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

Winter 2017
Thursday 12:00-2:50pm
Social Science Tower 318

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Course Website: https://canvas.eee.uci.edu/courses/3746

COURSE DESCRIPTION
This course provides an introduction to key concepts in Chicano/Latino Studies. Rather than conducting a survey of research on Chicanos/Latinos, we will engage with readings on the goals of Chicano/Latino Studies 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 Chicano/Latino Studies. 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 educate and empower Chicano/Latino communities (and students) and 2) to advance new and revised knowledge that improves the material conditions of the Chicano/Latino community.

Course Objectives:
• Understand the history and goals of Chicano/Latino Studies as a discipline.
• Articulate how your research and teaching fit into Chicano/Latino Studies.
• Identify 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 Readings: 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, such as conference attendance.

Memos (20%): You will write three 1-2 page memos where you will reflect on the readings for the week. You cannot write a memo for week 10 or for the week you lead discussion.

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.

Your memos should do the following:

- Ask questions of the readings. They should not summarize but rather raise critiques and connections to other ideas we have considered.
- Consider how the issues they raise can or cannot be incorporated into your practice of Chicano/Latino Studies.
  o How do you and your work fit into the goals and the institutional project that is Chicano/Latino Studies?
  o 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?
  o What are the benefits and drawbacks of bringing these research tools into your research? How might your discipline react?
- Reflect on the guiding questions for each week.

Class Facilitation (15%): You will facilitate class discussion during one of our weekly meetings. You should ask questions that lead us through the readings and also 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.

Final Paper (40%): Your final paper is an opportunity to integrate what you have learned from this class into your current academic project(s). It invites you to begin to construct your persona as a Chicano/Latino Studies scholar and imagine a way to further develop this given your own goals, research interests, and the constraints of contemporary academia.

You can select from the following options:

1. Integrate one or more of the “tools” we have discussed into a project proposal or research paper you are working on. To be eligible, the discussions for this class must have significantly shaped your thinking and framing of the piece you select. Write a 2-3 page reflection paper that discusses how your proposal was (re)shaped by issues we discussed in this course.
2. Write (or significantly revise) a diversity statement (for a fellowship or future job application) in light of the issues we covered in class. Write a 2-3 page reflection paper that discusses how your statement was (re)shaped by issues we discussed in this course.
3. Write an approx. 8-12 page narrative that identifies how your professional activities (research, teaching, service) fit into the mission of Chicano/Latino Studies. This may look like some of the personal reflection narratives we read in class. Develop a detailed strategic plan for how you will meet these goals over the next 5, 10, 20, and 30 years.

4. Propose a topic of your choice that fits with the general spirit of this assignment. You must do this by Week 4.

Five percent of this grade will be based on a 5-10 min. presentation of the final paper during class.

**COURSE SCHEDULE AND READINGS**

**Week 1: 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?

Readings:
- Soldatenko. Introduction and Ch. 1

**Week 2: 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?

Readings:
- Soldatenko. Chs. 2-4

Supplemental Readings:
Week 3: Reimagining Chicano 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?

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:

Week 4: Teaching Chicano/Latino Studies

What are the benefits and drawbacks of the institutionalization of Chicano/Latino Studies as an educational project? What tools have been used to de-institutionalize education and bring it to the public? Can we use these tools in our institutionalized classrooms? What is the future of Chicano/Latino Studies as a form of educational empowerment?

Discussion Leaders: Deya and Jose
Readings:

Optional Events:
- Sociology. Talk with Gloria Gonzalez-Lopez 12-1:30pm Friday Feb. 3rd. SSPB 1208

Supplemental Readings:

**Week 5: Intervening in Our Disciplines**

*Why was/is Chicano/Latino Studies necessary? How has Chicano/Latino Studies impacted and/or been incorporated into our various disciplines? How can we use Chicanos/Latinos as a case to contribute to debates in our own disciplines? Is disciplinarily-grounded work Chicano/Latino Studies?*

Discussion Leader: Linda and Nataly

Readings:
Week 6: Interdisciplinary Approaches
What does an interdisciplinary approach look like? How can drawing from other disciplines advance your research agenda?

Discussion Leaders: Archi and Chris

Readings:

Optional Department Event: Research With Vulnerable Latino Populations.
2-3:30pm Wednesday Feb. 15th. SST 318.

Required Class Event: UndocuEaters Speak Out!: A Panel Discussion With Undocumented Students about Concrete Tools for Faculty and Staff Allyship.
12-1:30pm Thursday Feb. 16th. SBSG 3323

Supplemental Readings:

Week 7: Taking Research Beyond the Ivory Tower
How does your research fit into Chicana/o-Latina/o Studies goal of advancing Chicana/o-Latina/o communities? What options are there for taking research beyond the university?

Readings:

Op-Ed Project


Enriquez, Laura. Examples of public scholarship.

Required Class Event: *Taking Our Research Beyond the Ivory Tower.*
12-1:30pm Thursday, February 23rd. SST 318.

**Week 8: Methodology and Positionality**
What methodologies fit with the goals of Chicana/o-Latina/o Studies? How can our disciplinary methodologies serve us in Chicana/o-Latina/o Studies? What methodological issues might (have) you face(d) as Chicana/o-Latina/o Studies scholars?

Readings:


**Supplemental Readings:**

Week 9: Comparative/Relational/Intersectional Perspectives
Do we just study Chicanas/os-Latinas/os? How do we situate Chicana/o-Latina/o issues within the racial hierarchy and in relation to other social locations?

Discussion Leaders: Michelle and Vanessa

Readings:

Supplemental Readings:

Week 10: Looking Forward
Where do we go from here?

Optional Class Event: Zoot Suit. Friday March 17th