

**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 Text: Soldatenko, Michael. 2011. *Chicano Studies: The Genesis of a Discipline*. University of Arizona Press.

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.
 - How do you and your work fit into the goals and the institutional project that is Chicano/Latino Studies?
 - 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?
 - 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
- Valenzuela, Angela. 2005. "Introduction" *International Journal of Qualitative Studies in Education* 18(2): 139-146.
- Aguirre Jr., Adlberto. 2005. "The Personal Narrative as Academic Storytelling: A Chicano's Search for Presence and Voice in Academe." *International Journal of Qualitative Studies in Education* 18(2):147-163.
- Macías, Reynaldo F. 2005. "El Grito en Aztlán: Voice and Presence in Chicana/o Studies." *International Journal of Qualitative Studies in Education* 18(2):170-182.
- Hurtado, Aída. 2005. "The Transformative Power of Chicana/o Studies: Social Justice and Education." *International Journal of Qualitative Studies in Education* 18(2):185-197.

Supplemental Readings:

- Acuña, Rodolfo. 2011. *The Making of Chicana/o Studies: In the Trenches of Academe*. Rutgers University Press.
- Muñoz, Carlos. 1970. "Toward a Chicano Perspective of Political Analysis." *Aztlán* 1(2):15-26.
- Almaguer, Tomás. 1971. "Toward the Study of Chicano Colonialism." *Aztlán* 2(1):7-21.
- Mindiola, Tatcho. 2005. "Chicano Studies: On the Margins or Part of the Academy?" *International Journal of Qualitative Studies in Education* 18(2): 235-241.

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
- Selection from Moraga, Cherríe and Gloria Anzaldua (Eds.). 1983. *This Bridge Called My Back: Writings By Radical Women of Color*. Kitchen Table Press.
(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?
- Córdova, Teresa. 2005. "Agency, Commitment and Connection: Embracing the Roots of Chicano and Chicana Studies." *International Journal of Qualitative Studies in Education* 18(2): 221-233. (12 pgs)
- Yarbrow-Bejarano, Yvonne. "Reflections on Thirty Years of Critical Practice in Chicana/o Cultural Studies. In *A Companion to Latina/o Studies*. Ed. J. Flores and R. Rosaldo. Wiley-Blackwell.

Supplemental Readings:

- Riddell, Adalijiza Sosa. "Chicanas and El Movement." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Segura, Denisa A. and Beatriz M. Pasquera. "Beyond Indifference and Antipathy: The Chicana Movement and Chicana Feminist Discourse." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Vasquez, Francisco H. 1992. "Chicanology: A Postmodern Analysis of Meshicano Discourse." *Perspectives in Mexican American Studies* 3: 116-147.
- Zavella, Patricia. 1989. "The Problematic Relationship of Feminism and Chicano Studies." *Women's Studies* 17(1-2): 25-36.

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:

- Goldman, Shifra M. "Mexican Muralism: Its Social-Educative Roles in Latin America and the United States." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Huerta, Jorge A. 2015. "The Legacy of Luis Valdez and El Teatro Campesino: The First Fifty Years." *HowlRound*.
- Dee, Thomas and Emily Penner. 2016. The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum. *National Bureau of Economic Research Working Paper 21865*.
- *Making Citizens: How American Universities Teach Civics*. National Association of Scholars. Press Release and Executive Summary

Optional Events:

- Chicano/Latino Studies. *Interdisciplinary Plactica*. 12-2pm Wednesday Feb. 1st SST 318.
- Sociology. Talk with Gloria Gonzalez-Lopez 12-1:30pm Friday Feb. 3rd. SSPB 1208

Supplemental Readings:

- Diaz, Ella Maria. "The Necessary Theater of the Royal Chicano Air Force." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Salinas, Lupe S. 2011. *Arizona's Desire to Eliminate Ethnic Studies Programs: A Time to Take the 'Pill' and to Engage Latino Students in Critical Education about their History*. Harvard Latino Law Review 14: 301-323.

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:

- Paredes, Américo. "Folklore, Lo Mexicano, and Proverbs." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Davalos, Karen Mary. "Chicana/o Studies and Anthropology: The Dialogue that Never Was." In *The Chicano Studies Reader: An Anthology of Aztlán, 1970-2015*. 3rd Edition. Ed. C.A. Noriega, E. Avila, K.M. Davalos, C. Sandoval, and R. Pérez-Torres. Los Angeles: UCLA Chicano Studies Research Center Press.
- Pulido, Laura. 2002. "Reflections on a White Discipline" *Professional Geographer* 54(1):42-49.

- Baca Zinn, Maxine. 1980. "Gender and Ethnic Identity among Chicanos." *Frontiers: A Journal of Women Studies*, 5(2): 18-24.
- Campos, Belinda. 2015. "What is the Role of Culture in the Association of Relationships with Health?" *Social and Personality Psychology Compass* 9(12): 661-677.

