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

Fall 2018
Thursday 12:30-3:20pm
Social Science Tower 318

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Course Website: https://canvas.see.uci.edu/courses/11632

COURSE DESCRIPTION

This course provides an introduction to key concepts in Chicano/Latino Studies. Rather than conducting a survey of research on Chicanas/os/x-Latinas/os/x, we will engage with readings on the goals of Chicana/o/x and Latina/o/x Studies (CLS) and the tools that have been developed for these ends. The class is organized to push us to think through how our work, and we as scholars, fit into CLS. First, we will consider the history and goals of Chicano Studies. We will then explore the debates and tools related to two of the original goals of the discipline: 1) to advance new and revised knowledge that is inclusive of Chicana/o/x-Latina/o/x experiences and 2) to educate and empower Chicana/o/x-Latina/o/x communities (and students).

Course Objectives:
- Understand the history and goals of Chicano/Latino Studies as a discipline.
- Identify Chicano/Latino Studies tools and perspectives and how they may apply them to your research, teaching, and service.
- Reflect on what being a Chicano/Latino Studies scholar means to you.

For those interested in further training, this course is the first step in declaring a graduate emphasis in Chicano/Latino Studies. Additional requirements include taking three additional graduate level courses cross-listed in Chicano/Latino Studies. Graduate students who have completed the emphasis note that it helped them further their research interests, build relationships with more faculty on campus, and demonstrate official training in Chicano/Latino Studies when on the job market.

COURSE READINGS

Required Texts:


Additional required readings can be downloaded from the course website.
COURSE ASSIGNMENTS AND GRADING

Participation and Attendance (15%): You are expected to come to class having done the reading and prepared to actively participate in discussion. Accommodations will only be made in the event of a medical emergency, family situation, immigration crisis, or when there are professional duties where scheduling is out of your control (e.g. conference attendance).

The readings are meant to be a jumping off point for our conversations. It is less important to understand the particularities of the argument and analysis than to think about how the themes and topics are related to the development of the discipline and your own work.

Class Facilitation (15%): You will co-facilitate class discussion during one of our weekly meetings. You should ask questions that lead us through the readings and engage the week’s themes as listed in the syllabus. You should also bring at least one activity to the class meeting that will further engage us in thinking through the themes of the week and our practice of Chicano/Latino Studies; it should not focus on teaching the substantive content or concepts from the readings.

Memos (20%): Due 11am the day of the corresponding class meeting.
You will write three 1-2 page single-spaced memos where you will reflect on the readings for the week. You cannot write a memo for the week you lead discussion.

Your memos should do the following:
- Reflect on the guiding questions for each week.
- Ask questions of and make connections among the readings. You should not summarize but rather raise critiques and connections to other ideas presented in that week’s readings or that we have considered in prior weeks.
- Consider how the issues they raise can or cannot be incorporated into your practice of Chicano/Latino Studies. For example:
  - How do you and your work fit into the goals and the institutional project that is Chicano/Latino Studies?
  - What are the benefits and drawbacks of bringing these tools/perspectives into your research? How might your discipline react?
  - How can you realize the goals of Chicano/Latino Studies in your classroom (now and in the future) and communities you live in/work with?

Group Project (30%): You have two options for your group project. The first is intended for groups who would like imagine ways to interject Chicano/Latino Studies into their disciplines/areas of study. The second is intended for groups who would like to imagine the future of Chicano/Latino Studies within the University. Your group should include 2-3 students. If you feel strongly about doing a specific project and cannot find a partner, you may propose an individual project. I will also consider variations on these options if you are so inspired. Alternatives should be discussed with me in advance. The size of your final product should be scaled up or down according to your group size.

1. Course Syllabus: Prepare a syllabus for a course that could be taught on Chicano/Latino issues within a disciplinary department (e.g. Latina/o/x Sociology; Latina/o/x Health). It
may be either an upper-division undergraduate course or a graduate course. Your syllabus should include a course description, course objectives, description of course assignments, and skeleton of a 10 week course schedule which should include topics and guiding questions for each week; these should be collaboratively developed by the group. Each group member is also responsible for filling out one week with readings and class activities.

2. Chicano/Latino Studies Departmental Vision and Plan: Early documents, like el Plan de Aztlán and el Plan de Santa Barbara, set forth founding visions for Chicano Studies and its purpose. Imagine that UCI’s Department of Chicano/Latino Studies is evaluating and re-envisioning our department’s purpose. Collaboratively develop a vision statement for the department (approx. 1 page) and an outline (approx. 3-4 pages) of how this vision can be achieved through programming. This should include, at least undergraduate education, graduate education, and institutional/community engagement; this may include a mix of continuing current programming, revamping current programming, or starting new programs. Each program should be collaboratively identified and defined by the group in a few sentences. Each group member is then responsible for filling out details for one new/revised program.

Project pieces and timeline:

- **Proposal (0%): Due Friday November 16 by 5pm**
  Identify group members and briefly describe your plan in a few sentences. You will have some time in the preceding day’s class to form groups and discuss.

- **Class presentation of a draft (5%): Due November 29th in class**
  You will discuss your plan with another group in class to receive feedback.

- **Group project (20%): Due Wednesday December 5th by midnight**

- **Individual memo (5%): Due no later than Friday December 14th by 5pm**
  Write a reflection on your intentions behind the project, your feelings about the process of developing it, and an assessment of what you contributed to the collaborative portion of the project. This should be approx. 1 page single spaced.

