

Chicano/Latino Studies 62
Introduction to Chicano/Latino Studies II
DBH 1100 TTH 11-12:20

62
S108

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Office hours: Th 10- 10:50 am (in person)
M 3-5 pm (electronically)
Class website: <https://eee.uci.edu/08s/61020/>



Description. Foundations of Latinos from pre-history to present with emphasis on race, class, gender, migrancy, and culture. This course provides students with an introduction to cultures, literatures, and critical issues of the Chicano/Latino experience in the United States. It examines institutions/processes of: indigenous culture; conquests, colonialism/neocolonialism; postmodernism; racialization; capitalist industrialization; immigration; Americanization. It explores historical, literary and artistic materials/texts of Latino groups and focuses on recent works that examine political and social movements of a number of Latin American countries. This will allow a look at Latino/a cultural identities within the United States as the product of complex negotiations both inside and outside this country's geographical borders. Although the focus is on the Latino/a cultural production in the 20th century and the beginning of the 21st, the course also examines some of the early responses to the cultural encounters between Spaniards and Native Americans, and between Spanish-speaking peoples and Anglos. Throughout the course, socio-political and literary historical perspectives are maintained. On the one hand, the class addresses Latinos in their historical specificity, but on the other hand, it does not omit the fact that US Latino literature is a product of the United States and thus a part of "American" literature. Course materials mainly consist of literary texts, autobiographies, and chronicles by major and minor authors, but music and visual arts are also used as documents testifying to the diverse backgrounds and experiences of Latinos in the United States.

Students are expected to develop the following:

- A historical overview of Latina/o writing in the United States
- A perspective of the literary traditions within US Latina/o writing and the various themes that are commonly associated with this literature: immigration, migration, historical change, identity, language, loss and/or reclamation of homeland, and exile
- Connections between various US Latina/o literatures
- A perspective of changes in contemporary US Latina/o literature, specifically current trends of mainstreaming, middle class protagonists, and popular genres
- Ability to perform competent library and Internet research on US Latina/o literature.

Methodology: Will include writing assignments, lectures, class discussions, assigned readings, film, quizzes and/or responses, student presentations, and group discussions.

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Texts available at the University Bookstore and Internet providers such as Amazon.com):

Alvarez, Julia. *In the Time of the Butterflies: A Novel* (1995)

Limón, Graciela. *Erased Faces* (2001)

Martínez, Demetria. *Mother Tongue* (1997)

Menchú, Rigoberta. *Rigoberta Menchú* (1987)

Ortiz Cofer, Judith. *The Meaning of Consuelo* (2004)

Be aware that some of these texts describe sexual situations, and some of the sexual relationships in these texts are homosexual. We will not debate the morality of human sexuality in my class, although we may discuss how sexuality functions in the various texts. If these issues in texts or class discussions will disturb or distract you to the point that you are not learning, drop this class.

Honor System: Cooperative learning is encouraged. It is a good idea to do assignments together and form study groups, but you must do your own work.

Discipline: The class as a whole is responsible for maintaining an environment that is conducive to learning. Disruptive behavior, excessive talking, computer and cell phone use are not allowed in class.

Course Requirements:

1. Attendance is mandatory.
2. Read required texts. In order to guarantee quality discussion, the student must read all assigned readings before coming to class. Students are responsible for all materials on the designated day of the syllabus. Please note that quizzes and written assignments must be handed in on time, and will not be accepted late.
3. Prepare notes and questions on texts, films, lectures and discussion to participate in class and home assignments. This counts towards your participation grade.
4. There will be surprise quizzes. Quizzes may be in class or take home. Take home quizzes must be prepared on computer or typed. Content and composition will be considered equally.
5. To fulfill the Final exam requirement students may take the take-home final exam or write a research paper (6-8 pages). The research paper must relate to one of the required course texts. **No late papers accepted for any reason other than a documented religious or health excuse. No exceptions. You must submit a hard copy of your research paper. In addition, please submit an electronic copy (disk or email). Only hard copies will count toward fulfilling deadline requirement.*

No make-ups, no incompletes, no late homework.