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:

- Nissani, Moti. 1995. Fruits, Salads, and Smoothies: A Working Definition of Interdisciplinarity. *Journal of Educational Thought* 29(2): 121-128.
- Szostak, Rick. 2007. "How and Why to Teach Interdisciplinary Research Practice." *Journal of Research Practice* 3(2): 1-17. *Focus on pgs 6-13.*
- Boswell, Christina and Peter Mueser. 2008. "Introduction: Economics and Interdisciplinary Approaches in Migration Research." *Journal of Ethnic and Migration Studies* 34(4): 519-529.
- Selection from Alba Cutler, John. 2015. *Ends of Assimilation: The Formation of Chicano Literature*. New York. Oxford.
- Selection from Donato, Katharine and Donna Gabaccia. *Gender and International Migration: From the Slavery Era to the Global Age*. Russell Sage. Pg. 12-15.

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:

- Morawska, Ewa. 2003. "Disciplinary Agendas and Analytic Strategies of Research on Immigrant Transnationalism: Challenges of Interdisciplinary Knowledge." *International Migration Review* 37(3): 611-640.
- Youngblood, Dawn. 2007. "Interdisciplinary Studies and the Bridging Disciplines: A Matter of Process." *Journal of Research Practice* 3(2): 1-8.

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:

- Ochoa, Gilda L. 2016. "'I'm Watching Your Group: Academic Profiling and Regulating Students Unequally.'" In *Beyond Black and White: A Reader on Contemporary Race Relations*. Ed. Zulema Valdez. Sage.

- Ch 7 from Ochoa, Gilda. 2013. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. University of Minnesota Press.
- Op-Ed Project
- French-Constant, Laura. *How to Plan, Write, and Communicate an Effective Policy Brief*. Research to Action.
- 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:

- Peterson-Lewis, Sonja. 2012. "The Ghost of Methodologies Past: Untangling Methods, Methodologies, and Methodologist in Black Studies." *Retrospective Methods Network Newsletter*. Pp. 59-71.
- Pizarro, Marc. 1998. "'Chicana/o Power!': Epistemology and Methodology for Social Justice and Empowerment in Chicana/o Communities." *International Journal of Qualitative Studies in Education* 11(1): 57-80.
- Solorzano, Daniel G. and Tara J. Yosso. 2002. "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research." *Qualitative Inquiry* 8(1): 23-44.
- Stoecker, Randy. "Are Academics Irrelevant?: Approaches and Roles for Scholars in CBPR." pp. 107-120. In *Community-Based Participatory Research for Health: from Process to Outcomes*. 2nd Ed. Ed. by M. Minkler and N. Wallerstein. Jossey-Bass.
- Flores, Glenda. 2016. "Discovering a Hidden Privilege: Ethnography in Multiracial Organizations as an Outsider Within." *Ethnography* 17(2): 190-212.
- Zavella, Patricia. 1993. "Feminist Insider Dilemmas: Constructing Ethnic Identity with "Chicana" Informants." *Frontiers* 13(3):53-67.

Supplemental Readings:

- Ladner, Joyce. 1973. *The Death of White Sociology*. New York: Vintage Books.
- Fonow, M.M., & J.A. Cook (eds.). 1991. *Beyond Methodology: Feminist Scholarship as Lived Research*. Bloomington: Indiana University Press
- Harding, S., & K. Norberg (eds.). 2005. "New Feminist Approaches to Social Science Methodologies: An Introduction". *Signs: Journal of Women in Culture and Society* 30(4): 2009-2015.
- Chabram, Angie. 1990. Chicana/o Studies as Oppositional Ethnography. *Cultural Studies* 4(3): 228-247.
- Gonzalez-Kruger, Gloria et al. 2000. "The Latino Research Initiative: A Multidisciplinary and Collaborative Community-University Outreach And Scholarship Model." *Great Plains Research* 10(2): 359-385.

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:

- Pg 5-6 from Ochoa, Gilda. 2013. *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. University of Minnesota Press.
- Molina, Natalia. 2013. Examining Chicana/o History Through a Relational Lens. 2013. *Pacific Historical Review* 82(4): 520-542. (22 pgs)
- Enriquez, Laura. Forthcoming. "Border-Hopping Mexicans and Law-Abiding Asians: The Consequences of Racialized Illegality for Undocumented College Students." In *Studying Race Relationally*. University of California Press. (20 pgs)
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43:1241-1299.
- Covarrubias, Alejandro. 2011. "Quantitative Intersectionality: A Critical Race Analysis of the Chicana/o Educational Pipeline." *Journal of Latinos and Education* 10(2): 86-105.

Supplemental Readings:

- Cho, Sumi, Kimberlé Williams Crenshaw, and Leslie McCall. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs: Journal of Women in Culture and Society* 38(4):785-810.
- Enriquez, Laura E. 2016. "A "Master Status" or "the Final Straw"? Assessing the Role of Immigration Status in Latino Undocumented Youths' Pathways out of School." *Journal of Ethnic and Migration Studies*.
- Ocampo, Anthony C. 2014. "Are Second-Generation Filipinos 'Becoming' Asian American or Latino? Historical Colonialism, Culture and Panethnicity." *Ethnic and Racial Studies* 37(3):425-445.

Week 10: Looking Forward

Where do we go from here?

Optional Class Event: *Zoot Suit*. Friday March 17th