

**DEPARTMENT OF CHICANO/LATINO STUDIES  
UNIVERSITY OF CALIFORNIA, IRVINE**

**Introduction to Mexican Culture through Music  
CHC-LAT 129**

**A. GENERAL INFORMATION**

Professor: Enrique Rios-Ellis, M.M., D.M.A.  
Email: eriosell@gmail.com  
Office Hours: 6:00-7:00 Monday and by appointment  
Office: TBA  
Cell Phone: (562) 212-6327  
Meeting Time: 7:00-9:50pm Monday  
Meeting Place: SSL 290  
Final Examination: 7:00-9:00pm, Monday, March 18<sup>th</sup>

**B. COURSE DESCRIPTION**

This course will provide students an overview and understanding of the roots of Mexican music and its influence on musical styles throughout the world. One of the primary objectives of the course is to provide students with an understanding of how cultural, geographical, historical, political and socioeconomic factors have influenced the development of music among Mexican populations. Students will be expected to learn and differentiate styles and rhythms typical of the various regions of Mexico and among Chicanos/Mexican Americans within the United States. The course covers the musical history of Mexico, from pre-historic time to the present. The scope of the class includes the development of the relationship between Mexico's history, (especially its political history), and its music. This includes pre-Cortesian music (Mayan and Aztec), sacred music of the Colonial Period, 19th century art and folk music, 20th century art music, and 20th century pop music and its relationship with Mexican folk music and international pop styles.

Students will be expected to recognize numerous styles of music including but not exclusively: bolero, son, tejano, nueva canción, norteña, mariachi, rock en español, musica popular, musica folklorica, and principle classical composers from Mexico. In addition, through listening and learning rhythmic patterns students will become familiar with the various meters and forms commonly utilized in Mexican music. Another crucial element of this course is to promote an understanding of the influence of African and European music on the development of specific Mexican musical styles.

**C. COURSE OBJECTIVES**

1. Recognize the various styles of Mexican music.
2. Develop the ability to recognize diverse rhythmic structures that exist within the various styles of Mexican music.
3. Understand the influence of regional history on the development of Mexican music.
4. Understand the increasing popularity of Mexican music and the influence of changing demographic characteristics of the Latino subpopulations within the United States.
5. Understand the impact of various styles of Mexican music used in popular media and the music's impact on film development.
6. Understand the impact of political movements on the development of various styles of Mexican music, specifically corrido and nueva canción movement in Mexico.
7. Recognize influential Mexican artists and their contributions to the development of Mexican music.
8. Understand the impact of changing musical styles on the Mexican family.
9. Develop a strong appreciation for the richness and diversity of Mexican music.
10. Develop an appreciation for Mexican music through listening to live performances by Mexican artists.

## **D. READINGS AND LISTENING MATERIALS**

Required:

Pedelty: Musical Ritual in Mexico City: from the Aztec to NAFTA (2010).

Four Listening CDs.

Recommended:

Loza: Barrio Rhythm: Mexican American Music in Los Angeles (1993),

## **E. REQUIREMENTS AND EVALUATION**

1.	Concert Review	10%
2.	Four "drop the needle" pop quizzes (5% each)	20%
3.	Corrido and Bolero compositions (5% each)	10%
4.	Midterm examination	20%
5.	Research presentation/PowerPoint	15%
6.	Final examination	20%
7.	Participation and attendance	5%

## **F. EXPLANATION OF REQUIREMENTS**

1. Concert review. Students are expected to write a review of a Latino musical concert. Information detailing the requirements of this assignment and the questions students will be expected to answer through their concert experience will be distributed. Students are expected to maximize their class experience by attending all classes and participating on a regular basis. The concert review is worth 10% of your class grade.
2. Four "drop the needle" pop quizzes. A large portion of this course is designed to help the student develop an understanding the diversity and range of Mexican music. I have prepared four compact discs with a range of Mexican musical traditions for you to study. A listing of the compositions and a listening schedule are included with the CDs. The student is responsible for listening and knowing the author, artist, style, and name of each song on the CDs. Four times throughout the term you will be given a "drop the needle" pop quiz that will cover all of the compositions scheduled for listening. The "drop the needle" pop quizzes will not be comprehensive. In other words, scheduled musical pieces will not be included more than once on any given "drop the needle" quiz. Make up quizzes for unexcused absences will not be allowed. Each quiz is worth 5% of your grade.
3. Corrido and Bolero composition. In order to complete these assignments you will need to compose a Corrido and a Bolero following the correct formats for each individual musical style. Each composition is worth 5% of your grade for a total of 10%.
4. Midterm examination. A midterm examination will be given in which the student will be expected to respond to essay and multiple choice questions based on films, guest speakers, and lectures. The midterm will also include questions in the "drop the needle" format. The midterm is worth 20% of your grade.
5. Group presentations. In order to complete this assignment you will need to work with a group of fellow students to investigate a Mexican musical style, artist, or group. The number of students in each group will depend on the total enrollment in the class. Musicians in the class may also choose to perform and explain a work by a Latino artist or group. Those interested in dance may also wish to demonstrate and present a certain style of Mexican dance. Information detailing the requirements of this assignment will be distributed. This portion is worth 15% of your grade.
6. Final examination. A final examination will be given in which the student will be expected to respond to essay and multiple choice questions based on films, guest speakers, and lectures. The final examination will also include questions in the "drop the needle" format. The final is worth 20% of your grade.

