

Advanced Seminar in Chicano/Hispano/Mexicano Studies
Trujillo, Spring 2010
Challenges NM Land Grants - 27847 - CHMS 490 – 001

Professor: Michael L. Trujillo

Office: Ortega 320

E-mail: MLTruj@unm.edu

Office Hours: Tu 2-4 pm and Th 9:30-11:30.

Class Time: Tuesday 4 to 6:30

Class Location: Humanities 216

E-Reserve password: LandWater

Course Description: Since the civil rights era, Chicana/o scholars have studied community struggles for social justice. This class explores New Mexican Chicanos/Hispanos/Mexicanos fight for land and water as a means to better understand Chicano politics and cultural production. Where possible, our work will be conducted in partnership with community organizations with the goal of learning from them. We have chosen this topic because land and water have been central organizing issues with wide resonance in New Mexican history. Moreover, this aspect of activism has been one of New Mexico's major contributions to the national Chicano Movement and Mexican American politics.

Course Objectives:

Upon completion of this course, students will

- understand land and water as symbols in Chicana/o politics.
- understand the history of land struggle in New Mexico.
- understand traditional Nuevomexicano concepts of land and water use.
- possess increased knowledge of UNM library resources.
- possess increased knowledge of academic research and writing.
- better understand the politics of social mobilization.

Prerequisites: Students must be enrolled in either their junior or senior year. This class is designed for CHMS minors.

Community Partnership: This class will be conducted in partnership with the Abiquiu land grant. If you choose to write on a subject pertinent to this land grant (I strongly suggest you do), your topic and your completed project will be subject to the review of the land grant's officers. Copies of your completed papers and projects will be presented to the land grant.

Your project must be completed in cooperation with a community organization.

Course Texts:

- Roxanne Dunbar-Ortiz.
2007. *Roots of Resistance: A History of Land Tenure in New Mexico*. Norman: University of Oklahoma Press.
- Rodriguez, Sylvia.
2006. *Acequia: Water Sharing, Sanctity, and Place*. Santa Fe: SAR Press.
- Kosek, Jake.
2006. *Understories: The Political Life of Forests in Northern New Mexico*. Durham: Duke University Press.
- Romero, Levi
2008. *A Poetry of Remembrance: New and Rejected Works*. Albuquerque: University of New Mexico Press.

Course Requirements:

Evaluation:

Attendance and participation:	20 percent
Journaling	30 percent
Term paper or project	40 percent
Collaborative research	10 percent

Readings: Student will be required to complete all reading assignments, attend all class sections, and be prepared to discuss the readings in class/workshop sessions.

Workshops: Many classes will begin with a report of your paper/project's progress. These classes will start with a 'round robin,' where students will briefly share their experiences. Topics may include difficulties and successes in working with land grants, in their land grant research, including progress on projects, dilemmas that they are facing, and areas where the shared experience will enhance both the projects of the class.

Journaling: Before each class that includes readings, students must post 250 words commenting on the weeks reading the class WebCT site. Those comments should demonstrate your understanding of and engagement with course texts. Those comments are due at **midnight on the Sunday prior the class those readings will be discussed.**

Paper or Project: Students will be required to write a lengthy research paper or complete a lengthy project. As a rule of thumb, this paper ought to be 18 pages. If you elect to do a different project, the time and research for that project must be the equivalent to the work put into such a research paper.

On Sunday prior to your week four class, you will present me with a research paper/project proposal. Please post these on our WebCT site. If your proposal requires revision, I will ask you to submit a new version the Sunday prior to week five.

Collaborative Research: You will be awarded 10 percent of your grade based on your participation in our field trip and your partnership with a community institution beyond the university.

Course Calendar and Weekly Reading Assignments

Week One Jan. 19	Course Introduction Film: Tierra O Muerte
Week Two Jan. 26	Abiquiu Land Grant Representatives Readings: Dunbar Ortiz Introduction to Chapter Four.
Week Three Feb. 2	Ann Massman Readings: Dunbar Ortiz Chapter Five to Conclusion.
Week Four Feb. 9	Jaelyn DeMaria Due Date: Research paper/project proposal. Readings: Gonzales, Abiquiu document, and Ebright.
Week Five Fri 16	LM Garcia y Griego Due Date: Revised paper/project proposal.

	Readings: Tijerina, Oropeza, and Lee Bebout.
Week Six Feb. 26-28.	Three day trip to Abiquiu and other northern land grant communities
Week Seven March 2	Tim Castillo Readings: Sylvia Rodriguez prologue to Chapter Four.
Week Eight March 9	Sam Markwell Readings: Sylvia Rodriguez Chapter Five to Conclusion.
Spring Break	
Week Nine March 23	Reports on Progress Readings: Kosek, Preface to Chapter 2.
Week Ten March 30	Karen Roybal Reports on Progress Readings: Kosek, Chapter Three to Chapter Four.
Week Eleven April 6	Maria Varela Reports on Progress Readings: Kosek, Chapter Five to Conclusion.
Week Twelve April 13	Levi Romero Reports on Progress, Two. Readings: Levi Romero
Week Thirteen April 20	Reports on Progress
Week Fourteen May 4	Reports on Progress
Week Fifteen May 11	Presentation of projects. Due Date: Research papers/projects.