

University of Utah
Chicana/o Experience (ETHNC 2560)
Fall 2015 – Online Course

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Email: Canvas is our preferred mode of communication. We will reply to your messages as soon as it is possible. Feedback/grades on assignments will be sent within a week from the assignment due date. Please pay attention to course ANNOUNCEMENTS as these will have weekly information including updated assignment information, reminders, video/reading links, and other such items necessary for the class!

Course Overview

This course expects students to engage in an online pedagogical community. There are no live face-to-face events required. The course is delivered week by week via Canvas. There are weekly readings, discussions, and assignments that are due on a specific day and time. It is important that you familiarize yourself with Canvas. If you are new to Canvas you should seek assistance by a) emailing classhelp@utah.edu, b) call 801-581-6112, or c) click the Help button on the top right corner of your Canvas browser window. You should contact Antonio or me immediately and directly via CANVAS if you are having trouble with the content, deadlines, or accessing assignments. Although this is an online course, with advanced notice, I am available to meet in person on most Thursdays and Fridays to discuss readings, concepts, and/or assignments. Plan to spend as much time with this online course as a three-credit classroom lecture course. This course is designed to be flexible, however, it is not self-paced. Each week will begin on Monday and end on Sunday. No late assignments will be accepted. No exceptions.

Course Description

This class introduces students to some of the major socio-historical, political, and cultural events that have defined and are continuing to define Chicana/o cultures. An interdisciplinary approach is employed drawing from history, sociology, education, fiction, and film. The course is designed to achieve two general objectives:

- 1) Expose students to an array of experiences that have constituted Chicana/o identities over the years, and
- 2) Provide students with the analytical tools to interpret the individual and collective experiences of Chicanas/os.

Among the questions we will examine will be those concerning colonization, immigration, racism, sexism, sexuality, spirituality, and representation. The course is arranged so that we purposely move backward and forward in history allowing students to make links between contemporary issues and an historical context.

Academic (Mis)Conduct

Following the University Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. Academic honesty is expected of all students as per the Student Handbook (Article XI). Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. All instances of academic misconduct will be penalized. Academic misconduct includes cheating, fabrication of information, and plagiarism. Examples of plagiarism include failing to cite any major idea created by some other person, failing to cite and/or enclose in quotation marks all words, phrases, and sentences copied from another source, or acquiring a paper from another source and submitting it as your work for academic evaluation.

In addition, there are likely to be times when you disagree with the ideas and perspectives of the readings or others in the class. While such disagreement may be uncomfortable, it is in the sharing of different ideas and perspectives that we come to a better understanding of our diverse society and ourselves. In this class your ideas and your views are important, respected, and valued. As members of a shared community, even a temporary online one such as this class, we all must take responsibility for creating a space where we can be open and honest in our online discussions.

Disability Statement

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to me and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Building, 581-5020 (VT/TDD) to make arrangements for accommodations.

Required Readings & Films

Readings: All required readings are on Canvas except for Sandra Cisneros' book, *The House on Mango Street*. You will need to purchase any edition of this book.

Film: Some of the films will be available through links uploaded on Canvas, while others are streamed through the Marriot Library. You will have to rent the movie *Selena* if you do not have a copy.

Course Assignments

Discussion Post/Quizzes: Most of what we do in this class requires us to reflect on the implications of the material we read or watch. To do this, you will be required to respond to the course materials every week (unless another assignment/exam is due). Check the home page to see whether a quiz or discussion post is due on the following Saturday night. Quizzes will be multiple choice, true/false, or short answer. When discussion posts are assigned, you must write two separate posts. The primary one is a one-page single-spaced (3 paragraphs, approximately 550 words) response to the readings/film. The secondary one is a one-paragraph single-spaced response to one of your classmates. The goals of your discussions posts are for you to reflect on various issues in the readings/films and on the ideas of your classmates.

Exams: There will be two exams given. The first will be a multiple choice and true/false exam covering material from the first half of the semester. The second will be a short essay exam covering the material after fall break. Both will evaluate comprehension and mastery of the readings, films, and discussions.

