

LLS 1020 (sections 002 & 098)
Introduction to Chicano Studies:
Humanities

Spring 2012
11:30-12:45 p.m.
T & R, CPACS Bldg. 125

Instructor: Dr. Ramón Guerra
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"Introduction to Chicano Studies: Humanities"

TEXTS REQUIRED (Available at the University Bookstore)

Bridging Cultures: An Introduction to Chicano/Latino Studies by Mario T. Gomez

Numerous essays, articles, poems, and short stories posted on Blackboard site (when assigned, print off and bring to class with you).

*Please bring all assigned readings to class with you for reference on the day they are assigned.

COURSE DESCRIPTION

This course will provide an overview of Chicano Studies by concentrating on the *humanities*—that is, literature, art, philosophy and other cultural production by and about Chicanos. This is an introductory course, so we will explore the basic elements of Chicano Studies from history to politics, to language, to religion, and so on. We will examine the origins of what is known as the *Movimiento Chicano* (Chicano Movement) in the 1960s and look at the development over time of Chicanos in American society as related to race, ethnicity, nationality, and other issues of identity. We will discuss the distinctions between the Chicano experience and experiences of other Latinos. We will connect all of these elements to the ways in which they have been expressed in literature and other art forms, concentrating on the ways that society is reflected in cultural production. Because of the introductory nature of the course, we will address some issues that may seem basic and more familiar to some while others may only be learning them for the first time. While some familiarity with the Spanish language may be helpful, it is certainly not a requirement for this course.

In the end, I hope and expect that you will learn a variety of things about the humanities and Chicano Studies, as well as some valuable approaches to addressing some specific, important aspects of our time. This class should be exciting, interesting, and always open to discussion—all students should feel welcome and not afraid to raise honest questions or comments in our conversations.

COURSE STRUCTURE

The format that the class sessions will take will vary throughout the semester. It will be mostly, though not solely, based on lectures. **A great majority of the atmosphere will be**

based on “all-class conversation.” I feel the best way to learn is to become involved in what is being “said” in the classroom so I will not dominate the course with one-way communication. I will ask questions, students will ask questions, and we will all attempt to answer them by exploring the readings and the films, as well as our own experiences. In this way, everyone should feel responsible for contributing to the subject matter of the class. Occasionally, we will also do small group work or work in pairs to create smaller areas of discussion before addressing specific topics as an entire class.

COURSE REQUIREMENTS

Reading: This course does require a significant amount of reading. However, if you manage your time wisely and look ahead, you should be able keep up with the readings from week to week. You should come to class prepared to talk about the readings that are listed on that day on the schedule at the back of this syllabus. Read actively—begin to formulate questions or discussion topics as you read. Write them down, underline or highlight them. Part of your responsibility is to come *prepared* to engage in our conversation. **There will be several moments throughout the course where I will instruct a student or students to come prepared to start the class discussion for the next period.**

Quizzes: There will be a quiz over every section of the course (six in all, 25 points each, for a total score of 150). The quizzes will combine information that we have read, seen on film, or discussed in class. Each individual quiz will be given a score and the overall quiz grade will come from the sum (*not* the “average”) of all quiz scores. **No makeup quizzes will be allowed.** There may also be an occasional pop quiz to check your reading habits.

Group Presentations: Early in the semester I will be placing you all into groups of about eight (three to four groups in all). Each group will focus on one of the regional sections of our course (South American presence, Central American presence, the Caribbean) and will make a 15-20 minute presentation to the class. I will give you a handout with more specific requirements but the presentation will involve cultural and historical information: countries, resources, languages, indigenous populations, governments, culture (art, music*, other production), and finally presence in the United States, both over time and currently. A Power Point presentation of some sort will be required. You will need to meet as a group outside of class at least once or twice and all members will be required to participate. I will also try to provide some in class time to meet with your group. The grades for these presentations will be individual so I will solicit information from the entire group on everyone’s contributions.

***This *music* component of your research will be transferred to our collaborative SLA project with *El Museo Latino*.**

Midterm and Final Exams: Each of the exams will cover the ***material from one half of the class***. All material from the readings, the films, the class discussions, and the group presentations will be available for the exams. We will talk more about the structure of the exams as we move into the semester. Generally speaking, they will combine a series of multiple choice questions; fill in the blanks, short answer questions, and short essays.

Service Learning Academy Opportunity

“The UNO Service Learning Academy facilitates collaborative partnerships between the university and the metropolitan community for the purpose of enhancing student learning, advancing community service and initiatives, and fostering engaged citizenship.”

This semester you will have the opportunity to be involved with a unique Service Learning opportunity in collaboration with Omaha’s *El Museo Latino* and an Omaha area public High School to create a “Music Box” for the use of *El Museo Latino* in their teaching efforts. The project will involve meeting with the class from the Omaha High School at a various locations (transportation will be provided). I will define the project more throughout the semester as we move forward with it.

This project is NOT *optional* and it is a requirement to receive credit for this course.