Course requirements and grade computation:

In-class/Take-home Quizzes:	50%	Final Exam/Research Paper:	25%
Homework/In-class writing:	5%	Participation/Attendance:	20%

Course Schedule and Assigned Readings

(Note: Reading assignments are to be completed by the first day of class for which the specific text is assigned.)

WEEK 1	Introduction/Overview
Apr/1	Class Introduction and Overview
3	Terminology; Chicano/Latino literature introduction /Historical outline

- WEEK 2 **Gender and identity**
8 Dominican Republic, Historical/Literary background
Film: "In the Time of the Butterflies" (2001)
10 Dominican identity and culture
Alvarez- *In the Time of the Butterflies: A Novel*
- WEEK 3 **Assimilation and adaptation vs. marginality and resistance**
15 Alvarez- *In the Time of the Butterflies: A Novel*
17 U.S. Puerto-Rican Literature: Stages and perspectives
After the "American Dream"; "Twist and Shout" (Ortiz Cofer)
Nostalgia for the lost "Nation"; Belonging and Nationalism;
Ortiz Cofer- *The Meaning of Consuelo*
- WEEK 4 **The politics of language and bilingual aesthetics**
22 Identity; Conscience of "otherness"; Hybridity; Language; Hybrid culture
Excerpt from "When I Was Puerto Rican" (E. Santiago); Marginality
Ortiz Cofer- *The Meaning of Consuelo*
24 Film: "A Bowl of Beings"-Culture Clash;
"A Case of Identity" (Bruce-Novoa); Poem "Niggerlips" (M. Espada)
Community; individual roles; political awareness and cultural nationalism
Ortiz Cofer-*The Meaning of Consuelo*
- WEEK 5 **Ethnic validation and consolidation**
29 Memories and voices from childhood; Ortiz Cofer-*The Meaning of Consuelo*
May/1 Film "El Norte"; Oppressors and Oppressed; Menchú- *I, Rigoberta Menchú*
- WEEK 6 **Cultural Memory**
6 Autobiography; Personal experience in history; Memory
Menchú- *I, Rigoberta Menchú*
8 Generation links/gaps; polyphony; Menchú- *I, Rigoberta Menchú.*
- WEEK 7 **Immigration and empire**
13 Salvadoran Migration and Diaspora:
Film: "Salvador"; Martínez- *Mother Tongue*
15 Rewriting history; Latino voice in U.S. literature; Martínez- *Mother Tongue*
- WEEK 8 **Postmodern Historical Novel**
20 Martínez- *Mother Tongue*
22 Martínez- *Mother Tongue*
- WEEK 9 **Occupation and resistance**
27 Globalization; Film: "Zapatistas"; Limón- *Erased Faces*
29 Power relations; Limón- *Erased Faces*
- WEEK 10 **Transnational social awareness**
Jun/3 Historiography; Limón- *Erased Faces*
5 Historicity; conclusion; Limón- *Erased Faces*

Final/Paper due Tue, Jun 10, 8-10 am

**Students with disabilities, please see me after class.*

Websites:

Chicano Art & Life "presents the many voices of today's Chicanos via a traditional art exhibit 'Chicano Visions: American Painters on the Verge' and a multi-media exhibit 'Chicano Now: American Expressions.'" Includes a 37-page teacher's guide.

Chicano Resource Center, East Los Angeles Library. ". . . established in 1976 to serve the information needs of the Mexican-American (Chicano) community and to make information about the history and culture of this group available to the general public."

National Council of la Raza. ". . . the largest national constituency-based Hispanic organization and the leading voice in Washington, DC for the Hispanic community."

We the People: Hispanics in the United States, Census 2000 Special Reports. U.S. Census Bureau. A 20-page report on Hispanic life in the United States.

Census Bureau. Contains information from the 2000 and 1990 censuses, as well as the Population Surveys from 1994 through 2002.

Bodacia.com, "Latino/Hispanic Resources." Includes Web directories & resources, information on performing arts & the media, links to regional sites, information on Mexican & Chicano and other Latino cultures, and more.

