Course Description
The course examines the theories and practices of Chicana/o scholarship and the distinct epistemologies of Chicana/o studies and Chicana/o cultural studies as transdisciplinary endeavors. Knowledge production and discourses on the thought and activities of these areas are examined as emergent from different and often competing concerns and philosophical perspectives. For one, those framed by the mid-twentieth-century culture and thought of the Chicano Movement give voice to notions of Chicanismo, cultural nationalism, internal colonialism, mestizaje, critical race theory, Chicana feminism, service learning, indigenismo, and community activism among many others. For the other, since the late 1980s developments in Chicana/o scholarship have been influenced by literary theories and cultural studies critical thought disruptive of essentialism, origination, and master/foundational narratives concerning progress, personhood, privilege, difference, identity, and other constructs. This perspective posits the problematic of discourses that refer to the construction of knowledges invested in and compromised by language itself such as the reification of culture, and the fetishization of the self. It also suggests the modern identity project or quest for a fixed and basic selfhood is unattainable.

The Course Syllabus as a Social Contract
When you agree to take this course you agree to comply with course policies regarding expected student behavior, performance, and deportment. Additionally, you agree that we are all invested in the creation of a civil collective learning environment that we hope to sustain and develop throughout the semester. If you have a concern you need to discuss with me, please let me know before or after class, during office hours, via email, or schedule an appointment to meet with me. The syllabus may be subject to change.

Course Requirements, Policies, and Assessment
Academic misconduct representative of plagiarism is strictly prohibited and policies against it will be strictly enforced. The practice of plagiarism as “one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following: Copy verbatim from a book, an article or other media; Download documents from the Internet; Purchase documents; Report from other’s oral work; Paraphrase or restate someone else’s facts, analysis and/or conclusions; Copy directly from a classmate or allow a classmate to copy from you” (NYU Steinhardt School of Education Statement on Academic Integrity). Plagiarism will result

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1 Graduate Bulletin CCS 601 Course Description: “Philosophical, cultural, social thought, and intellectual traditions shaping Chicana and Chicano scholarship. Key paradigms of gender, ethnicity, and socio-economic change.”
in a grade reduction and/or course failure. For more information see the SDSU Graduate Bulletin or go to the web link http://www.wpacouncil.org/node/9

Accommodations for Disabilities and Confidentiality

In compliance with university policies and equal access laws, I ask that students with disabilities speak with me in person during office hours to arrange appropriate academic accommodations; all matters regarding student disabilities are confidential. Also, Student Disability Services advises that if you have a disability and will need accommodations for this class “it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations…contact Student Disability Services as soon as possible…accommodations are not retroactive, and [are provided once] an accommodation letter from Student Disability Services [is received]…”

Cell Phones: Please turn them off and store them away before class begins.

Blackboard, Turnitin, Email: Check Blackboard and your email on a regular basis for your grades, course documents, and announcements. Research papers will be submitted through Turnitin.

Preparation and In-Class Participation

Attendance and class participation are vital. Taught seminar style, the success of this learning experience depends in large part on your engagement in the class and knowledge of the course material. Be prepared to do a considerable amount of work and reading each week, engage actively in class discussions, and submit all required homework assignments on time. Missing class is not recommended and will have an adverse effect on your grade. Seminar discussion leaders are selected every week to lead discussions on the assigned readings.

Discussions should be:

1. Well organized and clear (you may use notes to keep you on task)
2. Comprehensive in scope
3. Informed and discerning
4. Evidence-based
5. Inclusive of all students by encouraging discussion

As you read the material below you might ask the following questions:
   a. What are some of the key arguments made in the reading?
   b. What concepts/notions were used or introduced?
   c. Did the author marshal evidence by using a particular method? If so, which?
   d. Are the findings and/or conclusions reasonable?
   e. Is there a particular sensibility about this work?
   f. What of the author’s style of writing?
   g. What kinds of questions does the reading raise?

Weekly Memos

You will be asked to discuss 10 of the assigned readings in the form of a memo to allow for greater ease, transparency, and informality. These memos should be 2-3 typewritten, double-spaced pages in length and should make clear your comprehension of the reading material and demonstrate discerning critical thinking skills. Submit memos in hardcopy during class meetings; please do not email them to me. Late work will be downgraded a full grade.
A Modernist Approach

1. Identify the aim and focus of the reading assignment.
2. Demonstrate your comprehension of the reading(s) by discussing key arguments.
3. Explain what you think is particularly significant about the reading(s).
4. Assess the significance of the reading(s) to other scholarship. For example, consider what is engaging about the reading(s) in relation to arguments, ideas, issues, and concerns expressed in other readings or scholarship.
5. Discuss any reservations you may have about the reading(s).
6. Suggest a different perspective or solution to issues and/or concerns raised in the reading(s) in need of attention or resolution.

A Cultural Studies Approach

This approach allows the composition of your memo to more freely navigate the readings without having to decide on a hierarchy of concepts or whether things are “true” or false, “right” or “wrong,” or even essentially definitive. Rather consider whether aspects of what you are reading are evocative and meaningful and why this is so. Pay attention to how authors choose to craft language use in the wielding of conceptual discourses, framing of interpretative constructs, and creation of subtexts. Also, speak to the ways people of color interrogate, subvert, create meaning, or perhaps prefer ambiguity to resolution through consideration of empirical, conceptual and/or aesthetic objects (artwork and literature) including, when pertinent, other sensibilities.

Grading Standards

A = Excellent. This level is representative of exceptional work. Written assignments are thoroughly researched by being conversant with the literature and using substantial supporting evidence efficiently and appropriately. Papers and essays are original and demonstrate skill in the mechanics of writing, organization, and rhetorical persuasion. Analysis uses evidence logically, insightfully, and eloquently. Oral presentations are on-topic, to the point, clearly articulate pertinent ideas, and are keenly aware of audience responsiveness. Both written and oral performances utilize what has been learned to form original insights into complicated problems by creating new meaningful ways of comprehending challenges.

B = Good. This level is representative of competent work. The execution and comprehension of course work and written assignments are for the most part complete and careful. This level demonstrates critical thinking and basic competence in research, writing, organization, and analysis with minor discrepancies and errors. Oral presentation is consistently good, focused, and demonstrate effective thinking skills. Both written and oral undertakings address the complexity of problems and begin to question interpretations; there is also evidence of an incipient formulation of original explanations.

C = Adequate. This level is representative of developing, often descriptive, opinion-based work. Written work may show organization although it makes use of a flawed but acceptable writing style, which may become vague and incoherent. It demonstrates the improper use of source materials, research methods, and analysis. The student is beginning to use evidence and argument appropriately but does not explain how these are related to the thesis; there also tends to be a focus on minor points. Arguments may be weak, unclear, or disorganized and reveal discrepancies in the overall work. There are considerable grammatical errors and frequent citation errors. The comprehension of concepts and arguments is incomplete and often mistaken. Oral presentation makes good points, but may occasionally go off topic or bring up unrelated comments and subject matter.
D = Unsatisfactory. This level is representative of untrained or unaccomplished work. The execution and comprehension of course work and written assignments are poor with little use of argument and evidence. Work is poorly organized, mainly descriptive, repetitive with considerable stylistic errors and little attention to proper citation rules. Evidence is inappropriate, mistaken, or inadequate. There is virtually no comprehension of basic course concepts and themes. Oral participation is superficial, disorganized, rambling, and off-topic.

F= Failed. This level is representative of bad, unacceptable, or missing work. The execution and comprehension of course work and written assignments indicate a failure to demonstrate adequate levels of comprehension, writing and/or critical thinking skills. Course and writing assignments are either not submitted or badly executed in part because they are not completed according to the requisites outlined in the course syllabus. Oral participation is disengaged from the course content and its basic fundamentals.

The Research Paper

The research paper should answer the following questions: 1) How are Chicana/o studies and Chicana/o cultural studies different in their theories of knowledge, methods, validity, and scope? 2) How are notions of power, agency, and identity having to do with such matters as race, ethnicity, culture, gender, sexuality, indigeneity, and spirituality approached by each area? In your efforts to provide insight into these issues your paper should: a) provide an overview of the scholarship for each area; b) address the conceptual contributions and controversies of each of the two areas such as - for Chicana/o studies - cultural nationalism, self-determination, internal colonialism, political familialism, critical race theory, service learning, Chicana feminism, sexism, and patriarchy. For Chicana/o cultural studies, topics such as revisioning the object of study, deconstruction of the text, discourse analysis of foundational narratives, essentialism, authority, authenticity, subjectivity, difference, and agency are possible considerations. Lastly, c) discuss new directions in Chicana/o studies and/or Chicana/o cultural studies given, for example, immigration issues and the current political climate and/or new intellectual interests.

The paper should consist of 15-20 double-spaced, typewritten pages in either 11-point Ariel or 12-point New Times Roman fonts; the length does not include the annotated bibliography, which is submitted separately. The paper should be written in MLA format and may include but should not be limited to reading material required for the course and/or listed in the Select Reading List. The paper should cite and address at least 10 articles, chapters in books, book(s), and/or academically-vetted internet sources (keep the latter to a minimum). The course is structured to encourage work on the research paper to be ongoing throughout the semester and should consist of the following:

a) Thesis: It explains in exact, clear language the goal of a verifiable and fairly original research project. It should be precisely stated as a question, hypothesis, argument, or declaration. For this project, try to limit your thesis statement to a sentence. Examples: “This essay will examine the factors that led the Puritans to settle the New World and the factors that determined the society they developed,” or with regards to genetics, “Recombinants are a reality, but controls over present and future recombinants are not” (Maner 11).

b) Literature Review: It represents a discussion of key published sources and regularly cited literature on your thesis topic and conveys your account of the knowledge, data, debates, controversies, and their assessment in the field important to your topic. It demonstrates that you are conversant with and knowledgeable about existing issues and research in your subject area and are capable of determining which sources are among the most important selections for your thesis topic. Your instructor and reference librarian can help guide you to key sources. Finally, a
literature review argues for a particular research direction that emphasizes the worthiness of your research project. Your literature review for this project should discuss and assess at least five sources (if books) and ten sources (if articles) on your topic.

c) **Significance (to the discipline):** Significance should not explain why YOU think your thesis topic is important but rather why **RESEARCHERS IN THE FIELD** think your thesis is important to the academic community. This means that you must be familiar with the literature. What do scholars in the field have to say and understand about your topic? Is your thesis project a contribution to the field? Will it fill a void or further support the literature?

d) **Methodology:** It explains precisely and coherently how you will proceed in a verifiable manner to support or prove your thesis. You should be able to explain the logical relationship between your epistemology, its data, and your stated goal as well as procedures and techniques used to collect, analyze, and interpret information. You may also want to consider the following questions: What kinds of problems do you think you’ll encounter and how will you address these? What skills, training, and competencies do you have that prepares you for doing your research project? Have you thought of contacting individuals in the field or community at large who will be critical to the success and implementation of your research project?

e) **Time Table:** This is usually a weekly (or daily) schedule of tasks and assignments to be accomplished in order to make progress on the completion of the research process and research paper.

f) **Works Cited:** Provide a list of all your source materials in the form of a bibliography. If experts or informants are consulted, their names are also included as well as the place and dates you interviewed them.

Works Cited


**ABSTRACT** (of the research paper)

For our purposes, the abstract should provide a summary of the paper with particular attention to the 1) significance of the thesis topic and its contribution to the field, 2) thesis statement, 3) approach used to make progress on the problem or methods utilized, 4) results and findings, and 5) conclusion or the implications of the findings. Limit the abstract to approximately 200 words and avoid any jargon that is likely to confuse the reader. The abstract is usually written after the completion of the paper.

**Annotated Bibliography**

An annotated bibliography is both descriptive and critical in its commentary. For your research project, you should assess the content, usefulness, and limitations of your sources. Cite the entry as you would any bibliographic entry using an MLA citation format, and then follow with the annotation. Indicate what the author attempts to accomplish (purpose) in the work, describe how the author goes about this (evaluate the methods used), if possible discuss what the work says about other literature in the field, and discuss the findings and/or conclusions of the work. Finally, describe your reaction to the item and consider how useful it is for your research project. In brief, identify, discuss, and/or assess the following:
1. Aim of work
2. Methods used
3. Findings and/or conclusions
4. Usefulness to your project

**Sample**

Annotated Bibliographic Citation


The author reviews the literature on witchcraft for Mexico’s colonial period and finds there is a dearth of material on women of color and witchcraft for Mexico City during New Spain’s late colonial period. This work is meant to contribute to the literature by specifically examining 56 cases from Mexico City’s Inquisitional tribunal records for women of color accused of heresy. This study finds that women used witchcraft to get even with errant husbands and/or control spouses. The author argues that because women in colonial New Spain were virtually powerless they resorted to witchcraft to compensate for their lack of power in conjugal relations and to negotiate social institutions such as the courts. I found this article to be very useful to my project because it speaks directly to my subject area and provides a theoretical framework from which to approach my own work. However, my research interests differ from those of this work in that I’m specifically interested in the practice of blasphemy by black and mulatta women on the Gulf coast of Louisiana during New Spain’s early colonial period.

**Course Plan and Required Readings**

Required Texts:


Recommended:

7. Foster, Thomas C. 2014. *How to Read Literature Like A Professor.* New York: Harper Perennial. The following chapters are suggested for those of you interested in reading and its skills: Chapters 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 20, Interlude (193-200), Chapters 21, 23, 24, 25, 26, Postlude (295-301), and Envoi (302-05)
Books and Articles on Reserve

Grading Summary

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Scale</th>
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<td>Research Paper</td>
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<td>A 950-1000 pts.</td>
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<td>10 Reading Memos</td>
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1000 pts.

WEEKLY SCHEDULE
All recommended readings are from the Select Reading List under Course Documents on Blackboard.

**Week 1: Introduction and Course Overview**
Aug 26

What will this course accomplish epistemologically and in praxis?

Why is it important to understand the difference between Chicana/o studies and Chicana/o Cultural studies? How are immigration, transborderism, transnationalism, socio-political, cultural, and economic processes influencing the subject matter of these areas?

Readings:
None

**Week 2: The Initial Field of Chicana and Chicano Studies**

Sept 2

What led to the creation of Chicana/o studies? How are its epistemology, subject matter, and scope of study conceptualized?

Readings:
Noriega et al., *The Chicano Studies Reader*, Gilberto Cardenas, 76-106
Noriega et al., *The Chicano Studies Reader*, Juan Gomez- Quiñones, 28-75

Memo #1; Bibliographic citations for seven or more sources in MLA format

**Week 3: Gender in the Field of Chicana and Chicano Studies**

Sept 9

**Week 9: Constructing Chicana/o Studies, Part II**

Readings:
Acuña, *The Making of Chicano Studies*, Ch. 3: “From Student Power to Chicano Studies,” 36-58
Acuña, *The Making of Chicano Studies*, Ch. 8: “Getting It Right,” 143-163

Memo #2
Week 4:  \textbf{The Human Subjects of CCS: What is a Mexican?}

**Sept 16** \hspace{1cm} \textbf{Constructing Identity}

Readings: 
- Noriega et al., \textit{The Chicano Studies Reader}, Fernando Peñalosa, “Toward an Operational Definition of the Mexican American,” 16-27
- Noriega et al., \textit{The Chicano Studies Reader}, Américo Paredes, “Folklore, Lo Mexicano, and Proverbs,” 248-256

Memo #3; Annotated Bib Citation #1

Week 5: \textbf{The Human Subjects of CCS: The Early Chicana Feminists}

**Sept 23** \hspace{1cm} \textbf{Women and the Chicano Movement}

Readings: 
- Bebout, \textit{Mythohistorical Interventions}, Introduction, 1-28
- Bebout, \textit{Mythohistorical Interventions}, Ch 3: “Of Mothers and Revolutionaries,” 105-147

Memo #4; Annotated Bib Citation #2

\textit{Recommended Readings:}

Week 6: \textbf{Queer Matters}

**Sept 30** \hspace{1cm} \textbf{Queer Sexuality and Identification}

Readings: 
- Bebout, \textit{Mythohistorical Interventions}, Ch 4: “Queer Genealogies: Chicana Lesbian Feminism and the Postmovement Era,” 149-185
- Noriega et al., \textit{The Chicano Studies Reader}, John Alba Cutler, “Prosthesis, Surrogation, and Relations in Arturo Islas’s \textit{The Rain God},” 647-672

Memo #5; Annotated Bib Citation #3

\textit{Recommended Readings:}
Week 7: Anzalduan Spirituality, Indigeneity, and Healing, Part I

Oct 7 Different Knowing
Readings:
- Keating, Speaking in Tongues, 26-35
- Keating, La Prieta, 38-50
- Keating, El paisano is a bird of good omen, 51-69
- Keating, Dream of the Doubled-Face Woman, 70-71
- Keating, Foreword to the Second Edition, 72-73
- Keating, Spirituality, Sexuality, and the Body, 74-94
- Keating, Creativity and Switching Modes of Consciousness, 103-110
- Keating, En Rapport, In Opposition, 111-118
- Keating, Metaphors in the Tradition of the Shaman, 121-123

Memo #6; Annotated Bib Citation #4

Recommended Readings:

Week 8: Anzalduan Spirituality, Indigeneity, and Healing, Part II

Oct 14 Othered Epistemologies
Readings:
- Keating, To(o) Queer the Writer, 163-175
- Keating, On the Process of Writing, 187-197
- Keating, La vulva es una herida/The vulva is an open wound, 198-202
Keating, The New Mestiza Nation, 203-216
Keating, Foreword to Cassell’s Encyclopedia, 229-231
Keating, (Un)natural bridges, (Un)safe spaces, 243-248
Keating, Speaking Across the Divide, 282-294
Keating, Llorona Coyolxauhqui, 295-297
Keating, Let us be the healing of the wound: The Coyolxauhqui Imperative, 303-317
Memo #7; Annotated Bib Citation #5

Week 9: Disrupting the Normal

Oct 21 Problematizing Self and Belonging
Readings: Noriega et al., The Chicano Studies Reader, Rafael Pérez-Torres, “Refiguring Aztlán,” 197-220
Draft #1 of Literature Review of research Paper

Recommended Readings:

Week 10: Chicana/o Critical Discourse

Oct 28 What is Chicana/o Cultural Studies? Part I
Readings: Chabram-Dernersesian, The Chicana/o Cultural Studies Forum, Session 1: Perez-Torres, Habell-Pallan, Fregoso, Ondine Chavoya, Sandoval, Soldatenko, Brady, Saldivar
Memo #8

Recommended Readings:

Week 11: Chicana/o Critical Discourse

Nov 4 What is Chicana/o Cultural Studies? Part II
Readings: Chabram-Dernersesian, The Chicana/o Cultural Studies Forum, Session 2: Habell-Pallan, Brady, Ramon Garcia, Saldivar, Ondine Chavoya, Fregoso, Soldatenko, Rosaldo

Draft #2 of Literature Review of research Paper

**Recommended Readings:**

**Week 12: Chicana/o Critical Discourse**

**Nov 11**  
**What is Chicana/o Cultural Studies? Part III**

Draft #1 of Research Paper

**Recommended Readings:**

**Week 13: Queering the Text: Interrogating the Normative**

**Nov 18**  
**Racializing Sexuality**
Readings: Soto, Ch 1: “Making Familia from Racialized Sexuality,” 15-37  
Memo #9

**Recommended Readings:**
Week 14: Queering the Text: Interrogating Silence

Nov 25 The Disidentification of Racialized Sexuality
Memo #10

Recommended Readings:

Week 15: Queering the Text: Interrogating Masculinities

Dec 2 Patriarchal Hypermasculinity
Readings: Soto, Ch 4: “Americo Paredes & De-Mastery of Desire,” 85-120
Draft #1 of Research Paper Abstract

Recommended Readings:

Week 16: Knowledge Production and Its Discourses

Dec 9 Oral Presentation of Final Papers
4-6 pm, SLHS 201