Chicano/Latino Studies 200A: Theoretical Issues & Foundations in Chicano/Latino Studies

Education and Social Justice a lo Latin@:
Lessons from Chicanx/Latinx Studies

Winter 2023

Thursdays 3:30-6:20 p.m. in SST 318

Profesora Anita Casavantes Bradford
acasavan@uci.edu

Office hours: Online by appointment
Location: SST 367
The winter 2023 CLS 200A seminar will introduce students to historical and contemporary concepts and debates within Chicanx/Latinx/é Studies, with a special focus on how diverse Latinx scholars and activists have understood the relationship between education and social justice. Informed by this literature, students will also participate in a structured process of autoethnographic research and writing, with the goal of articulating their own pedagogical vision of what it means to “teach for social justice” in relation to their particular research/discipline, current instructional role(s), and future aspirations as Latinx-identified or allied scholars/educators. Students will have the opportunity to submit their autoethnographic essays for peer review and publication as part of a Spring 2023 special edition of the Journal of Education and Social Justice.

**Course Objectives:**

At the end of this course, students will be able to:

- Demonstrate understanding of the origins as well as contemporary concepts and debates in Chicanx/Latinx Studies, and situate their own research within this evolving interdisciplinary field

- Demonstrate understanding of the historical centrality of advocacy/activism within the discipline of Chicanx/Latinx studies and how diverse Chicanx/Latinx scholars have understood the relationship between education and social justice

- Use autoethnography as a method to articulate their own vision of a pedagogy that “teaches for social justice” and formulate actionable goals for putting it into practice

**Required Texts:**

Required:


*Other readings will be available online via the course website

*All readings for each week should be done BEFORE our weekly meetings.
## Lecture and Readings Schedule

### Week One:

**Tuesday 1/10:** *Raíces y Futuros: The Origins and Evolution of Chicanx/Latinx Studies*

**Readings:**

*Before our first meeting:


### Week Two:

**Thursday 1/19:** *Survival and Resistance in Chicanx/Latinx Communities*

*Visit from Prof. Raúl Fernandez, founding member, UCI Chicano/Latino Studies Department*

**Readings:**

- Critical Dialogues in Latinx Studies: “Critical Diálogo 1: US Imperialism and Colonial Legacies of Latinx Migrations” (pp. 11-64)


### Week Three:

**Thursday 1/26:** *Blurred Lines: Creating and Contesting Chicanx/Latinx Identities*

**Readings:**

- Critical Dialogues in Latinx Studies: “Critical Diálogo 2: The Politics of Labeling Latinidades and Social Movements” (pp. 65-118)


**Week Four:**

Thursday 2/2: **Comunidad and Belonging: Making and Taking Space**

Readings:

*Critical Dialogues in Latinx Studies*: “Critical Diálogo 3: Recasting Spaces, Embodying Community (pp. 119-170)


**Week Five:**

Thursday 2/9: **Challenging the Deficit: Chicanx/Latinx Resilience and Resistance**

Readings:

*Critical Dialogues in Latinx Studies*: “Critical Diálogo 4: Surveillance and Policing in Everyday Life (pp. 171-238)


**Week Six:**

Thursday 2/16: **Rethinking Labor and Wealth in Chicanx/Latinx Communities**

Readings:

*Critical Dialogues in Latinx Studies*: “Critical Diálogo 5: Work and the Politics of ‘Deservingness’” (pp. 239-304)


**Week Seven:**

***Thursday 2/23: Symposium: Education and Social Justice a lo Latin@***
1-6 p.m. in SSPB 1222
(Lunch and dinner provided)

**Week Eight:**

Thursday 3/2: Enacting Citizenship: Chicanx/Latinx Struggles for Belonging

*NO CLASS MEETING: individual or group reading and working on autoethnographic writing*

Readings:

*Critical Dialogues in Latinx Studies*: “Critical Diálogo 6: Citizenship Subjects and ‘Illegality’” (pp. 305-58)


**Week Nine:**

Tuesday 3/7: Reimagining “Familia:” New Visions from Chicanx/Latinx Studies and Pedagogies

Readings:

*Critical Dialogues in Latinx Studies*: “Critical Diálogo 8: Latinx Kinship and Relatedness (pp. 423-488)


*Drafts of Autoethnographic Essays due by Friday, 3/10, at 2 p.m.; share by email with Prof. Casavantes and your interview partner*
**Week Ten:**

**Tuesday 3/14: Education and Social Justice a lo Latin@: From Theory to Practice**

Readings:

*Critical Dialogues in Latinx Studies:* “Critical Diálogo 9: Community Engagement, Critical Methodologies and Social Justice (pp. 489-538)


How to Earn your ‘A’ in This Course:

1. **Seminar Participation Google Doc: 15%**

   In this Google Doc, you will add weekly questions/comments on the assigned readings (BEFORE seminar); and add notes on key concepts, ideas and insights that occur to you (DURING seminar).

2. **Autoethnographic Data Set: 25%**

   Throughout the quarter, you will create and analyze an autoethnographic data set, housed in a Google Drive, containing *at least six* different kinds of data/sources/forms of evidence that shed light on the evolution of your pedagogical vision and understanding of what it means to “teach for social justice” *a lo Latin@*. This will include 1) Reflexive journal entries, 2) Symposium participant feedback, and 3) Peer interview notes; as well as at least *three* additional kinds of data that may include (but are not limited to): syllabi/section lesson plans you’ve created; statements you’ve written on your educational background, experience, philosophy or goals, for grant applications/employment applications; teaching journals or logs; notes taken during pedagogical workshops/trainings; student, peer or faculty evaluations of your teaching; email exchanges or social media posts you created that are related to your teaching/pedagogy. Be creative about what you include!

3. **Practice Task: Teaching for Social Justice *a lo Latin@*: 15%**

   At a half-day symposium we will host on (date), we will welcome a group of first generation, low income Latinx undergraduate students from CSU-Dominguez Hills to UCI. At this event, you will present a mini-lesson introducing an aspect of your own research in a way that puts your unique pedagogical vision into practice to “teach for social justice” *a lo Latin@*. You will then lead a small group “listening session” with audience members, to receive feedback on your lesson and solicit their perspectives on education and social justice.

4. **Autoethnographic Essay: 40%**

   As a culminating assignment, you will use course readings and the data set you collected to write 12-15 page essay articulating the evolution of your pedagogical vision; your vision of what it means to “teach for social justice” and how you attempted to put it into practice through their Mini Lesson; and how lessons from Chicano/Latina Studies will continue to shape your ongoing development as Latinx identified or allied scholars/educators.

Final essays are due:

-For those NOT submitting to *Journal of Education and Social Justice*: Friday 3/24 at 8 p.m.
-For those who are submitting (final revised version): Tuesday 3/28 at 2 p.m.