San Diego State University
Chicana and Chicano Studies 110
Introduction to Chicana/o Studies

Mon/Wed 2:00-3:15pm Classroom SH 316 Schedule # 20542
Professor: Abel Macias Office: Arts & Letters Room 392 Hours Tu/Th 12:30-1:30pm
Email: abel.macias@yahoo.com Fall 2014


Required Textbook: Borderlands/La Frontera, Gloria Anzaldúa

These are the six general areas that we will cover in this course. There will be other topics not listed below that will be addressed in the textbook, additional material, or lecture. It is the student’s responsibility to know this material in addition to what is covered in lectures as it may appear on a quiz, written assignment, or final exam.

1) General overview and theoretical framework for understanding Chicana/o Studies
2) Chicana/o Studies Praxis – How do we implement the study of Chicana/o Studies
3) Understanding the U.S. Mexico Border
4) Understanding Chicana/o Literature, Television and Film
5) Understanding Chicana/o Activism today
6) Living examples of Chicana/o Arts Production

Student Learning Objectives:

- To think critically about the creation and practice of Chicana/o Studies.
- To understand the various aspects and manifestations of Chicana/o Studies.
- To expose students to the current production and practices within the Chicana/o Community

Grades will be based on:

60 points = 6 quizzes, each worth 10 points
60 points = 6 In Class Writing Assignments, each worth 10 points
40 points = 1 Community Event
40 points = 1 Community Event Paper
40 points = Class Participation
40 points = Final Exam

280 = Total Possible Points

If you are absent on the day of a quiz you can make up one quiz on Monday May 5. You are only allowed to make up one quiz. The quizzes will be multiple-choice and done in class, there will be ten questions on each quiz, bring a scantron to class and a number two pencil.
The in-class writing assignments will be done in groups. You will be paired with another student in class. This will be a team effort and both of the students will receive equal credit for this assignment. You can make up one In-Class writing assignment.

You are required to attend at least one community/campus event that the instructor assigns. You will not receive credit for community events you attend not assigned by the instructor. You are required to write a response in addition to attending the event to receive full credit. See the final page of syllabus for writing guidelines for Community Event Paper.

Class Participation: Students are required to participate in class discussions. Assigned readings are required and will assist the student in class writing assignments. Student must bring hard copy of the textbook to class, electronic version are not useful for the purposes of class discussion.

The Final Exam will be cumulative and include questions from the quizzes and other material covered in the course. It will be a multiple-choice exam consisting of forty questions.

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

It is the student’s responsibility to drop the course. Do not rely on the instructor to do this for you if you stop attending class. Drop the course before the drop deadline to avoid having a withdrawal on your academic record or worse, an F in the class.

The following course outline is a guide and is subject to change throughout the semester.

**Course Outline**

**Week 1: Introduction to Course**
Introduction to the course, review syllabus and course requirements.
Developing a Theoretical Framework, History and Identity, Zinn H., Martinez, E.

**Week 2: Understanding the Context, The Chicana/o Movement El Plan de Santa Barbara**
A Vision for the future, Chicano Coordinating Committee on Higher Education CCHE

**Week 3: The Present: Contemporary Challenges to Raza Studies**
Precious Knowledge, Film

**Week 4: Praxis, Challenges to the Chicana/o Community Today**
Immigration, The U.S. - Mexican Border, Anzaldua G.

**Week 5: Borderlands, continued**
Immigration, Borders Continued
Week 6: Cultural Production
Literature

Week 7: Cultural Production
Literature Continued

Week 8: – Chicana/o Cinema:
*And the Earth Did Not Devour Him, Real Women Have Curves, Films*

Week 9: – Chicanas/os on Television
The Mainstream Alternative – Chicana/o Images on Television.

Week 10: Politics and Activism
La Raza in Office – Forward or More of the Same, from La Raza Unida Party to U.S. Attorney Alberto Gonzalez

Week 11: – Politics and Activism Continued
Grassroots versus Electoral Politics continued

Week 12: – Arts and the Community
Chicano Park and the Barrio Arts District, the struggle against gentrification

Week 13: Arts and the Community Continued
From Teatro Campesino to Teatro Izcalli

Week 14: The Next Generation
Which Way Forward? What’s Next for Chicana/o Studies

Week 15: Make up Quiz and Review for Final
Final Presentations

Week 16: Final Exams Week Date to be announced: _____________ Final Exam
Here is the link to Purdue University's guide for writing MLA format
(http://owl.english.purdue.edu/owl/resource/747/01/)

Must be typed and double-spaced with MLA formatting. Paper must be at least two pages long.

**Title of event** – If available, if not create your own.

**Date event took place**

**Description of Event Atmosphere** – describe the physical location of the place. Was it in a park, a cultural center, in a theatre. Where was this location at? Was it in a building, park on a college campus in a community? For example Chicano Park is located in Barrio Logan, Southeast San Diego. What were the people like that attended? (age, gender, ethnicity). What was the setting? Was it friendly, welcoming, uncomfortable, festive or serious?

**What was the purpose/goal of the event?** – Was the event intended to entertain, enlighten, politicize, educate, raise money, or a combination of all of these? How did they attempt to accomplish this goal?

**How did they attempt to accomplish their goal?** – Was there speakers, posters, signs, workshops, classes, performers or a mix of these? Did you understand the message they were attempting to convey? What was that message? What did you take away from the event?

**How was this event connected to the course?** – Were any of the themes, ideas, concepts, terms that we have discussed in class addressed in some way shape or form at this event? Be specific, did we talk about this in class and what were we discussing? Refer to your notes for the lecture from that day and include date of lecture, reading (include page number), or handout (include title of handout and page number)

**Other comments** in regards to your experience at the event. This is your opportunity to free write and describe any other aspects you would like to describe, including how you felt.

Community Events are worth 40 points. Assignment should be turned in the week after the event took place, but you have until August 30. You will not receive credit for events you chose that were not given by instructor.