Digital History, "Mexican American Voices." Consists of links to information covering all aspects and eras of Mexican-American history, from the Spanish Borderlands to "The Struggle Continues."

Reforma, The Association to Promote Library and Information Services to Latinos and the Spanish Speaking People of the U.S. An affiliate of the American Library Association.

A History of the Mexican-American People. Revised edition by Julian Samora & Patricia Vandel Simon. The full text is accessible, ranging from the Conquest of Mexico to What the Future Holds.

Rayo publishes books that embody the diversity within the Latino community, in both English and Spanish-language editions, connecting culture with thought, and invigorating tradition with spirit.

Information Resource Centers, Consists of Learning Resources (including a "Teacher Cyber Guide" focusing on Rodolfo "Corky" Gonzales's poem, "I Am Joaquin"), links to Background Resources, & links to Articles & Statistics.

Infoplease: Hispanic Heritage Month. Includes links to a variety of information sources.

Recommended US Latino Websites: Diversity & Ethnic Studies, by Susan A. Vega Garcia. Links to "Chicano / Mexican American, Puerto Rican, and Cuban American Web resources, as well as sites that pertain to Salvadorans, Dominicans, Colombians, Guatemalans and other Latinos residing in the US. Only websites that are reflective of US Latino realities were considered . . ."

The Library of Congress, Hispanic Reading Room. "The Hispanic Reading Room serves as

the primary access point for research relating to those parts of the world encompassing the geographical areas of the Caribbean, Latin America, and Iberia; the indigenous cultures of those areas; and peoples throughout the world historically influenced by Luso-Hispanic heritage, including Latinos in the U.S., and peoples of Portuguese or Spanish heritage in Africa, Asia, and Oceania."

Hispanic Magazine. Billing itself as The Voice of the Hispanic Community, Hispanic's "editorial focus is on business, career, politics, and culture, with upbeat, informative, and timely stories on people and issues of interest to Hispanics."

Thomson Gale, Hispanic Heritage. A free collection of activities, biographies, and information on Hispanic history & culture, as well as a very good list of links to other appropriate websites.

Lanic: Hispanic/Latino. A wealth of links in categories ranging from Academic Resources and Business & Economy to Popular Culture and Public Affairs, including Gender & Sexuality.

Hispanic Heritage Awards Foundation. Includes information on winners of the awards, including the youth awards, as well as full information on applying for a youth award.

Recommended Reading:

Edna Acosta-Belen and Carlos E. Santiago, "Merging Borders: The Remapping of America. Latino Review of Books, Vol. 1 No.1 Spring 1995.

Andreu Iglesias, César, ed. *Memoirs of Bernardo Vega*. Trans. Juan Flores. New York: Monthly Review, 1984.

Anzaldúa, Gloria. *Borderlands: La Frontera*. S. Francisco: Spinsters/aunt lute, 1987.

Baron, Dennis. *The English-Only Question: An Official Language for Americans*. New Haven: Yale UP, 1990.

Cabeza de Baca, Fabiola. *We Fed them Cactus* (1954). Albuquerque: University of New Mexico Press, 1994.

Calderón, Héctor, and José David Saldívar, eds. *Criticism in the Borderlands: Studies on Chicano Literature, Culture, and Ideology*. Durham, N. C.: Duke University Press, 1991.

Cisneros, Sandra. *Woman Hollering Creek and Other Stories*. New York: Vintage, 1991.

Cantú, Norma Elia. *Canícula: Snapshots of a girlhood en la Frontera*. Albuquerque: University of Mexico Press, 1995.

Elliott, Emory, Louis Freitas Caton, and Jeffrey Rhyne, eds. *Aesthetics in a Multicultural Age*. Oxford; New York: Oxford UP, 2002.

De la Torre Adela and Beatriz M. Pesquera eds. *Building with Our Hands: New Directions in Chicana Studies*, eds. Berkeley: U of California P, 1993.

