

CHICANA/O LATINA/O STUDIES 62 MORALES, A. TTH 11:00-12:20 SSL 140 COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES

Chicano/a Latino/a Studies 62 is an interdisciplinary course that serves as an introduction to Chicano/a Latino/a culture and experience in the United States from its origins to the present. The course focuses on the complex process of the migration of people from Latin America, primarily from Mexico, Central America and the Caribbean, to the United States during the 20th century and in the first two decades of the 21st century. At the beginning of the course students will receive a generic migration paradigm that represents the migration process (journey) from emigrant to immigrant, and its three stages of separation, transition, incorporation, including the possible final goals of settlement, comfort or return.

As the course proceeds the migration model will be analyzed as a metaphor that appears fully or partially in the required novels, memoirs, literary journalistic texts, personal essays and films. These individual, personal stories of men, women and children who make the journey to the United States are allegorical to the migration movements from Mexico, Cuba, Puerto Rico, El Salvador, Honduras, the United States/ Mexico borderlands respectively.

The class will consider William Boelhower's theory of "the immigrant narrative macrotext" that parallels the migration paradigm's stages of separation, transition, incorporation and its goals of settlement, comfort or return. This interdisciplinary approach allows for student's critical analysis and discussion of 1) Migration /immigration /transnationalism/migration metaphor related to the formation and the growth of US Latino communities. 2) Diversity of Latino communities, the practice of everyday life of the different Latino populations manifested in their memory, experience, identity, space, race, class, ethnicity, gender, sexuality, education, history etc. 3) Focus on Religion and Spirituality, its meaning and practice in the Latino community. 4) Construction of (new) Latino identities brought about by an expanding borderlands and heterotopia geographies.

These themes will be analyzed through the works of writers, filmmakers and literary journalists probing issues of the Central American, Caribbean and Chicano intrahistorical experience. Readings include: Reynaldo Arenas, Demetria Martínez, Sonia Nazario, Sergio Troncoso.

REQUIREMENTS

1. Attendance at lecture and discussion sections is an essential component to succeed in this class. Attendance is mandatory and **attendance will be taken in each discussion section**. Habitual absence is justification for failing the class.
2. Active class and group participation is expected from all students.
3. Read required texts. In order to guarantee quality discussion, students must read all assigned readings before coming to class. Students are responsible for assigned material on the designated day on the syllabus. Make sure you bring your books to class.
4. Prepare notes and questions about novels, chapters, essays, films, lectures and discussions for class and group discussions and assignments. Please read about the historical context for each country that each book and film represent.
5. Reading and Written responses: The written response may be a take-home or in class exercise responding to a series of questions about a film or a short response to a prompt

- provided that consist of 1- 2 paragraphs including two quotes from the readings. Professor may use student responses to initiate discussion.
6. Midterm take-home will be a 2-3 page essay responding to a prompt provided, with sources to support an argument.
 7. Final Exam take-home assignment asks students to write a 3-4 page essay selecting one prompt from several that will be distributed during the 10th week. Essay must be organized into topical paragraphs, have a separate conclusion and should cite/quote from at least two outside sources. Please submit the essay in person on the day and time of the scheduled final exam.
 8. All written assignments must be prepared on computer, double-spaced, with standard margins, numbered pages and stapled. CONTENT and COMPOSITION will be considered equally. Use MLA research paper format and documentation style. Make sure you include a work cited page at the end of your papers.
 9. No make-ups, no rewrites, no late papers.
 10. Absolutely no incompletes.
 11. The use of electronic devices such as laptops, cell phones, recorders, Ipods, Ipads, headsets etc. are absolutely not allowed during lecture.
 12. All dates, assignments, and readings listed on this syllabus are subject to change with notice.

Note: Final grade will be based on:

- | | |
|---|------|
| 1. Attendance and participation are mandatory. Habitual absence is justification for failing class. | (15) |
| 2. Reading and written responses | (15) |
| 3. Midterm take-home | (30) |
| 4. Final Exam essay take-home | (40) |

Required Reading:

<i>The Brick People</i> by Alejandro Morales	Mexico/US
<i>Mother Tongue</i> by Demetria Martinez	El Salvador/US
<i>Enrique's Journey</i> by Sonia Nazario	Honduras/ US
<i>The Doorman</i> by Reinaldo Arenas	Cuba/US
<i>Crossing Borders Personal Essays</i> by Sergio Troncoso	US/Mexico Border/ The Borderlands

Required Documentary Films:

- “Quest for a Homeland” film about Chicano and the Civil Rights Movements
- “The Brick People” Mexican Immigrant labor in the Simons Brickyard #3 and living in the Simons Company town.
- “Nuyorican Dream” A Puerto Rican family struggling to survive in Brooklyn, New York.
- “Children in No Man’s Land” Mexican children migrant journey from Puebla Mexico to Chicago, Illinois.

Study Plan:

MARCH

T 31 Introduction: Review Syllabus, Text, Intertextual, Context, novel, memoir, nonfiction, personal essays, film
The Brick People (1988) by Alejandro Morales (Chap 1-6) **Mexico/ US**

APRIL

TH 2 “Quest for a Homeland” Documentary **The Chicano Movement**
The Brick People (Chap 7-12)

T 7 "The Brick People" Documentary
The Brick People (Chap 13-18)

TH 9 *The Brick People* (Chap 19-23)

T 14 *Mother Tongue* (1994) by Demetria Martinez (Chap. 1) **El Salvador /US**

TH16 *Mother Tongue* (Chap. 2,3)

T 21 *Mother Tongue* (Chap. 4,5)

TH 23 “Nuyorican Dream”

T 28 “Nuyorican Dream”

The Doorman (1991) by Reinaldo Arenas (Chap 1-10)

TH 30 *The Doorman* (Chap 11- The Door) **Cuba/US**

MAY

T 5 **MIDTERM TAKE HOME DUE**

The Doorman (Chap 20-32)

TH 7 *The Doorman* (Chap 33- The Door)

T 12 GUEST SPEAKER

Enrique’s Journey (2006) Sonia Nazario (Prologue—60) **Honduras/US**

TH 14 “Children in No Man’s Land” Documentary
Enrique’s Journey (61-135)

T 19 *Enrique’s Journey* (137-196)

TH 21 *Enrique’s Journey* (197-267)

T 26 *Crossing Borders Personal Essays* (2011) by Sergio Troncoso (1-71) **US/ Mexico**
Border/ The Borderlands

TH 28 *Crossing Borders Personal Essays* (73-138)

JUNE

T 2 *Crossing Borders Personal Essays* (139- 201)

TH 4 *Crossing Borders Personal Essays*

FINAL EXAM ESSAY TAKE HOME SUBMITTED IN PERSON ON
TUESDAY, JUNE 9, 10:30 - 12:30PM SSL 140

Professor Alejandro Morales

Department of Chicano/Latino Studies

Office: SST 393 Office Hours: T Th 9:30am-10:30am or by appointment

School of Social Sciences (949) 824-5732 Prof. Morales amorales@uci.edu

3151 Social Science Plaza (949) 824-1424 Debbie Michel (Office Manager)

Irvine, CA 92697-5100 (949) 824-1019Fax

Teaching Assistant ?