CHICANA/CHICANO STUDIES 1OA
Introduction to Chicana/o Studies: History and Culture
UCLA Summer Session A 2013
Instructor: Parissa Majdi Clark

***SYLLABUS DRAFT***

Office: 7382 Bunche Hall
Email: Parimajdi@yahoo.com
Office Hours:
Instructor of Record: Abel Valenzuela

Course Description
This humanities-based course will utilize literature, film and other art alongside social science research to explain and discuss the history of Chicana/o identity. We will begin the course by discussing guiding concepts that will set up our historical journey and serve as place markers along the way. Some of these include coloniality, or the lasting effects of conquest upon one’s race, gender, ethnicity, religion, sexuality, and class. The idea of the borderlands, not only those places that brush the border geographically but the idea of living in-between spaces, will guide our lectures and discussions. Also pivotal will be political identity, or how individuals and groups gain consciousness (subjectivity) by acquiring knowledge to form a particular set of beliefs about their position in society. For Chicanos, this process begins with the conquest of the Americas by Spain and later the American conquest of Mexico in 1848. We will learn that struggles with oppression and identity stem from these events and lead to moments of political subjectivity such as the Chicano movement. Ultimately, we will see how coloniality persists in the lives of Chicanos moving into the contemporary era and the lessons that can be learned from critiques of history. Two full length books (fiction and nonfiction) will be read during the course, meant to add texture to the topics at hand. These works and the selected articles and chapters from the academic world will together tell the story of Chicano political and cultural identity and how that identity mingles with changing notions of Latinidad and citizenship.

Required Readings:
Crucible of Struggle, (2011) Zaragoza Vargas
Song of the Hummingbird, (1996) Graciela Limón
Borderlands/La Frontera, (1987) Gloria Anzaldúa

PDF Articles (Found on Course Website)

Grading:
10% Attendance and Participation
30% Weekly Guiding questions
30% ID Exam
30% Take Home Final Essay
* Extra Credit Assignment (3%)
Weekly Guiding Questions (30%)
On the syllabus you will find that each week contains a brief list of 3-4 questions that will guide the lectures. You must post onto the course website your critical, informed responses from having done the readings to all questions for each week and after attending both weekly lectures. Postings are due every Friday by midnight for that week’s questions and must be approximately two paragraphs long (more is encouraged). You will be graded on your usage of the readings and concepts, critiques and questions of the arguments, and your own perspectives and experiences that you tie in. These responses will be useful for developing an argument on your final exam so completing them ultimately helps you study.

Attendance and Participation (10%)
You are required to attend every lecture and must sign in each day of class. You are allowed one excused absence from lecture; after that, your final grade will be lowered by a half a letter grade per absence (ex: A becomes A-). You must ask questions, complete any in class assignments which will be given periodically, voice comments during lecture and to attend office hours to further discuss the issues with the professor.

ID Exam (30%)
This exam will be held in class using a blue book. It will cover all ID concepts and readings in the class up to that point (through week 4). For each ID, you will be required to explain each of the following components: Definition, Context, and Significance. You will also complete several short answer questions related to the ID’s.

Take Home Final Essay (30%)
The take home final essay is due to me in my office 7382 Bunche. You will be given the final exam prompt the last day of class. It must be approximately 5 pages in length. You must cite at least 5 of the readings from class and include a bibliography. No outside research is required.

Extra Credit Assignment (3%)
As extra credit, choose one of the following options (due on or before the last lecture):
1. Read one or more of the omitted chapters of Borderlands/La Frontera as well as the interview with Gloria Anzaldúa. Create a 2-3 page imagined interview of your own between you and Anzaldúa, using the one you read as a model. What would you ask her? Why? What remaining concerns about her work do you have? What ideas does her work evoke in you?
2. Choose a book on our syllabus that we only read as a PDF chapter and read another chapter from it. List the chapter that you read and summarize the argument. Then, explain how it relates to our class concepts in 2 double spaced pages.

Class Policies:
- You must read all of the assigned readings each week - balance your time wisely
- Bring course reading materials with you to class every day for reference
- No non-course related internet usage (or laptops will be banned altogether)
- Weekly Guiding questions must be posted by midnight on Friday every week
- You must sign in on the sign-in sheet every day at the beginning of lecture. If you are late, see the professor to sign in
You are allowed one excused absence from lecture; after that, your final grade will be lowered by a half a letter grade per absence (ex: A becomes A-)

Lecture Schedule

Week 1: Labels and the Legacies of Conquest 1492-2012
Guiding Questions:

- What is your identity? What is your political identity? How are these concepts similar and different?
- What examples of coloniality can you see in Song of the Hummingbird?
- What was the context in which Spain colonized the Americas? Why were they considered a “second class” empire within Europe?

