

CHCLAT 101

Research Methods in Chicano/Latino Studies

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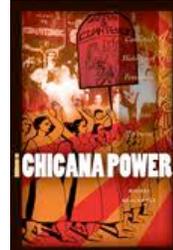
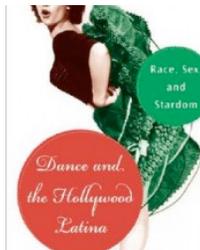
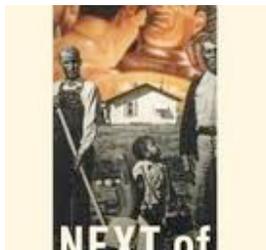
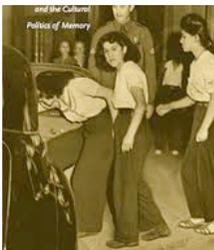
Fall 2011 • SSL 145 • Tu & Th 11:00A - 12:20P

Office Hours: SST 387 Tuesdays 12:30P - 1:30P and by appointment

About this Class

This course explores a range of research methods pertaining to the investigation of the Chicana/o-Latina/o experience. These research methods will expose students to the intellectual trajectory and research approaches of economic, cultural, political, and social questions and primary and secondary sources that drive interdisciplinary approaches to Chicana/o-Latina/o Studies research. In-depth discussions of readings will advance students' understanding of the diversity of actors, issues, and theoretical approaches framing investigations of Chicano/Latino experience. This section of ChcLat 101 will be especially attentive to textual analysis, close reading, oral histories, and ethnography, among others, in analysis of media representations, public culture, art, music, and other similar sites.

The purpose of this course is to design and implement a research project focused on an issue of relevance to Chicano/Latino communities in the United States. Students are expected to design the project and complete preliminary research in this course, complete the research and conduct preliminary analysis over the Winter break, and complete the analysis and write up of their findings in Chicano/Latino Studies 102 in the Winter quarter.



Objectives of this course:

- ☀ identify a research question
- ☀ produce a research proposal
- ☀ identify appropriate methods and methodology
- ☀ complete a literature review addressing your chosen theme/question
- ☀ conduct preliminary primary research
- ☀ refine research proposals based on primary research

Class Format and Expectations

What I expect from you: I consider you all independent scholars in an institution of higher education. As such, I have high expectations from you when it comes to your own accountability, when it comes to the time and energy that will be required of you to develop your research project. I expect you to arrive to each class on time with all relevant materials, including course texts, notes, and questions. I expect you to take initiatives to ask questions, contact your librarian **Christina Woo (cjwoo@uci.edu)**, and come to see me during office hours to discuss your research.

What to expect from me: Our time in class will consist of overviews of research methodologies, class discussions of texts, instructions for writing assignments, and peer mentoring. My goal as your professor is to create a dynamic, organized, and productive class time that encourages you to think critically by asking questions of your social world that will assist in cultivating your research project, improve your research skills, and follow through with your own research agenda.

What to expect from each other: You should hold each other accountable as peer scholars in this class: support one another by listening and giving feedback in class; challenge one another to stay on your timelines; respect one another.

KEY ITEMS YOU SHOULD BE AWARE OF IN ORDER TO BE SUCCESSFUL IN CHCLAT 101 AND CHCLAT 102W:

- Choose a research topic that you can dedicate yourself to for 6-9 months.
- In order to do well in ChcLat 102w you must do well in ChcLat 101.
- Your research will require you to devote a good amount of time so it is highly recommended you assess/make adjustments to your work and social activity hours.
- The first part of the quarter requires a good amount of reading and dedication to discussing various research methodologies most often associated with humanities and interdisciplinary scholarship fields.
- By mid-quarter you will begin to conduct your own research in order to refine your research proposals and make necessary adjustments needed for you to complete your research during Winter break and to *begin writing in early January*.

COURSE ASSIGNMENTS:

THIS COURSE HAS 4 COURSE WRITING ASSIGNMENTS.

