Chicano Hispano Mexicano Studies
Statement of Academic Purpose

The Chicano/Hispano/Mexicano Studies program at the University of New Mexico is an inter-disciplinary program with a foundation in Chicano/Latino studies. The mission of the program is to promote critical understanding of Chicano/Hispano/Mexicano communities through teaching, research, and community partnerships.

Since our program resides at the flagship institution in a state with the largest percentage of Hispanics in the United States, we consider our mission key to furthering understanding of New Mexico’s present and the nation’s future. This program accomplishes its mission by offering an undergraduate minor as well as sponsoring and participating in community initiatives and public lectures.

Our curriculum and community engagement efforts focus on:
1. Chicana/o cultural studies,
2. politics and social justice, and
3. the transnational US-Mexico experience.

Our curriculum’s areas allow us to offer courses concerned with gender and sexuality, race and ethnicity, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, and Chicana feminism and/or Queer theory.

We view our partnership with and support of community and student organizations to be a key and complementary component of our academic mission and our objectives for students learning. We address our three areas through a curriculum taught in both English and Spanish and maintain a regional and transnational focus in New Mexico, the US Southwest, and Mexico.

Minor in Chicano Hispano Mexicano Studies
Requirements

I. Specific CHMS Studies Courses
6 Credit Hours
-CHMS 201 Introduction to CHMS (3)
-CHMS 490 Advanced Seminar In CHMS (3)

II. Language Requirements
(Spanish 202 or above)
3 Credit Hours

III. Course List A:
Chicanos/Hispanos as a Central Focus
9 Credit Hours

IV. Course List B:
Chicano/Hispano Related Courses
6 Credit Hours

Total Credit Hours: 24
This course will explore the Chicano Movement beyond the 1960s Civil Rights era, exploring both the precursors to the political movement as well as the legacy of the Chicano movement and its effect on society and academia. Though Chicanos place their origin in the mestizaje of colonialism, where Iberian and Indigenous roots connected, perhaps the true root of Chicano ethnicity lies in the Chicano movement. In a mere two decades, artists, philosophers, poets, activists and others validated Mexican American ethnicity and culture, creating an identity that was both derivative and foundational to the Chicano movement. We will look at the precursors of the Chicano movement like LULAC and the American GI Forum and their impact on American society. A significant portion of this course will be exploring the Chicano movement itself, its leaders and organizations, regional variations and ask what ultimately undermined unity and led to fragmentation. We will end this course by considering the legacies of the Chicano movement and consider where Chicanoism stands in a globalizing world among pan-ethnic identities like Hispanic or Latino.
En este curso estudiaremos a algunas de las figuras femeninas más relevantes de la cultura mexicana que han rebasado las fronteras y continúan impactando la identidad de las mujeres en pleno siglo XXI. Haremos un recorrido histórico comenzando con la trascendencia de Sor Juana Inés e la Cruz para conectarse con las productoras de cultura en la vanguardia mexicana (Nahui Olin, Antonieta Rivas Mercado, entre otras); con las transgresoras del México posrevolucionario (Elena Garro, Guadalupe Amor, Rosario Castellanos) y llegar a las mujeres irreverentes del presente milenio (Silvia Molina, Ana Clavel, Cristina Rivera Garza, entre otras). Tendremos un marco teórico feminista. Se leerán poemas, cuentos, entrevistas, obras de teatro y veremos algunas películas. La lectura y la participación son relevantes. Habrá reportes de lectura y una presentación final.

**Taught in Spanish**

Offered with SPAN 301 010

This course will focus on the cultural and ethnic representation of El Pachuco/a, El Vato Loco and La Chola in Chicano/o literature and film to analyze how Chicanas/os, and mainstream America construct and re-figure these subjects. At issue will be the performance of gendered bodies and politicized mythos by which these social subjects are seen as an embodiment of revolutionary identity by some and as delinquent subjects by others. This course begins with the zoot suit subculture of the early 1940s; moves to Chicano movement narratives of El Pachuco, next the literature and film of the 1990s that offer many interpretative possibilities for how El Vato and La Chola are represented, and concludes with contemporary Chicana homegirl narratives that challenge and disrupt private and public norms. Text will include; “El Louie” and “Los Vatos” by Jose Montoya, Zoot Suit by Luis Valdez, Always Running: La Vida Loca: Gang Days in L.A. by Luis J. Rodriguez, Working In The Dark: Reflections of a poet of the Barrio by Jimmy Santiago Baca, Locas by Yxta Maya Murray, Mi Vida Loca directed by Allison Anders, American Me directed by Edward James Olmos, Mi Familia by Gregory Nava, Blood In Blood Out.

**Taught in English this semester**

Offered with SPAN 301 012

Mexican immigration to the United States has been a national issue since the 1910s, and since then, it has influenced nearly every major change in immigration policy. The “assimilation” of immigrants has also been a central concern in the United States since the founding of the republic. Although there are some commonalities, there are also enormous differences in the extent to which immigrants felt the obligation to become Americanized, whether they were eventually accepted as “white,” and whether they were racialized. This course examines twentieth century Mexican immigration in comparison to earlier European and Asian immigration. It also focuses on how twentieth century immigration policy, including the bracero agreements, sought to respond to and shape the flow of Mexican workers and the movement of families into the United States. Topics include Mexican repatriation in the 1930s, the emergence of Mexican American and Chicano organizations, the Bracero Program, the Civil Rights Movement, U.S. racial formation, the Consequences of immigration legislation since 1965, the debate over “illegal aliens,” proposals to enact the Dream Act, and more recent attempts by states such as Arizona to intervene in immigration and immigrant policy. The course will emphasize the close examination and discussion of assigned readings.

Offered with AMST 350 009