GRADING BREAKDOWN

Quizzes	20%	Midterm Exam 25%
Group Presentations	20%	Final Exam 25%
Service Learning Component	10%	

CLASS POLICIES

Attendance: I will take attendance in class every day. You should strive to come to this class every day. A majority of the work done depends on the participation and involvement of students—part of your workload for the class can only be done in the classroom; therefore your attendance is vital to the success of our group. If you are not here you cannot contribute or receive guidance in the current discussion—think of the class as a “15 week conversation.” **Each absence AFTER TWO will result in the final grade being lowered a half letter. IF YOU REACH ABSENCE NUMBER SIX (6), YOU WILL NOT BE ABLE TO PASS THIS COURSE.** Please re-read the previous two sentences; you will be reminded of this at several points throughout the semester (the point being that you will have knowledge of this policy and not be “blindsided” should it come to be enforced).

Plagiarism: Plagiarism is a serious offense and will not be tolerated—it will result in automatic failure of the course and could lead to more serious consequences at the university. Don’t do it. I expect you will maintain an honored responsibility to yourself and others by turning in and taking credit for work that is your own original work written specifically for this class and nothing else.

Personal Portable Technology Policy

Unless you have young children or are emergency personnel (please inform me if this is the case), ALL cell phones & pagers, etc., must be turned off when you enter the class. Use of laptops, sound and video recorders, etc., **is strictly prohibited without clearance from the instructor.**

Students with Disabilities: Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements.

I don't plan on it but should it be necessary, I reserve the right to alter the syllabus and/or the course schedule at any time.

COURSE SCHEDULE

(All items and assignments are listed on the day that you should have them ready. For instance, on Thursday, January 12th you should come to class having read the Introduction from *Bridging Cultures*.)

Tuesday 1/10

Syllabus review and introductions. Overview of the course themes and goals.

Thursday 1/12

Read: "Introduction" (v-xi) from *Bridging Cultures*

Due: Letter to me (1 page) explaining why you've been drawn to this particular class, what you hope to get out of it, and what is your past experience with Chicano or Latino Studies.

History

Tuesday 1/17

Read: Part 1 in *Bridging Cultures* (1-54)

Sign up for group presentations

Thursday 1/19

Film: *La Vida: A Journey of Latinos throughout Nebraska*

Initial meeting with your groups

Tuesday 1/24

Read: Gloria Anzaldúa's "The Homeland Aztlán" (On Blackboard)

Thursday 1/26

Read: Américo Paredes's "The Legend" from *With His Pistol in His Hand* and lyrics to "The Ballad of Gregorio Cortez" (On Blackboard)

Tuesday 1/31

Read: Parts 2 & 3 in *Bridging Cultures* (55-110)

Quiz over *History*

Immigration and Labor

Thursday 2/2

*****Meet at El Museo Latino 11:40 4701 South 25th Street*****

Tuesday 2/7

Read: Octavio Paz's "Mexico and the United States" (On Blackboard)

Begin Film: *Sin Nombre* (2010)

Thursday 2/9

Sin Nombre continued

Tuesday 2/14

Read: Sections from Tomás Rivera's *Y No Se Lo Trago La Tierra/And the Earth Did Not Devour Him* (On Blackboard)

Quiz over *Immigration and Labor*

Thursday 2/16

Service Learning 2nd Encounter?

Education

Tuesday 2/21

Group 2 Presentation on South America

Read: Part 4 in *Bridging Cultures* (111-120)

Thursday 2/23

Read: Sections from Richard Rodriguez's *Hunger for Memory* (On Blackboard)

Tuesday 2/28

Read: Sections from Américo Paredes's *George Washington Gomez* (On Blackboard)

Thursday 3/1

Film: *Stand and Deliver* (1988)

Tuesday 3/6

Stand and Deliver continued

Quiz over *Education*

Thursday 3/8

Service Learning 3rd Encounter

****Tuesday 3/13 MIDTERM EXAM, IN CLASS****

Thursday 3/15 NO CLASS

March 18-25 NO CLASS; SPRING BREAK

Politics

Tuesday 3/27

Group 3 Presentation on the Caribbean
Read: Part 5 in *Bridging Cultures* (121-147)

Thursday 3/29

Read: Rodolfo "Corky" Gonzales's "I Am Joaquin" (On Blackboard)

Tuesday 4/3

Read: Section from Oscar Zeta Acosta's *The Revolt of the Cockroach People* (On Blackboard)
Quiz over *Politics*

Religion

Thursday 4/5

Read: Part 6 in *Bridging Cultures* (149-187)

Tuesday 4/10

Read: Section from Rudolfo Anaya's *Bless Me, Ultima* (On Blackboard)

Thursday 4/12

Film: *The Milagro Beanfield War* (1988)

Tuesday 4/17

The Milagro Beanfield War continued
Quiz over *Religion*

Feminism and Culture

Thursday 4/19

Read: Parts 7 & 8 in *Bridging Cultures* (189-234)
Film: *Lalo Guerrero: The Original Chicano*

Tuesday 4/24

Read: Gloria Anzaldúa's "*Movimientos de rebeldía y las culturas que traicionan*" (On Blackboard) AND Sandra Cisneros's "Woman Hollering Creek" (On Blackboard)

Thursday 4/26

Film: *The Bronze Screen* (2002)
Quiz over *Feminism and Culture*; Course wrap-up and evaluations

April 28-May 4 FINALS WEEK

Thursday, May 6, 1:00-3:00 Scheduled Final Exam Period