Chicana/o Studies Studies 188: Queer Chicano Literature

This class will focus on the foundational and contemporary texts of queer Chicano literature, highlighting the works of John Rechy, the author of arguably the first queer Chicano novel, City of Night. Through lectures, class discussion, films, and oral presentations, we will embark on a journey towards a jotería consciousness—Cherrie Moraga's "Queer Aztlan, utilizing the four methods of a theory that I am calling hom(e)oerotics.

Classroom Etiquette: No laptops, tablets, or other electronic devices allowed in class. According to multiple research studies, students retain more information and grasp material better when ink is put to paper.

Please have the material read for the current class. I expect everyone to participate; otherwise, I will assume you have not read the assigned material.

Grading:

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<th>Component</th>
<th>Weight</th>
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<td>Three (3) response papers: Due Weeks 3, 6, 9.</td>
<td>30%</td>
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<tr>
<td>Reading/Reflection Blog</td>
<td>10%</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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<tr>
<td>Individual Presentation</td>
<td>15%</td>
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<td>Final paper: Due Finals Week.</td>
<td>25%</td>
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<td>Participation/attendance</td>
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Response Papers: These are papers that critically examine the material from the prior three weeks. These are not summary papers. Students should engage the material in a discursive manner. Response papers should be between 500 and 600 words (2-3 double-spaced pages) and should follow MLA format. Late papers will be docked one full letter grade per late day. You will lose points for errors in grammar and organization. Please make sure to proofread and edit your papers, or go get support at the Writing Center on campus.

Individual Presentation: Queer Nichos (further instructions forthcoming)

Group Presentation: In groups of four, students will conduct archival research on a queer Xicanx/Latinx subject and present their findings during week 10. I encourage Prezi presentations, but PowerPoint is acceptable.
Final paper: Students will choose 4-5 texts from the assigned readings and write an argumentative paper that responds to an original question of your own making. The paper should be 5-6 pages long, double-spaced, and following MLA format. You need to visit me at least once during office hours to discuss your general question of the paper. This mandatory visit is part of your participation grade.

Readings: Articles and chapters will be available on the CCLE website. Required books will be available in the bookstore.

Instructor's Note: I encourage vigorous discussion and questions, but I will not tolerate any racist, sexist, classist, ableist, homophobic, transphobic, or xenophobic comments. Please help me create a safe space in the classroom. Recognizing our own privileges is the first step to liberation; I am just as likely to utilize colonized language.

Required Texts:

City of Night—John Rechy
Sexual Outlaw—John Rechy
The Miraculous Day of Amalia Gómez—John Rechy
Rain God—Arturo Islas
Lay Your Sleeping Head—Michael Nava
Aristotle and Dante Discover the Secrets of the Universe—Benjamin Alire Saenz
Queer in Aztlán: Chicano Male Recollections of Consciousness and Coming Out Ed. Adelaida del Castillo and Gibran Guido

Reading Schedule

Week 1: Introduction to course. What is “Hom(e)o-erotics”?


Week 1 Film: Before Stonewall

Hom(e)oerotic Method #1—Mapping a Queer Chicano Literary Genealogy
Questions for Consideration—What is a "method"? What is mapping as a method and why is it important that we map queer Chicano literature? What is a genealogy and its relevance to the genre of queer Chicano literature?
Week 2: City of Night—John Rechy
Week 2 Film: Torch Song Trilogy

Week 3: City of Night—John Rechy
Week 3 Film: Brokeback Mountain

**Hom(e)erotic Method #2—Mapping Intersections within Chicana/o, Latina/o, and LGBTQ History**

Questions for Consideration—What is an "intersection"? Why is intersectionality critical to mapping "gay Chicano" literature and history?

Week 4: Sexual Outlaw—John Rechy
Week 4 Film: Cruising

Week 5: The Miraculous Day of Amalia Gomez—John Rechy
Week 5 Film: All About My Mother

**Hom(e)erotic Method #3—Deconstructing Patriarchal Gay Masculinity/Imagining Feminist Gay Masculinity**

Questions for Consideration—What is "deconstruction"? What is "patriarchy" and what are the consequences of living in patriarchy on women, people of color, and the LGBTQ community? What is a "feminist gay masculinity" and how would it impact the LGBTQ community?

Week 6: The Rain God—John Rechy
Week 6 Film: How to Survive a Plague
Week 6: Nicho Presentations

Week 7: Lay Your Sleeping Head—Michael Nava
Week 7 Film: Bear Cub

**Hom(e)erotic Method #4—Examining Current Gay Male Sexuality/De-Stigmatizing HIV**

Questions for Consideration—Nearly forty years into the HIV/AIDS epidemic, why are seroconversion rates rising in queer communities of color? How has the HIV/AIDS epidemic affected different generations of the LGBTQ community? How has gay male sexuality adapted to the HIV epidemic from the 1970s (pre-AIDS) to the 1980s-mid 1990s (height of the AIDS epidemic) to the cocktail era (1996-present) to the time of PrEP (2012-present)? How has the stigma against HIV+ (poz) people changed over the past 35 years?
Week 8: Aristotle and Dante Discover the Secrets of the Universe—B. Saenz
Week 8 film: Beautiful Thing

Week 9 film: Bruising for Besos

Week 10: Queer in Aztlán
Week 10: Group Presentations

Final Papers due during the week of finals through CCLE.

Reflection Blog

I will create a blog open only to the class and will post questions for students to respond to the readings and the films of that week.

Queer Nicho (Individual Presentation)

During week 6, each student will present a “nicho” based on their own positionality and reaction to the class to this point. A “nicho” is a 3-dimensional object (usually a small wooden box) that you will decorate and present. You will also write a short paragraph describing your nicho.

Group Presentation

In groups of 4 or 5, students will research an archive that examines the intersection of jotería and Latinidad/Chicanidad. I suggest utilizing the CSRC as a resource. During week 10, the group will present their findings using Prezi.