Critical Book Analysis: You will write a critical analysis for *The House on Mango Street*. This paper is NOT a summary of the book. It is an investigation of critical issues in Chicana/o culture. Later in the semester you will receive a description of this assignment, including important questions that should guide your analysis. The paper should be 4-5 double-spaced typed pages.

Weight of Assignments:

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|-------------------------------|------------------------|--|
| Discussions/Quiz | (5/10 pts each) 125pts | Due: Saturdays by 11:59pm |
| Critical Book Analysis | 50pts | Due: Sunday Oct 11 th by 11:59pm |
| Mid-Term Multiple Choice Exam | 50pts | Due: Sunday Oct 25 th by 11:59pm |
| Final Exam | 75pts | Due: Sunday Dec 13 th by 11:59pm |
| Total Points Possible | 300pts | |

Grading Scale Based on Percentage of Total Points:

| | |
|----------|----|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| Below 60 | F |

COURSE SCHEDULE

Week 1 (Aug 24-30): Working Definitions/Quien somos?

- Hurtado, S. & Gurin, P. (2004). *Chicana/o Identity in a Changing U.S. Society: Quién Soy? Quiénes Somos?* Tucson: University of Arizona Press. (Chapter 2- Quiénes Somos?)
- Penalosa, F. (1970). Toward an Operational Definition of the Mexican American. *Aztlán* 1(1), pp. 1-12.
- Handout. Delgado Bernal, D. *Conceptually Defining Chicana/o*.
- Handout & YouTube. Los Alacranes, *Pocho*. Song and Lyrics

Week 2 (Aug 31-Sept 6): An Historical Look at Racial Oppression, Sexual Violence, and Colonization

- Acuna, R. (2000). Legacy of Hate: The Conquest of Mexico's Northwest (Chapter 2), In R. Acuna. *Occupied America: A History of Chicanos*. (p. 41-56). New York: Longman.
- Menchaca, M. (1993) Chicano Indianism: A Historical Account of Racial Repression in the United States. *American Ethnologist*, 20(3), 583-603.
- Vargas Book: Casteneda, Antonia, Sexual Violence and the Politics of Conquest in Alta California, p. 54-61
- Vargas Book: Casteneda, Antonia, Gender, Race, and Culture in the History of the California Frontier, p. 75-82.

Week 3 (Sept 7-13): Deficit Thinking, Americanization & Racist Nativism

- Valencia, R. R. & Black, M. S. (2002). "Mexican Americans don't value education!" – On the basis of the myth, mythmaking, and debunking. *Journal of Latinos and Education*, 1 (2), 81-103.
- González, G. (1990). The Americanization of the Mexican Family. In *Chicano Education in the Era of Segregation*, pp. 46-61.
- Perez-Huber, L., Benavides Lopez, C., Malagon, M., Velez, V., & Solórzano, D.G. (2008). Getting beyond the 'symptom,' acknowledging the 'disease': theorizing racist nativism. *Contemporary Justice Review*, 11(1), 39-51.
- Vargas Book: Ruiz, Vicki, The Acculturation of Young Mexican American Women, p. 265-271.

Week 4 (Sept 14-20): Mestizaje

- Anzaldúa, G. (1987). *Borderlands/La Frontera: The new mestiza*. San Francisco: Aunt Lute Books. (Chapter 5 *How to Tame a Wild Tongue* and Chapter 7 *Towards a New Consciousness*)
- Saldivar-Hull, S. (2000). Mestiza consciousness and politics: Gloria Anzaldúa's *Borderlands/La frontera*. In *Feminism on the border: Chicana gender politics and literature*. Berkeley: University of California Press.
- Saldana-Portillo, J. (2001). "Who's the Indian in Aztlán? Re-writing Mestizaje, Indianism, and Chicanismo from the Lacandón," in *the Latin American Subaltern Studies Reader*, ed. Ileana Rodriguez, pp. 384-402. Durham: Duke University Press.