I. RESEARCH METHODOLOGY PRESENTATION:

DUE: End of Week 3—October 13th

Each student will be responsible for presenting a power point summary of the research method(s) and finding(s) pertaining to one of our assigned books and associated articles.

These presentations should not exceed 15 minutes.

It should include:

- a brief discussion of the research method(s) used in the readings selected
- a brief discussion of the scholar's major findings
- an assessment of the research questions the author posed and answered.
- discuss how the research method(s) discussed in the readings can be applied to other research questions addressing Chicana/o-Latina/o communities.

Each student will submit a hard copy of their power point presentation to me.

I would encourage you to select course readings that focus on research method(s) that you might want to use in your own research for the class.

II. PRELIMINARY RESEARCH PLAN

DUE: End of Week 5—OCTOBER 27th

Keep in mind:

This research design should be appropriate for a quarter-length research project on a Chicano/Latino issue.

The research plan must not only discuss how you will conduct primary research, but also how you plan to analyze information collected.

The research plan should include:

- 1) a statement of the problem;
- 2) a preliminary literature review (*this should make up no more than half of the preliminary research design*). The literature reviewed in the preliminary design should be selected to show why the question being asked is important and what query you intend to contribute based on previous scholarship produced. Note:

You will continued to add to this literature review in the final paper you submit to Chicano/Latino Studies 102W;

- 3) a set of specific research questions and discussion of the analytical method(s) to be used in answering these questions. This should include some discussion of why you think the methods you are using are the most appropriate for the question(s) you are asking; and
- 4) state why you believe your research is important to understanding social/ political/cultural issues of Latina/o communities.

The preliminary research plan should also identify a portion of primary (original) research that can be conducted during weeks 6-10 that will advance the project and help you refine the research design.

The successful completion of this primary research will be essential to the completion of the revised research plan due on December 1, 2011.

This preliminary research plan should be 6 to 8 pages.

You are also encouraged to discuss your preliminary research plan with a faculty mentor who may provide assistance (e.g. honors thesis advisor). If you choose to do so, please have the faculty member email me so that I know you have discussed your project with them.

III. **FINAL RESEARCH PLAN** DUE: TH DECEMBER 1, 2011

I will review the research designs and return comments the following week.

This final research plan should incorporate the findings of the primary research conducted during the fieldwork period to revise the preliminary research design.

The final research design should include all of the elements of the preliminary research design and an obviously refined plan based on primary research conducted and expanded literature review .

The **final research design should be 12 to 15 pages** and should serve as a foundation for the research to be completed during Winter break. You must be ready to write up your analysis at the beginning of January for Chc/Lat 102w.

IV. FINAL RESEARCH REPORT:

DUE: EMAIL DIRECTLY TO ME BY DECEMBER 6, 2011 @6PM.

Each student is expected to submit a summary of your plan for completing the research over the Winter break. The report is to be no more than 2 pages.

REQUIRED COURSE MATERIALS (AVAILABLE AT UCI BOOKSTORE):

Chicana Power: Contested Histories of Feminism in the Chicano Movement (University of Texas Press, 2011). Maylei Blackwell.

The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory (Duke University Press, 2008). Catherine Ramírez.

Next of Kin: The Family in Chicana/o Cultural Politics (Duke University Press, 2009). Richard Rodríguez.

Dance and the Hollywood Latina: Race, Sex, and Stardom (Rutgers University Press, 2010). Priscilla Ovalle.

It's Neither Here Nor There: Mexicans' Quotidian Struggles with Migration and Poverty (Duke University Press, 2011). Patricia Zavella.

• SELECTED READINGS POSTED ON EEE

COURSE CALENDAR

SEPT 22 Course Introduction & Logistics

WEEK 1: NATION **SEPT 27 & 29**

- *Chicana Power: Contested Histories of Feminism in the Chicano Movement* [Introduction — Chapter 3]
- “The Archaic, Historical and Mythicized Dimensions of Aztlan” [Pina/EEE]
- “The Rise of the Chicano Students Movement and Chicano Power” [Muñoz/EEE]
- Keywords: “Nation” “Aztlan” [EEE]

WEEK 2: “ **OCT 4 & 6**

- *Chicana Power: Contested Histories of Feminism in the Chicano Movement* [Chapter 4 —Chapter 6]
- “I Throw Punches for My Race but I Don’t Want to be a Man: Writing Us—Chicanos (girl, us)/Chicanas—Into the Movement Script” (Chabram/EEE)



SCREENING: Chicano! A History of the Mexican American Civil Rights Movement (1996)

WEEK 3: **GENDER** **OCT 11 & 13**

- *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory*
- “And Yes the Earth Did Part: On the Splitting of Chicana/o Subjectivity” [Chabram/EEE]
- Keyword: “Gender” [EEE]



SCREENING: Zoot Suit Riots



DUE: RESEARCH METHODOLOGY PRESENTATION

WEEK 4: FAMILY



NO CLASS TH 10/20

- *Next of Kin: The Family in Chicana/o Cultural Politics*
- “Sexuality and Chicana/o Studies: Toward a Theoretical Paradigm for the Twenty-First Century” [Yarbro-Bejarano/EEE]
- Keyword: “Family” [EEE]

**WEEK 5: IMMIGRATION
OCT 25 & 27**

- *It's Neither Here Nor There: Mexicans' Quotidian Struggles with Migration and Poverty* [Introduction — Chapter 5]
- Keywords: “border theory” “citizenship” [EEE]



**DUE TH OCT 27:
PRELIMINARY RESEARCH PLAN**

WEEK 6: “
NOV 1 & 3

- *It's Neither Here Nor There: Mexicans' Quotidian Struggles with Migration and Poverty* [Chapter 6]
- “These People Are Not Aliens” [Schmidt Camacho/EEE]
- “Border Culture, Migration, and the Development of Early Música Norteña” [Ragland/EEE]



**SOUNDING: UCLA Chicano Studies Research Center Strachwitz
Frontera Borderlands Music Archive**

WEEK 7: CULTURE
NOV 8 & 10

- “Chicana/o Cultural Representations: Reframing Alternative Critical Discourses” [Fregoso & Chabram/EEE]
- “Chicana/o Cultural Studies: Marking the Conuncture within an Institutional Context” [Chabram/EEE]
- “A Question of Geneologies: Always Already (Chicana/o) Cultural Studies?” [Chabram et al/EEE]
- “Chicana/o Cultural Studies: Marking Interdisciplinary Relationships and Conjunctures” [Chabram et al/EEE]
- Keywords: “rasquachismo” “Latinidad” “Latinization” [EEE]

WEEK 8: “
NOV 15 & 17

- *Dance and the Hollywood Latina: Race, Sex, and Stardom*



SCREENING: The Bronze Screen (2002)

WEEK 9 NO CLASS MEETINGS
NOV 22



11/24 = Turkey Day OFF

WEEK 10: NO CLASS MEETINGS
NOV 29 & DEC 1



DUE TH DEC 1st: FINAL RESEARCH PLAN

Course Evaluation and Policies

GRADE DISTRIBUTION (based on 100 pt scale)

Research Methodology Presentation:	15
Research Plan Draft	25
Final Research Plan	40
Discussion Participation	20

90-100 = A	70-79 = C	59 and below = F
80-89 = B	60-69 = D	

ATTENDANCE & DISCUSSION

I respect all of you as researchers and scholars and expect all of you to respect yourselves as creative and critical thinkers. As such, I will not be taking daily attendance because I assume you to be mature and responsible enough to understand that the research training and development of your research plan is no one else's but your own. Moreover, if you consistently fail to come to class you will not do well in this class and fall short of setting yourself up for success in ChcLat 102w.

I will however, expect you to come to class prepared to take part in discussion of readings, questions about your research plans, engage with your classmates, and share your critical insight about class screenings.

HOUSE RULES

- Come to class. Be on time. Be fully present.
- All media & tech toys are to be turned off.
- Trust and respect yourself and others in the classroom.
- Come to class prepared.
- If you have a question, ask it.