1. **Tues** - Introduction to political identity, coloniality, racial projects, patriarchy, subjectivity, cultural schizophrenia, and other guiding concepts for the course
2. **Thurs** - First Conquest, Spain as a second-class empire, Mestizaje and “creole” challenging racial hierarchy, “The West and the Rest,” Sistema de Castas

Readings

**Thurs:**
*Song of the Hummingbird (all)*
*Borderlands/La Frontera Introduction*
*Crucible of Struggle Introduction*

Week 2: Manifest Destiny as a Racial Project

Guiding Questions:

- What are racial projects? How do they affect Mexican Americans and all Latinos?
- What is Manifest Destiny and how is it related to the racial hierarchy?
- What examples of dispossession come up in *Crucible of Struggle*?

3. **Tues** - U.S.-Mexico War 1848, Spanish-American War 1898-19th century racial projects, Manifest Destiny, second class citizenship
4. **Thurs** - Dispossession, Spanish Fantasy Heritage, Performing Identity, Whiteness

Readings

**Tues:**
*Crucible of Struggle Ch. 1 and 2*

**Thurs:**
*Borderlands/La Frontera ch. 1*
**Week 3: Migration, Labor, and Assimilation- Toward Resistance**

- How were Zoot Suiters resisting assimilation to mainstream American culture? Are they “proto-movement” activists?
- What is Cultural Schizophrenia? Do you exhibit any of its symptoms?
- Do second generation Chicanas/os and Latinas/os experience a similar inbetweeness and tension with their parents’ generation today?

5. **Tues:** Identity formation 1848 to 1950-, assimilation Era, Mexican Revolution, Zoot Suit Riots- patriotism and identity, Linguistic Terrorism, Racial state, History of the Zoot Suit among people of color

6. **Thurs:** Brown vs. Board of Education, Educational Inequality, Blowouts, 7 branches of the Chicano Movement, Civil Rights and The Third World Left- Black and Brown Power, Aztlán and Borinquen-Latino Nationalism, Demands for access and full citizenship

**Readings**

**Tues:**
*Crucible of Struggle Ch. 6 and 8*

**Thurs:**


*Borderlands/La Frontera ch. 5*

**Week 4: The Chicana/o Movements and Radical Politics of the Civil Rights Era**

**Guiding Questions:**

- What power did Aztlán hold in the Chicano movement? And today?
- What were the demands of the movements of the Third World Left? What has been accomplished? What has yet to be done? Could the movement ever come about again with similar force?
- What role did Chicanas take in the movement? Why was there conflict in this?


8. **Thurs** - ID EXAM

**Readings**

**Tues:**
*Crucible of Struggle Ch. 10*

Week 5: Gender and Sexuality-The Movement and Beyond

Guiding Questions:

- How do stereotypical gender roles for women interfere with the formation of political subjectivity/conscientización?
- What does it mean that Chicana identity is torn between “Adelita and Malinche?”
- What is Queer Aztlán and what does it present as a theory?
- Reflect on experiences that you have had or heard of in your life with the ritual of the Quinceañera. Do any new revelations come to mind after this week?

9. **Tues** - Chicana Feminism and Queer Aztlán, Patriarchal exclusions y la familia, Shadow Beast, Mestiza Consciousness, Identity challenges and promise post-movement

10. **Thurs** - Gendered Analysis of Film Quinceañera

Readings

**Tues:**


**Borderlands/La Frontera** ch. 3

**Thurs:**

Week 6: Latin@-lándia- Living in the Borderlands

- What is Mestiza Consciousness and how can it be useful as a concept today?
- How does marketing affect one’s identity?
- Who are “Latinos” racially today? In the past? The future?
- How does the new information from this course apply to YOU?

11. Tues - Marketing, Transnationalism, Media stereotypes, contemporary problems, Future of racial projects, Chicana or Latina? Citizenship and belonging

12. Thurs - 1st half: Review of Concepts and Avenues for future research
   2nd half: Final Paper Thesis Workshop (Final Exam prompt given)
   Extra Credit Due

Readings

Tues:

Thurs:
Crucible of Struggle Ch. 11 and 12
Borderlands/La Frontera Ch. 7