Week 5 (Sept 21-27): The Chicano Civil Rights Movement

- Muñoz, C. (1989). The rise of the Chicano student movement and Chicano power (chapter 2). In C. Muñoz, *Youth, Identity, Power: The Chicano Movement*, pp. 75-98. New York: Verso.
- Delgado Bernal, Dolores. (1998). "Grassroots Leadership Reconceptualized: Chicana Oral Histories and the 1968 East Los Angeles School Blowouts." *Frontiers: A Journal of Women Studies*, 19(2), pp. 113-142.

Vargas Book: (Document) The Chicano coordinating Council on Higher Education Discusses the Movimiento Estudiantil Chicano de Aztlán (MECHA, 1969), p. 383-386.
 Vargas Book: (Document) César Chávez Speaks with Bob Fitch about La Causa, 1970, p. 387-389.
 Vargas Book: (Document) Lea Ybarra and Nina Genera Report on Chicano Mobilization Against the Vietnam War, 1972, p. 389-391.
 Film: Taking Back Our Schools

Week 6 (Sept 28-Oct 4): Critical Race Theory

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*. Vol. 8, (1) 69-91.
 Solorzano, D. G. & Delgado Bernal, D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 36(3), 308-342.
 Villalpando, O. (2003). Self-segregation or Self-preservation?: A critical race theory and Latina/o critical theory analysis of a study of Chicana/o college students. *International Journal of Qualitative Studies in Education*, 16(5), 619-646.

Week 7 (Oct 5-11): Growing Up Chicana: The Joys and Hard Realities of Life

Cisneros Book: Entire Book

Due: Critical Book Analysis on Sunday Oct 11th at 11:59pm:

Week 8 (Oct 12-18): Fall Break

Week 9 (Oct 19-25): Undocumented Students

Revilla, A.T. (2012). What happens in Vegas does not stay in Vegas: Youth leadership in the immigrant rights movement in Las Vegas, 2006. *Aztlán: Chicano Studies*, 37(1), 87-115.
 Perez Huber, L. (2009). Acknowledging the community cultural wealth of undocumented college students to reframe the immigration debate. *Harvard Educational Review*, 79(4), 704-729.
 Undocumented students in the west. (Jan. 2012) Policy Insights. Western Interstate Commission for Higher Education.
 Film: Fear and Learning in Hoover Elementary

Due: There is no written analysis or quiz due this week because your midterm is due on Sunday October 25th at 11:59pm. However, questions regarding these readings will be on the midterm.

Week 10 (Oct 26-Nov 1) Early Chicana Feminist Thought

Blackwell, M. (2003). Contested histories: Las Hijas de Cuauhtémoc, Chicana feminisms, and print culture in the Chicano movement, 1968-1973
 Pesquera, B.M. & Segura, D. A. (1997). There is no going back: Chicanas and feminism. In A. M. Garcia (Ed.), *Chicana Feminist Thought: The Basic Historical Writings*, pp. 294-309. New York: Routledge.
 Del Castillo, A.R. (1997). Malintzín Tenepal: A preliminary look into a new perspective. In A. M. Garcia (Ed.), *Chicana Feminist Thought: The Basic Historical Writings*, pp. 122-126. New York: Routledge.
 Trujillo, C. (1997). Chicana lesbians: Fear and Loathing in the Chicano community. In A. M. Garcia (Ed.), *Chicana Feminist Thought: The Basic Historical Writings*, pp. 281-287. New York: Routledge.
 Film: The F Word (library)

