Introduction to Chicana/o & Latina/o Studies
Ethnic Studies 254
4 Credits
Spring 2011
Tuesday and Thursday 4:00-5:20 pm
Pacific Hall 16

Instructor: Maurice R. Magaña
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Course Description:
This introductory level course is designed to acquaint students with the most important social, political, economic, and historical aspects of Chicana/o-Latina/o experiences in the region known today as the United States. This class reflects the interdisciplinarity of the field of Chicana/o-Latina/o Studies, drawing on a range of historical, literary, ethnographic, and visual texts in order to develop a fuller understanding of the history and contemporary communities of people of Latin American descent. Topics include conquest and resistance, immigration, segregation and discrimination, community and cultural formation, and the formation of social movements. The course will also examine the relations between Chicana/os and Latina/os, European immigrants, and other communities of color living in North America. This course will also provide necessary foundations for students wishing to pursue more disciplinarily-focused advanced courses.

Course Requirements:
The University of Oregon Committee on Courses recommends that a 4-credit course should engage students in an average of 12 hours of activities per week. Since this class meets for 3 hours each week— that leaves an average of 9 hours per week that the University expects you to devote to the assigned readings, writing response papers, journal entries and reviewing course materials. There is not a mid-term or final for this class but you will be expected to read an average of 80 pages/week in addition to the requirements listed below.

Blackboard will be an integral part of this course. If you are not familiar with how to navigate the site you should spend some time familiarizing yourself with it. If you need assistance you can go to the Computer Help desk on the first floor of the Knight Library. Course readings, Announcements, PowerPoint slides and assignments will be posted on Blackboard. Be sure to check for announcements regularly.

*Use of laptops, cell phones, iPods, iPads, light sabers, etc., are NOT permitted during class. If you bring a laptop, it is to remain closed and in its carrying case/backpack. In other words: No texting or facebooking during class!*

Response Papers: 50%
You will be expected to complete 2 response papers which are each worth 25% of your final grade (2X 25% = 50%). These papers will be due April 19th (Tuesday of WK 4) and May 17th (Tuesday WK 8). Papers must be typed, stapled or paper-clipped and handed in to instructor by beginning of class on due date. Topics and detailed instructions will be handed out in-class and posted on Blackboard closer to due dates.

Group Presentations: 25%
Students will be placed in small groups and asked to present in-class during WK 9-10. Topics and detailed instructions will be handed out in-class and posted on Blackboard closer to due date.

**Response Journals: 15%**
Students are to keep an on-going journal of their responses to assigned readings. The structure and content is entirely up to you, however you must include entries for every assigned reading and demonstrate thoughtful engagement with them. Strong journals will address aspects of the assigned readings that you find especially provocative, interesting, problematic or aspects that you find that resonate (or fail to resonate) with your own experiences. Journals can be hand-written or typed and should equal roughly 1 page double-spaced. What I am looking for with these journals is evidence that: 1) You read the assigned readings, 2) you are engaging the readings with other class materials (lectures, discussion and other multimedia materials presented in class), your own life experiences, and/or current events. These journals are to be handed in to instructor on the last day of class (June 2).

**Attendance: 10%**
Attendance will be taken throughout the term, randomly, but at least 10 times. Each time you are in-class and sign the attendance sheet you will receive 1 point.

**Important Dates:**
- April 3rd last day to drop class with full refund and no ‘W’ recorded.
- April 19th Response Paper 1 due at beginning of class
- May 15th last day to drop class, ‘W’ recorded and no refund. Also last day to change grade option (Graded or P/N).
- May 17th Response Paper 2 due at beginning of class
- May 24th First day of group presentations
- June 2nd Response Journals due at beginning of class

**Readings:**
You are NOT required to purchase any textbooks for this course. Unless otherwise noted, all course readings will be placed on the Blackboard. In order to access the readings you must click on the ‘Course Documents’ link and then click on the folder ‘Course Readings.’ There, you will find the readings organized in folders for each class meeting. You are responsible for all of the readings placed on Blackboard- even if they are not listed on syllabus. You are expected to complete all readings before class time for the day which they are assigned. You should also bring a printed out copy to class so that you are fully prepared to engage in class discussion.

