematic focus in the historical development of this field and explore topics such as history, politics, immigration, literature, art, and the related issues of race/ethnicity, class, gender, and sexuality.

The topical matter of Chicana/o Studies lends itself particularly well to a seminar style course. Over the course of the semester, students will explore a series of key texts that have strongly influenced this field of inquiry and exemplify its trends. Students will also develop and analyze a topic of their choosing.

Course Objectives:

Upon completion of this course, students will be able to:

- Describe a wide diversity of Chicano/Hispano/Mexicano experiences.
- Describe the key issues that have shaped Chicana/o studies from the 1960s to the present.
- Evaluate the relationship of Chicanos/Hispanos/Mexicanos to other US populations.
- Think critically about issues concerning Chicanos/Hispanos/Mexicanos and related issues of race, class, gender, and sexuality.

Course Description: Over the past four decades, Chicano/a Studies has emerged as a complex, and sometimes controversial, field within both the US academy and New Mexican popular debate. This course will introduce students to the field of Chicano/a Studies and the related issues that impact and shape US Latina/o communities. We will focus on New Mexican communities that might define themselves as Hispano, Mexicano, Chicano, Hispanic, Spanish, or Mexican, and will also address issues pertinent to the US more generally. The study of the US-Mexico border and its geographic and conceptual shifts will be the course's central organizing theme. This border is both a political barrier etched into the landscape and, perhaps even more significantly, a metaphorical space of cultural and identity formation that addresses, racial, gender, sexual, and class borders as well. This course will examine both the geographic and metaphorical border and will trace related developments in culture and theory in Chicana/o Studies.

Course Format and Style: Several instructional methods will be used in this course including lectures, class discussion, and media such as films and audio recordings. The lectures will be short and help to introduce and clarify concepts, ideas, theories, terms, and topics. Class discussion will be an important part of the course and will provide students with the opportunity to develop their listening skills, think through an argument or counter argument, and respond thoughtfully and critically to diverse points of view. Students will be encouraged to integrate their thinking and to solve problems by reflecting on their discoveries in the course.

Texts:

Articles: Articles may be found on electronic reserve. Electronic reserves may be accessed through the UNM libraries website or at <http://ereserves.unm.edu>. The course password is ChicanoStudies

Books:

- *Alambrista and the US-Mexico Border: Film, Music, and Stories of Undocumented Immigrants.* 2004. Nicholas J. Cull and David Carrasco eds. Albuquerque: University of New Mexico Press.
- *Albuquerque.* 1992. Rudolfo Anaya. New York: Warner Books.
- *Hunger for Memory: The Education of Richard Rodriguez.* 1982. Richard Rodriguez. New York: Bantam Books.
- *Borderlands: La Frontera: The New Mestiza.* 1987. Gloria Anzaldúa. San Francisco: Spinsters/aunte lute.
- *A Taco Testimony: Meditations on Family, Food, and Culture.* 2006. Denise Chavez. Tucson: Rio Nuevo Publishers.

Films: Chicano!, Tierra O Muerte, Zoot Suit, Born in East LA, Border Wars, Latinos 08.

Evaluation:

Attendance & Participation	20 percent
Exams (midterm and final)	30 percent
Written Essays	40 percent
Paper Presentation	

Grading Scale: 100-97.00=A+; 96.99-93.00=A; 92.99-90.00=A-; 89.99-87.00=B+; 86.99-83.00=B; 82.99-80.00=B-; 79.99-77.00=C+; 76.99-73.00=C; 72.99-70.00=C-; 69.99-67.00=D+; 66.99-63.00=D; 62.99-60.00=D-; Below 60.00 = No Credit.

Attendance and Participation: Your attendance and participation are necessary parts of this class and both will be evaluated as components of your final grade.

Your participation is necessary for this course to be a success. During each week's lecture and discussion, you are expected to both demonstrate your knowledge of course materials and express your ideas, thoughts, and opinions.

Exams: The midterm exam will cover lectures, readings and all other materials from the first half of the course. The final exam will be comprehensive, but will focus on materials covered in the second half of the course.

Essays: Students will write four 5 to 6 page essays throughout the semester. Each paper is worth 10 percent of the final grade. Written assignments must be handed in during class on the day they are due to receive consideration for full credit.

Paper Presentations: Students will present one of their papers to the rest of the class for evaluation. Students will sign up in advance for one of four presentation days scheduled throughout the semester. Students will be expected to give a 10 minute presentation that will be evaluated by both the instructors and their peers. We will discuss the peer-evaluation process at length in class. While peer evaluations will constitute a portion of the final grade, the professor will assess and assign final presentation grades, worth 10 percent of the student's final course grade.