Week 11 (Nov 2-8): Spirituality and Activism

- Anzaldúa, G. (2002). Now let us shift... the path of conocimiento... inner work, public acts, In G. Anzaldúa & A. Keating (eds.) *This bridge we call home: Radical visions for transformation*. (530-538). NY: Routledge.
- Medina, L. (2011). Nepantla spirituality: My path to the source(s) of healing. In E. Facio and I. Lara (Eds.) *Fleshing the Spirit: Spirituality and Activism in Chicana, Latina, and Indigenous Women's Lives*, pp. 167-185. Tucson: University of Arizona.
- Téllez, M. (2011). "Pero tu no crees en dios": Negotiating spirituality, family and community. In E. Facio and I. Lara (Eds.) *Fleshing the Spirit: Spirituality and Activism in Chicana, Latina, and Indigenous Women's Lives*, pp. 167-185. Tucson: University of Arizona.
- Salvador, R.J. (2003). What Do Mexicans Celebrate on the "Day of the Dead?" (pp. 75-76) In *Dead and Bereavement in the Americas. Death, Value, and Meaning Series*, Vol. II. Morgan, J.D. and P. Laungani (Eds.) Amityville, NY: Baywood Publishing Co.
- Film: *La Ofrenda* (library & online)

Week 12: (Nov 9-15): Racialized & Gendered Representations in Media & Popular Culture

- Yosso, T. & Garcia, D.G. (2010). "Who are These Kids, Rejects from Hell?": Analyzing Hollywood distortions of Latina/o high school students. In E.G. Murrillo, S.A. Villenas, R. Trinidad Galván, J. Sánchez Muñoz, C. Martínez, M. Machado-Casas (Eds.) *Handbook of Latinos and Education: Theory, Research, & Practice* (pp. 450-473). New York: Routledge.
- Vargas, D. (2002). Cruzando fronteras: Remapping Selena's Tejano music "crossover". In N. Cantú & O. Nájera-Ramírez (Eds.) *Chicana traditions: Continuity and change* (pp. 224-236). Chicago: University of Illinois Press.
- Esposito, J. (2009). What does race have to do with Ugly Betty?: An analysis of privilege and postracial (?) representations on a television sitcom. *Television & New Media* 10(6), 521-535.
- Film: (I suggest you watch the videos before reading the articles.)
Latina/o Students According to Hollywood
Selena

Week 13 (Nov 16-22): Sexual Politics and the Body

- Perez, E. (2003) *Queering the Borderlands: The Challenges of Excavating the Invisible and Unheard*. *Frontiers: A Journal of Women Studies*, 24(2 & 3), p. 122-131
- Moraga, C. (1998). Free At Last. In C. Trujillo *Living Chicana Theory* p. 166-188 .
- Galarte, J. Frank (2011). Gender, Sexuality and Discourse: Notes from a Trans Chican@ Survivor. Paper presented at the National MALCS Conference, Los Angeles, CA.
- Film: (I suggest you read the articles before watching the videos)
- Pendleton-Jimenez, K. *Tomboy*. <https://vimeo.com/10772672>
- Reyes, Y. Spoken Word Performance of *For Colored Boys Who Speak Softly*. <https://vimeo.com/3400169>

Week 14 (Nov 23-29): Third Space and Women's Cultural Production

- Carrillo, R. & Moreno, M. (2010). Cultural Production of a Decolonial Imaginary for a Young Chicana: Lessons from Mexican Immigrant Working-Class Woman's Culture.
- Film: (You can read and watch in whatever order you decide.)
Real Women Have Curves

Week 15 (Nov 30-Dec 6): The Arizona Struggle for Mexican American Studies

Romero, A., Arce, S. & Cammarota, J. (2009). A Barrio Pedagogy: Identity, Intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism. *Race, Ethnicity, & Education*, 12(2), 217-233.

Otero & Cammarota (2011). Notes from the ethnic studies home front: Student protests, texting, and subtests of oppression. *International Journal of Qualitative Studies in Education*, 24(5), 639-648.

Film: (I suggest you watch the video first.)

Precious Knowledge

Week 16 (Dec 7-10) Chicanas/os & Latinas/os in Utah

Solorzano, A. At the gates of the kingdom: Latino immigrants in Utah, 1900-2003

Solorzano, A. Mormonism among US Latinos.

Solorzano, A. Latinos' Education in Mormon Utah, 1910-1960

Due: There is no assignment this week. However, the readings will be covered on the final. Use the extra time to prepare your final exam.

Finals Week

Final Exam Due by 11:59 Sunday December 13th