Flores, Juan ed. *Divided Borders: Essays on Puerto Rican Identity*. Houston: Arte Público Press, 1992.

- García, Cristina. *Dreaming in Cuban*. New York: Ballantine, 1992.
- Gómez-Peña, Guillermo. *The New World Border*. San Francisco: City Lights, 1996.
- Gómez-Peña, Guillermo. *Dangerous Border Crossers: The Artist Talks Back*. London: Routledge, 2000.
- González, Juan. *Harvest of Empire: A History of Latinos in America*. London: Penguin, 2000.
- Gonzalez, Gilbert G. *Culture of empire American writers, Mexico, and Mexican immigrants, 1880-1930*. Austin: University of Texas Press, 2004.
- Fregoso, Rosalinda. *The Bronze Screen: Chicano and Chicana Film Culture*. Minneapolis: U of Minnesota P, 1993.
- Hall, Stuart. "Ethnicity, Identity and Difference." *Radical America* 23, no. 4 (1995): 9-20.
- Hall, Stuart, and Paul du Gay, eds. *Questions of Cultural Identity*. London: Sage, 1996.
- Kanellos, Nicolás. *Chronology of Hispanic-American history: from pre-Columbian times to the present*. Detroit: Gale Research, 1995.
- Kanellos, Nicolás. *Handbook of Hispanic cultures in the United States*. Houston: Arte Público, 1993-1994.
- Kanellos, Nicolás. *Herencia the anthology of Hispanic literature of the United States*. Oxford, New York: Oxford University Press 2002.
- Kanellos, Nicolás. *Hispanic literature of the United States a comprehensive reference*. Westport, Conn. Greenwood Press 2003
- Kaplan, Amy, and Donald E. Pease, eds. *Cultures of United States Imperialism*. Durham and London: Duke University Press, 1993.
- Laviera, Tato. *American*. Houston: Arte Público Press, 1984.
- Martínez, Rubén. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Metropolitan Books, 2001.
- Moraga, Cherríe. *Loving in the War Years: Lo que nunca pasó por sus labios*. First ed. Boston, MA: South End Press, 1983.
- Moraga, Cherríe and Gloria Anzaldúa, ed. *This Bridge Called my Back: Writings by Radical Women of Color*. Watertown, Massachusetts: Persephone Press, 1983.
- Oboler, Suzanne. *Ethnic Labels, Latino Lives: Identity and the Politics of (Re)Presentation in the United States*. Minneapolis: University of Minnesota Press, 1995.
- Paredes, Américo. "With His Pistol in His Hand:" A Border Ballad and Its Hero. Austin, Texas: University of Texas Press, 1958.

- Robinson, Cecil. *With the Ears of Strangers: The Mexican in American Literature*. Tucson: U of Arizona P, 1963.
- Rodriguez, Richard. *Hunger for Memory. The Education of Richard Rodriguez*. New York: Bantam Books, 1982.
- Saldívar, José David. *Border Matters: Remapping American Cultural Studies*. Berkeley: California UP, 1997.
- Saldívar-Hull, Sonia. *Feminism on the Border: Chicana Gender Politics and Literature*. Berkeley/ Los Angeles/ London: University of California Press, 2000.
- Sánchez, George J. *Becoming Mexican American ethnicity, culture, and identity in Chicano, Los Angeles, 1900-1945*. New York: Oxford University Press, 1995.
- Sanchez Korrol, Virginia E., *From Colonia to Community: The History of Puerto Ricans in New York City, 1917-1948*. Berkeley: University of California Press, 1983.
- Schlesinger, Arthur. *The Disuniting of America*. New York and London: W.W. Norton & Company, 1992.
- Stavans, Ilan. *Spanglish: The Making of a New American Language*. New York: RAYO, 2003.
- Suro, Roberto. *Strangers Among Us: Latino Lives in a Changing America*. New York: Vintage, 1998.
- Thomas, Piri. *Down These Mean Streets*. New York: Vintage Books, 1975.
- Todorov, Tzvetan. *The Conquest of America*. New York: Harper and Row, 1985.