

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**

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**Office hours: Online by appointment**  
**Location: SST 367**

## **Course Overview**

The winter 2023 CLS 200A seminar will introduce students to historical and contemporary concepts and debates within Chicana/Latina/x/é Studies, with a special focus on how diverse Latina 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 Latina-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 Chicana/Latina Studies, and situate their own research within this evolving interdisciplinary field
- Demonstrate understanding of the historical centrality of advocacy/activism within the discipline of Chicana/Latina studies and how diverse Chicana/Latina 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:

Ana Y. Ramos-Zayas and Mérida M. Rúa, *Critical Dialogues in Latina Studies* (New York NYU Press, 2021) (Available online through UCI Libraries)

\*Recommended if your background in US Latina history is limited: Juan González, *Harvest of Empire: A History of Latinos in America* (Revised Edition, 2012) (Available online through UCI Libraries)

\*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 1/102: Raíces y Futuros: The Origins and Evolution of Chicana/Latina Studies

Readings:

\*Before our first meeting:

-Carlos Muñoz, Jr., "The Chicano Movement: Mexican American History and the Struggle for Equality," *Perspectives on Global Development and Technology* 17 (2018): 31-52.

-Pedro A. Cabán, "Moving From the Margins to Where? Three Decades of Latina/o Studies," *Latino Studies* 2003 1 (1): 5-35.

### Week Two:

Thursday 1/19: Survival and Resistance in Chicana/Latina Communities

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

Readings:

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

Vicki L. Ruiz, "Nuestra América: Latina History as United States History," *The Journal of American History* 2006, 93(3): 655-672.

Ester N. Trujillo, "Rupturing the Silences: Intergenerational Construction of Salvadoran Immigrant War Necronarratives," *Journal of Latina/Latin American Studies* 2021, 11(1): 75-92.

Alarcón, W., Cruz, C., Jackson, L.G., Prieto, L., & Rodríguez-Arroyo, S., "Compartiendo nuestras historias: five testimonios of schooling and survival," *Journal of Latinos and Education* 2011, 10(4): 369-381.

### Week Three:

Thursday 1/26: Blurred Lines: Creating and Contesting Chicana/Latina Identities

Readings:

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

José M. Aguilar-Hernández, "Queering Critical Race Pedagogy: Reflections of Disrupting Erasure while Centering Intersectionality," *International Journal of Qualitative Studies in Education* 2020, 33 (6): 679-694.

Lizárraga, J. R., & Gutiérrez, K.D., “Centering Nепantla Literacies from the Borderlands: Leveraging “In-Betweenness” Toward Learning in the Everyday,” *Theory into Practice* 2018, 57(1): 38-47.

#### **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)

Reyes, G., Banda, R.M., & Caldas, B., “We’re all in this Boat Together”: Latina/Chicana Embodied Pedagogies of Care,” *Journal of Latinos and Education* (2020).

Salinas, C., “Transforming Academia and Theorizing Spaces for Latinx in Higher Education: *voces perdidas and voces de poder*,” *International Journal of Qualitative Studies in Education* 2017, 30(8): 746-758.

Gonzalez, E., Ortega, G., Molina, M., & Lizalde, G., “What Does it Mean to be a Hispanic-Serving Institution? Listening to the Latina/o/x Voices of Students,” *International Journal of Qualitative Studies in Education* 2020, 33 (8): 796-809.

#### **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)

Tamra W. Ogletree & Robert A. Griffin, “Discourses Surrounding Latinx Students and Families among Literacy Educators,” *Journal of Latinos and Education* 2020, 22 (1): 387-401.

Cynthia Bejarano and Jeffrey Shepherd, “Reflections from the US-Mexico Borderlands on a ‘Border-Rooted’ Paradigm in Higher Education,” *Ethnicities* 2018, Vol. 18(2) 277–294.

#### **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)

Silvia Toscano Villanueva, “Teaching as a Healing Craft: Decolonizing the Classroom and Creating Spaces of Hopeful Resistance through Chicano-Indigenous Pedagogical Praxis,” *The Urban Review* 2013 45 (1): 23-40.

Yosso, T., "Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth," *Race, Ethnicity, and Education* 2005, 8(1): 69–91.

### **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: Chicana/Latina 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)

Ochoa, G., & Ochoa, E, "Framing Latina/o Immigration, Education, and Activism," *Sociology Compass* 2007, 1(2): 701–719.

Pérez Huber, L., "Healing Images and Narratives: Undocumented Chicana/Latina Pedagogies of Resistance," *Journal of Latinos and Education* 2017, 16(4): 374-389.

### **Week Nine:**

Tuesday 3/7: Reimagining "Familia:" New Visions from Chicana/Latina Studies and Pedagogies

Readings:

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

Calderón, D., & Urrieta, L., "Studying in Relation: Critical Latinx Indigeneities and Education," *Equity & Excellence in Education* 2020, 52(2-3): 219-238.

Dolores Delgado Bernal, "Disrupting Epistemological Boundaries: Reflections on Feminista Methodological and Pedagogical Interventions," *Aztlán* 2020 45 (1): 155-170

*\*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)

Aída Hurtado, “The Transformative Power of Chicana/o Studies: Social Justice and Education,” *International Journal of Qualitative Studies in Education* 18 (2): 185-197.

Anita Casavantes Bradford & Alberto Eduardo Morales, “Toward a Critical Latinx Pedagogy: A Multi-Generational Reflection on Teaching and Learning in the U.S. Latinx History Survey and Beyond,” *Journal of Latinos and Education* (2022).

## 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 Chicana/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.