

CHICANO STUDIES II COURSE CODE 61010 Spring 2014  
Chc/Lat 62, Sec. A, 4-unit Lecture; School of Social Sciences  
Instructor: MORALES, A.  
Time, Place: TuTh 3:30-4:50pm, SSL 248

Chicana/o Latina/o Studies 62 is an interdisciplinary course that serves both as an introduction to Chicana/o Latino/a culture and experience in the United States and an introduction to the academic field of Chicana/o Latino/a Studies. This quarter the course will analyze life narratives such as autobiography, biography, memoir, testimonial and personal essay that bring to light the many issues that impact Chicana/o Latina/o daily experience. Presented through the eyes of creative writers and filmmakers, students will explore topics such as history, immigration, miscegenation, mestizaje, race and ethnicity, family, labor, education, religion, memory, access, gender, power, border, borderlands and the fantastic. The course offers a rubric for understanding not only the interconnections between diverse Latino communities but also the differences that sometimes divide them. Readings include: Fernando Colón-López, Demetria Martinez, Evelio Grillo, Richard Rodriguez, Norma Elia Cantu.

### **Course Goals:**

To study representative Chicano/a /Latino/a Life Writing

1. To study life writing and its manifestation in a variety of artistic forms.
2. To use an interdisciplinary approach to study current issues concerning the Chicano/a Latino/a population recorded in diverse life writing forms.

### **Requirements:**

1. **Attendance is mandatory. Habitual absence is justification for failing the class. Attendance will be taken in discussion sections.**

2. Your active class and group participation is a major requirement for this course.

3. Read required texts. In order to guarantee quality discussion students must read all assigned readings before coming to class. Students are responsible for all materials on the designated day indicated on the syllabus.

4. Prepare notes and questions about novels, autobiographical essays, lectures and discussions for class and group discussion and assignments.

5. All out of class written assignments must be prepared on computer. **CONTENT** and **COMPOSITION** will be considered equally. Don't depend solely on the internet for your sources, do outside research - **visit the library!** Use MLA research paper format and documentation style. Make sure you include a **Works Cited page**. Papers submitted late will automatically be reduced one grade level. For each day that the paper is not turned in an additional reduction in grade will take place. **Papers submitted by email will not be accepted.**

6. **Four short response papers on four required books. You must create your own prompts on topics that are developed in the book being considered. Select the prompt that deals with the topic that most interest you and write a 500 word two page paper. Please include a Works Cited page.**
7. **Final: Four page response paper on *Mother Tongue* due on the day of the final exam. Don't forget a Works Cited page.**
8. **Lecture writing opportunities**
9. **The use of electronic devices such as laptops, cell phones, recorders, ipods, ipads, headsets etc. are absolutely not allowed during class.**
10. All dates, assignments, readings listed on this syllabus are subject to change with notice.
11. **No make-ups. Absolutely no incompletes.**

Note: Final grade will be based on:

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|----|--|------|
| 1. | Attendance and Participation are mandatory. Habitual absence is justification for failing class. | (10) |
| 2. | Lecture writing opportunities  | (10) |
| 3. | Four short response papers   | (40) |
| 4. | Final: three page response paper   | (40) |

**Required Texts:**

*Canícula Snapshots of a Girlhood en la Frontera* by Norma Elia Cantú (1995) Cantú's life narrative about her girlhood on the US/ Mexican border and life beyond. Comment the concepts introduced in the introduction.

*Black Cuban Black American A Memoir* by Evelio Grillo (2000) Black Cubans and White Cubans in Ybor Miami recovering the history and identity

*Darling a Spiritual Autobiography* by Richard Rodriguez (2013) Richard Rodriguez narrates his outlier's life traveling the world with no more bitterness

*Finding My Face Memoirs of a Puerto Rican American* by Fernando Colon-Lopez (2005) Mental Illness and a lost identity between New York and Puerto Rico

*Mother Tongue* by Demetria Martínez (1994) Sanctuary Movement Mary's most important people and events in her life story 20 years after the 12 year civil war in El Salvador

## **Study Plan:**

### **APRIL**

T 1 Introduction: Review course syllabus, required books, text, intertextuality, context.