**Schedule: * Subject to Changes (Check Blackboard for Updates)***

**WK 1**
**Tues 3/29-** Introduction to Course and Field of Study

**Thurs 3/31- Imagining the Americas**
Readings: J. Gonzalez, Harvest of Empire: Introduction pp. ix-xx) and Chapters 1-3 (pp. 3-78)
WK 2
Tues 4/5
Readings: J. Gonzalez, Harvest of Empire: Chapters 4-6 (pp. 81-116).
A. Beveridge, “Defense of American Imperialism” (pp. 370-373).
P. Albizu Campos, “Puerto Rican Nationalism” (pp 27-29).

Thurs 4/7 - U.S. Latino and Chicano Roots/Experience
Readings: J. Gonzalez, Harvest of Empire: Chapters 7-9 (pp. 81-107)
Selections from N. Kanellos, ‘Herencia’ (pp. 109-120, 123-129)

WK 3
Tues 4/12
Readings: S. Oboler, “So Far From God, So Close to the United States: The Roots of Hispanic Homogenization” (pp 17-43)

Thurs 4/14
Readings TBA

WK 4
Tues 4/19 - Latino Social Movements/ The Birth of Chicano and Latino Studies
* Response Paper 1 Due

Thurs 4/21 - In-Class Film: Chicano! History of the Mexican American Civil Rights Movement
C. Muñoz Jr., “The Quest for Paradigm: The Struggle for Chicano/a Studies” (pp. 153-178, 187-198)

WK 5
Tues 4/26 - In-Class Film: ¡Pa’lante, Siempre Pa’lante! The Young Lords
Readings: I. Morales and D. Oliver-Velez, “Why Read the Young Lords?” (pp. ix-xiii).
P. Pietri, “Puerto Rican Obituary” (pp. 71-80).
F. Aparicio, “(Re)constructing Latinidad: The Challenge of Latina/o Studies” (pp. 39-47)

Thurs 4/28 - Latinidad, Chicanismo and Identity
Readings: P. Thomas, “Down These Mean Streets” (pp. 234-238)
C. Moraga, “Preface to This Bridge Called My Back” (pp. xiii-xix), “A Long Line of Vendidas” (pp. 425-430), “La Güera” (247-254)
G. Anzaldúa, “How to Tam a Wild Tongue” (pp. 254-262), “La Prieta” (198-209)

WK 6
Tues 5/3
Readings: M. Menchaca, “Latinas/os and the Mestizo Racial Heritage of Mexican Americans” (pp. 313-323).
R. Rivera, Between Blackness and Latinidad in the Hip Hop Zone” (pp. 351-361).

Thurs 5/5 -

WK 7
Tues 5/10- Latino Citizenship and Immigration
W. Flores, “Citizens Vs. Citizenry: Undocumented Immigrants and Latino Cultural Citizenship” (pp. 255-277)
L. Chávez, Reading TBA

Thurs 5/12
Readings: R. Galindo and J. Vigil, “Are Anti-Immigrant Sentiments Racist or Nativist?” pp. 419-447

WK 8
Tues 5/17
* Response Paper 2 Due
Readings: Selection TBA from E. Gonzales-Berry and M. Mendoza, “Mexicanos in Oregon”

Thurs 5/19
Readings TBA

WK 9 –
Tues 5/24- Group Presentations
Readings: A. Davila, “Latinos Inc.- Introduction” (pp. 1-22) and Ch.1 (pp. 23-55)

Thurs 5/26- Group Presentations
Readings: A. Davila, “Latinos Inc” Ch 2 (pp. 56-87).

WK 10
Tues 5/31- Group Presentations
Readings: A. Davila, “Latinos Inc” Ch. 3 (pp. 88-126).

Thurs 6/02- Group Presentations
* Response Journal Due
Readings: A. Davila, “Latinos Inc” Ch. 5 (pp. 153-180)