**Final Reflection Paper (20%): Due Friday December 14th by 5pm**

Your final paper is an opportunity to reflect on what you have learned from this class and its implications for your practice of Chicana/o/x-Latina/o/x Studies. It is an invitation to begin constructing your persona as a Chicana/o/x-Latina/o/x Studies scholar and imagine a way to further develop this given your own goals, research interests, and the constraints of contemporary academia.

The paper should be approximately 4-6 single spaced pages and should respond to the following prompt: What is the purpose of Chicana/o/x-Latina/o/x Studies as a discipline? How will you integrate this purpose into your scholarly persona? Identify at least three tools/perspectives from the class and how these have impacted your (planned) approach to research, teaching, and service work. What challenges do you imagine facing as you implement these? How might you overcome these to fulfill your purpose?
COURSE SCHEDULE AND READINGS

September 27, Week 0: Founding Chicano Studies
What does the foundation of Chicano Studies look like? How and from where did the discipline emerge? What were its original goals? Why are you here and how did you get interested in CLS?

Readings:
- Soldatenko. Introduction and Ch. 1

In-Class Readings:
- Plan de Aztlán
- Plan de Santa Barbara

October 4, Week 1: Institutionalizing Chicano Studies
What did initial forms of Chicano studies look like? How and what version of Chicano Studies became institutionalized? What are the benefits and drawbacks of this institutionalization? How might you and your work fit into this institutional project?

Discussion Leaders: Mari and Tyler

Readings:
- Soldatenko. Chs. 2-4

Supplemental Readings:
October 11, Week 2: Reimagining Chicana/o Studies through Chicana Thought
How did Chicana thought and women of color feminists challenge and transform Chicano Studies? What pathways has Chicana thought opened up to reimagine and advance the goals of Chicana/o Studies? How might you and your work fit into this institutional project?

Discussion Leaders: Martha and Michelle

Readings:
- Soldatenko. Ch 5 and conclusion
  - (1) The Bridge Poem and original Introduction; (2) Theory in the Flesh section introduction; (3) Wonder Woman; (4) La Güera; (5) Invisibility is an Unnatural Disaster; (6) Gee You Don't Seem Like and Indian from the Reservation; (7) I Walk in the History of My People; (8) Speaking in Tongues section introduction; (9) Speaking In Tongues: A Letter; (10) who told you anybody wants to hear from you?

Supplemental Readings:
October 18, Week 3: Teaching Chicana/o/x-Latina/o/x Studies
What are the benefits and drawbacks of the institutionalization of CLS as an educational project? What tools have been used to de-institutionalize education and bring it to the public? What tools and perspectives have been used in institutionalized classrooms? What is the future of CLS as a form of educational empowerment?

Discussion Leaders: Asbeidy and Juan

Readings:
- Selection from hooks, bell. Teaching to Transgress: Education as the Practice of Freedom. Routledge. Pg 13-22; 201-207

Supplemental Readings:
October 25, Week 4: Intervening in Our Disciplines
Why was/is CLS necessary? How has CLS impacted and/or been incorporated into our various disciplines? How can we use Chicanas/os/x-Latinas/os/x as a case to contribute to debates in our own disciplines? Is disciplinarily-grounded work CLS?

Discussion Leaders: Manny and Marilyn

Readings:
Examples of interventions:

Reflections on interventions:

November 1, Week 5: Interdisciplinary Approaches
What does an interdisciplinary approach look like? How can drawing from other disciplines advance your research agenda?

Discussion Leaders: Adan and Sarai

Readings:
Theorizing Interdisciplinarity
Examples of Interdisciplinary Study


Supplemental Readings:


November 8, Week 6: Methodology

What methodologies fit with the goals of CLS? How can our disciplinary methodologies serve us in CLS? What methodological issues might (have) you face(d) as CLS scholars?

Discussion Leaders: Karen and Stephanie

Readings:


Supplemental Readings:

November 15, Week 7: Comparative/Relational/Intersectional Perspectives
Do we just study Chicanas/os/x-Latinas/os/x? How do we situate Chicana/o/x-Latina/o/x issues within the racial hierarchy and in relation to other social locations?

Discussion Leaders: Marco and Nalya

Readings:

- Selection from Romero, Mary. 2017. Introducing Intersectionality. Pg. 8-11, 38-60.

Supplemental Readings:

- Hill Collins, Patricia and Sirma Bilge. 2016. Intersectionality. Polity

In-class Activity: Identify group members and discuss group project.
Due Friday November 16 by 5pm: Group Project Proposal

November 22, Week 8: NO CLASS

November 29, Week 9: Taking Research Beyond the Ivory Tower
How does your research fit into CLS goal of advancing Chicana/o/x-Latina/o/x communities? What options are there for taking research beyond the university? Using sociology as a case study, how might social justice goals be incorporated into disciplines, what are the barriers/risks, and how can these be managed?

Readings:
- Enriquez, Laura. Examples of public scholarship.

Supplemental Readings:
- Ffrench-Constant, Laura. How to Plan, Write, and Communicate an Effective Policy Brief. Research to Action.

In-Class Activity: Presentation of draft of group project.

December 6, Week 10: Imagining the Future for Chicana/o/x-Latina/o/x Scholars
To what extent is Zambrana’s book an example of CLS scholarship as we have explored it in this course? What challenges await you as Chicana/o/x-Latina/o/x Scholars? How can we successfully navigate and transform the institution to ensure that we are meeting our personal goals and those of CLS?

Required Class Event: Colloquium Talk by Ruth Enid Zambrana (12:00-1:30pm)
Class Activity: Discussion with Ruth Enid Zambrana

Readings:

Supplemental Readings: