

JODA
S'07

Theoretical Issues in Chicano Latino Studies
CLS 200A
Spring Quarter, 2007
W 1-3:50 SST 318

Course Coordinators: Lisa Garcia Bedolla and Gilbert G. Gonzalez

Using a highly interdisciplinary approach, this course aims to introduce students to the main theoretical debates that have characterized Chicano/Latino Studies. The course covers three main areas of research within the Chicano/Latino Studies field: (1) Historical Approaches, including foundational debates, issues of migration, gender and work, and the application of the historical method to the Chicano/Latino experience; (2) Cultural Studies and Cultural Production, which, while being careful not conflating these two theoretically distinct areas, examines how the production, consumption, and evaluation of cultural forms can be understood from a Chicano/Latino perspective; and (3) Social Science Approaches, exploring how the Chicano/Latino experience has been understood and, in some ways constructed, across multiple social science fields and methods. This class is designed for graduate students interested in studying Chicano/Latino issues who wish to broaden their understanding of Chicano/Latino theory. The course also is also required of students interested in completing the Chicano/Latino Studies graduate concentration.

Week 1 (4/4) Course introduction

Week 2 (4/11) The Politics of Labeling and Naming: What is "Latino"?

Seminar Leader: Professor Lisa Garcia Bedolla

Readings:

Rodríguez, Clara. "Latinos in the U.S. Race Structure," and "The Idea of Race," in *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States*. New York: New York University Press, 2000.

Oboler, Suzanne. "Introduction" and chapters 1 and 2 from *Ethnic Labels, Latino Lives: Identity and the Politics of (Re) Presentation in the United States*. Minneapolis: University of Minnesota Press, 1995.

DeGenova, Nicholas, ed. 2006. "Introduction" to *Racial Formations: Latinos and Asians Remaking the United States*. Durham: Duke University Press.

Bonilla-Silva, Eduardo and Karen S. Glover. 2004. "'We Are All Americans': The Latin Americanization of Race Relations in the U.S." in

Maria Krysan and Amanda E. Lewis (eds), *The Changing Terrain of Race and Ethnicity: Theory, Methods, and Public Policy*, New York: Russell Sage Foundation, pp. 149-83

Week 3 (4/18) Historical Approaches I

Seminar Leaders: Professors Raul Fernandez and Gilbert Gonzalez

Readings:

Gonzalez, Gilbert G. and Raul Fernandez, Chapter One, "Chicano History: Transcending Cultural Models" and Chapter Two, "Empire and the Origins of Twentieth-Century Migration from Mexico to the United States," from *A Century of Chicano History: Empire, Nations and Migration* (2004)

Rosas, Ana, Introduction to "Flexible Families: Bracero Families' Lives Across Cultures, Communities and Countries, 1942-1964," Doctoral Dissertation, USC, 2006.

Zaragoza Vargas, "Introduction" from *Labor Rights are Civil Rights: Mexican American Workers in Twentieth Century America*, Princeton University Press, 2005.

Mario Garcia, "Introduction" from *Memories of Chicano History: The Life and Narrative of Bert Corona*, University of California Press, 1994.

Week 4 (4/25) Historical Approaches II

Seminar Leader: Professor Vicki Ruiz, Chair, History Department

Readings:

Gonzalez, Gilbert G. and Raul Fernandez, "Chicano History: Transcending Cultural Models," Vol. 63, no. 4 (1994)

Wall?"

Chabram-Dernersesian. "Chicana/o Cultural Studies: Marking the
Conjuncture within an Institutional Context"

Aparicio, Frances. "Latino Cultural Studies"

Poblete, Juan. "Introduction" To *Critical Latin American and Latino Studies*

Yudice, George. "Rethinking Area and Ethnic Studies in the Context of
Economic and Political Restructuring"

Week 6 (5/9) Music, Popular Culture, and "Latinidad"

Seminar Leader: Professor Raul Fernandez

Readings:

Cepeda, María Elena. "Columbus Effects: The Politics of Crossover and
Chronology within the Latin(o) Music Boom"

Pacini-Hernández, Deborah. "La Lucha Sonora: Dominican Popular Music
in the Post-Trujillo Era"

Kun, Josh. "The Aural Border"

Jenkins, McPherson, and Shattuc? "The Culture that Sticks to Your Skin: A
Manifesto for a New Cultural Studies (Introduction to *Hop on Pop*)"

Week 7 (5/16) Our Writer in Residence, Alejandro Morales: Creative and Cultural Production

Readings:

Morales, Alejandro. *The Rag Doll Plagues*. Houston, TX: Arte Público Press,
1992

Herrera-Sobek, María. "Epidemics, Epistemophilia, and Racism: Ecological
Literary Criticism and The Rag Doll Plagues." In *Alejandro Morales Fiction,
Past, Present and Future Perfect*. Ed. Jose Antonio Gurpegui. Arizona:
Bilingual Review Press, pp.99-108.

Week 8 (5/23) Migration and Incorporation

Seminar Leaders: Professor Cynthia Feliciano and Louis Desipio

Readings:

Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical
Synthesis," in Charles Hirschman, Philip Kasinitz and Josh DeWind (eds),

Portes, Alejandro. 1999. 'Immigration Theory for a New Century: Some Problems and Opportunities', in Charles Hirschman, Philip Kasinitz and Josh DeWind (eds), *The Handbook of International Migration: The American Experience*, New York: Russel Sage Foundation, pp. 21-33

De Genova, Nicholas (2005) *Introduction: Working the Boundaries*, and, Chapter 2 *The "Natives' Point of View: Immigration and the Immigrant as Objects of US Nationalism*, in *Working the Boundaries: Race, Space and "Illegality in Mexican Chicago"*, Duke Press.

Bean, Frank, Susan Brown, and Rubén Rumbaut. 2006. "Mexican Immigration Political and Economic Incorporation." *Perspectives on Politics* 4 (2): 309-313.

Week 9 (5/30) Inequality, Power, and Mobilization

Seminar Leader: Professor Michael Montoya

Readings:

Rosaldo, Renato. 1997. "Cultural Citizenship, Inequality, and Multiculturalism" in William V. Flores and Rina Benmayor, eds., *Latino Cultural Citizenship*. Boston: Beacon Press.

Chapter 1, *Institutions of Poverty*, and, Conclusion: *The Price of Poverty*, in, *The Price of Poverty: Money, Work, and Culture in the Mexican American Barrio*, California Press.

Harding, Sandra and Kathryn Norberg. 2005. "New Feminist Approaches to Social Science Methodologies: An Introduction," *Signs* 30: 2009-2015.

Dohan, Daniel (2003) Chapter 1, *Institutions of Poverty*, and, Conclusion: *The Price of Poverty*, in, *The Price of Poverty: Money, Work, and Culture in the Mexican American Barrio*, California Press.

Rosaldo, Renato. 1997. *Cultural Citizenship, Inequality, and Multiculturalism* in William V. Flores and Rina Benmayor, eds., *Latino Cultural Citizenship*. Boston: Beacon Press.

Harding, Sandra and Kathryn Norberg. 2005. *New Feminist Approaches to Social Science Methodologies: An Introduction*, *Signs* 30: 2009-2015.

Dohan, Daniel (2003) Chapter 1, *Institutions of Poverty*, and, Conclusion: *The Price of Poverty*, in, *The Price of Poverty: Money, Work, and Culture in the Mexican American Barrio*, California Press.

Week 10 (6/6) Overview of course and presentations of journal projects.

Course Requirements

In order to insure a maximum of reflection, interaction and learning among students and faculty, and as part of the requirements for the Chicano Latino Graduate Seminar, students enrolled in the seminar are asked to keep a journal.

The journal will be composed of three entries, corresponding to each of the major sections of the seminar, i.e. history, cultural studies, social sciences.

Each entry would be a summary reflection by the student of what s/he learned in that segment of the seminar, what was useful for her/his field of study, or what was lacking. Each entry would be limited to three, double-spaced, typed pages, maximum. Alternatively, students might prepare a creative summary, i.e. a poem, a drawing, or some other form of creative integration, which should be accompanied by a one-page explanation of how this creative integration serves as a reflection.

Students are requested to discuss their ideas covered in the drafts of their entries with other students in the class. Groups of two or three students could prepare joint entries.

On the last class meeting each student, or group of students, would be asked to present and explain one journal entry to the rest of the class. This would be done without the use of power point so that graduate students learn to communicate sans that technological aid.

At the end of the course each student (or groups of students) would be asked to submit a final version of TWO of the entries prepared.

Other than the journal, and normal seminar reports, there will be no other requirements for the seminar.

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