TH 3 The context, the historical context of the author, of the time the text was written and the time in which the story takes place is important to better understand the life narrative. The subjects of our study are Chicano, Mexican, Puerto Rican, Salvadoran and Cuban. Therefore we should be familiar with the history of these groups. Mexican, Chicano, Puerto Rican, Salvadoran and Cuban history relative to the authors and their books will be presented as we read their life narratives. Additionally, life writing, autobiography concepts and other analytical ideas will be introduced throughout the course.

*Canícula Snapshots of a Girlhood en la Frontera* by Norma Elia Cantu (1995) (Introduction-42)  
Today we consider Norma Elia Cantú's life narrative about girlhood on the US/ Mexican border and life beyond the border. U. S. /Mexico history, historical periods, mythologies, Aztlan, the barrio, the border, the borderlands, the borderlands metaphor  
Comment the concepts presented in the introduction.

T 8 *Canícula Snapshots of a Girlhood en la Frontera* (43-86) explain ethnographic, fictional autobioethnography, fiction, truth, autobiography, ethnicity, Beolhower ethnic subject, American immigrant autobiography

TH 10 *Canícula Snapshots of a Girlhood en la Frontera* (87-132)

T 15 **RESPONSE PAPER DUE: *Autobiographical Statement***

*Black Cuban Black American A Memoir* by Evelio Grillo (2000) Black Cubans and White Cubans in Ybor Miami recovering history and identity. (Part One: Introduction-35) Cuban history, Spanish America War 1898, Cuban Revolution, migrations to the United States. Negritude

TH 17 *Black Cuban Black American A Memoir* by Evelio Grillo (2000) Black Cubans and White Cubans in Ybor Miami recovering history and identity. (Part One: Introduction-35)

T 22 *Black Cuban Black American A Memoir* (Part Two: 39-90)

TH 24 *Black Cuban Black American A Memoir* (Part Three 93-134)

**T 29 RESPONSE PAPER DUE: *Black Cuban Black American A Memoir***

*Darling a Spiritual Autobiography* by Richard Rodriguez (2013) Richard Rodriguez narrates his outlier's life traveling the world with not more bitterness (1-51)

## **MAY**

TH 1 *Darling a Spiritual Autobiography* (52-132)

T 6 *Darling a Spiritual Autobiography* (133-180)

TH 8 *Darling a Spiritual Autobiography* (181-235)

**T 13 RESPONSE PAPER DUE: *Darling a Spiritual Autobiography***

“nuyorican dream” Film

*Finding My Face Memoirs of a Puerto Rican American* by Fernando Colon-Lopez (2005)  
Mental Illness and a lost identity between New York and Puerto Rico (1-22)

TH 15 “nuyorican dream”

*Finding My Face Memoirs of a Puerto Rican American* (23-55)

T 20 *Finding My Face Memoirs of a Puerto Rican American* (57-83)

TH 22 *Finding My Face Memoirs of a Puerto Rican American*

*Mother Tongue* by Demetria Martinez (1994) Sanctuary Movement Mary's most important people and events in her life story 20 years after the 12 year civil war in El Salvador

**T 27 RESPONSE PAPER DUE: *Finding My Face Memoirs of a Puerto Rican American***

“Innocent Voices” Film

*Mother Tongue*

TH 29 “Innocent Voices”

*Mother Tongue*

## **JUNE**

**T 3 RESPONSE PAPER DUE: *Mother Tongue***

TH 5 Conclusions, Questions and Beginnings

**FINAL: FOUR PAGE RESPONSE PAPER DUE TUESDAY, JUNE 10 4:00-6:00PM**

TA: Fernando Chirino      [chirino@uci.edu](mailto:chirino@uci.edu)

Professor Alejandro Morales

Department of Chicano/Latino Studies

Office: SST 393 Office Hours: Tu, Thu 2:30-3:30pm or by appointment

School of Social Sciences      (949) 824-5732

3151 Social Science Plaza      (949) 824-1424      amorales@uci.edu

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