Journal: Students will be required to write a weekly journal. This may be a handwritten or typed journal, and will include two entries each week. The first will contain a response to question from the professor; the second will be your own personal reflection on the week's readings. Each entry should be 300 or more words in length. The purpose of written reading responses is to assess student comprehension of the course readings and to help students prepare for class discussion, the mid-term, and the final exam. I will distribute a handout providing more details on the journal and grading procedures during the first week of class.

Academic Dishonesty: Students are required to uphold the highest standards of integrity and ethical conduct in this course. Academic dishonesty includes cheating on assignments and exams, and plagiarizing. In papers, direct quotations must be acknowledged by quotes and footnotes. Ideas or paraphrasing taken from outside sources (including course textbooks) must be properly acknowledged, unless the professor specifically states otherwise. In oral reports, verbal acknowledgement of sources is usually sufficient. Exams must be taken at the place and within the time limits designated by the professor. Except otherwise stated in the Constitution, each professor has the right to set such exam and term paper guidelines as the professor deems appropriate.

Deadlines: Assignments are due in class on the day of their due date. Assignments turned in a day late will receive one grade lower (B work will receive a C grade). The grade will continue to be lowered with each additional day.

Students with Disabilities: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me or accessibility services (277-3506) as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Individual Meetings: I enjoy talking with students and look forward to meeting with you. My office hours are included at the beginning of this syllabus and are posted outside my office door. A sign up sheet may also be found outside my office door. Please make every effort to meet with me during my office hours. However, if you cannot meet with me at those times, I will schedule an appointment with you at another time.

Expectations: Below are several issues that I find worthwhile to address at the start of each course.

- Turn your cell phone off before class.
- Arrive on time and do not leave before the end of class.
- I do not accept assignments via e-mail. Always bring me a paper copy.
- I usually only check my phone and e-mail messages once a day. Do not expect me to answer your messages in less than 24 hours.

Week	Monday	Wednesday	Friday
1	Introduction and Key Concepts		
	August 24	August 26	August 28
	Course Topics, materials, and grading	Terms of Identification, timeline	Reading: P. Gonzales, Martinez (By Any Other Name)
I. Chicano Formations			
2	August 31	September 2	September 4
	Reading: C. Gonzales, Montoya, Alurista		Reading: Alambrista (Camarillo, Griswold del Castillo)
I. Chicano Formations			
3	September 7	September 9	September 11
	Labor Day Holiday No Class/University Closed	Reading: Alambrista (Groody)	Reading: Anaya 1-35
I. Chicano Formations			
4	September 14	September 16	September 18
	Reading: Anaya 36-91		Reading: Anaya 91-145
I. Chicano Formations			
5	September 21	September 23	September 25
	Reading: Anaya 146-197	Essay One Due First Student Presentation Day	Reading: Anaya 198-261
I. Chicano Formations		II Chicana/o Contestations	
6	September 28	September 30	October 2
	Reading: Anaya 262-293		Readings: Hunger of Memory Prologue
II Chicana/o Contestations			
7	October 5	October 7	October 9
	Readings: Hunger of Memory 1		Readings: Hunger of Memory 2,4
II. Chicana/o Contestations			
8	October 12	October 14	October 16
	Essay Two Due Second Student Presentation Day	Readings: Hunger of Memory 5-6	Fall Break No Class
	Midterm Review Distributed		
II. Chicana/o Contestations			
9	October 19	October 21	October 23
	Midterm Exam		Readings: Orozco, Zamora Anzaldua preface, 1,

II. Chicana/o Contestations			
10	October 26	October 28	October 30
	Readings: Anzaldua 2-3		Readings: Anzaldua 4-5
II. Chicana/o Contestations			
11	November 2	November 4	November 6
	Readings: Anzaldua 6-7		Readings: Alambrista (Hing, Carillo)
III. Chicana/o Emergence			
12	November 9	November 11	November 13
	Readings: Chavez Huichol legend -74	Essay Three Due Third Student Presentation Day	Readings: Chavez 75-116
III. Chicana/o Emergence			
13	November 16	November 18	November 20
	Readings: Chavez 117-165		Readings: Chavez: 166-188
III. Chicana/o Emergence			
14	November 23	November 25	November 27
	Readings: Chavez: 189-199		Thanksgiving Holiday No Class/University Closed
IV Reconsiderations			
15	November 30	December 2	December 4
	Readings: Montejano		Essay Four Due Fourth Student Presentation Day
IV Reconsiderations			
16	December 7	December 9	December 11
	Readings: Gomez-Peña, Martinez (Confessions) Final Review Distributed		
Final: Wednesday, Dec 16 7:30-9:30 am			