**G. COURSE POLICIES:**

- a) All papers should be typed, double-spaced, with one-inch margins around the page. All pages should be numbered. The font size should be 10 to 12-point.
- b) Class assignments will be due at the beginning of class. Students that miss class or show up late because of poor preparation will be penalized.
- c) The instructor should be notified of ANY absences or illnesses.
- d) Students are expected to come prepared for class and to proactively participate throughout the term.
- e) If I have to tell any student to restrain from talking more than twice during any class period you will be asked to leave.
- f) Any student who does not attend class or stops attending class will still be obligated to officially withdraw from the class on their own. The last day to add or drop courses without the Dean's signature is February 18<sup>th</sup>.
- g) Rules of academic honesty will be carefully adhered to at all times. The Academic Honesty Policy at UCI can be found at <http://www.editor.uci.edu/catalogue/appx/appx.2.htm>
- h) Cellular phones and blackberries must be turned off during course lectures. Please refrain from checking your email or Facebook accounts, and using other social media platforms at all times during course lectures. Points will be deducted from your grade if the professor becomes aware of these practices.
- i) Assigned readings must be completed before course lectures.
- j) Email submissions of written assignments will not be accepted.

**Tentative Schedule****Readings**

1/7	How is Mexican culture reflected by its music? Guest: Dr. Raúl Fernández	<b>Ped 1, 2, 3</b>
1/14	Pre-Cortesian culture Reflections of culture through Mayan and Aztec music Spanish Invasion/Colonialism: politics and history Villancico Renaissance and Baroque Cultural Influences Art music: sacred and secular (1600-1800)	<b>Ped 4, 5</b>
1/21	Martin Luther King, Jr. Day NO CLASS	
1/28	History of Mexican Music in El Pueblo de Nuestra Señora Reina de Los Ángeles Father Durán and the California Mission System The Chicano Movement & Music Canción Política FILM “Break of Dawn” (excerpts 25 minutes)	<b>Loza 1/Handout</b>
2/4	Blocks of Music Introduction to Música Folklórica Regional Music of México Corridos, Ranchera, Banda <b>Presentations Groups 1 and 2</b>	<b>Handout Ped 6, 7, 8, 9</b>
2/11	<b>MIDTERM EXAM</b> The Mariachi in Historical Perspective Etymology Regional Music of México: El Son Variations of the Son <b>Presentations Groups 3 and 4</b>	<b>Ped 14, 15</b>
2/18	Presidents’ Day NO CLASS	
2/25	The History of the Bolero The development of the “Trios” Genesis and Development of “Música Tropical” Danzón/Mexican Dance Halls <b>Corrido Assignment Due</b> <b>Presentations Groups 5 and 6</b>	<b>Ped 10, 11</b>
3/4	20 <sup>th</sup> Century México and European Cultural Influences/ Manuel M. Ponce-Silvestre Revueltas-Carlos Chavez-Juventino Rosas <b>Bolero Assignment Due</b> <b>Presentations Groups 7 and 8</b>	<b>Ped 12, 13</b>
3/11	Reflections of Gender in Mexican Music Norteña/Tejana Music Transnational Working Class Culture Rock en Español Los Lobos, Santana, and Maná <b>Concert Review Due</b> <b>Presentations Groups 9 and 10</b>	<b>Ped 16, 17</b>
3/18	<b>FINAL EXAM</b>	

## **Concert Review Assignment CHC/LAT 129**

This assignment is due on March 11th and is worth 10% of your grade. To complete this assignment you must attend one concert by a Mexican artist or group. The review should be 4-5 pages in length, typed double-spaced. All submissions must have a program or flyer attached to the review AND MUST INCLUDE A BIBLIOGRAPHY AND DISCOGRAPHY DOCUMENTING YOUR SOURCES. Please use the Chicago style format for your references. The review should be written in a narrative form and should contain the answers to the following questions:

- 1) Who is/are the artist(s)?  
Where was the concert held?  
When was the concert?  
How much did the concert cost?  
Where did you hear about the concert?
- 2) Why did you select this artist or group?  
What is the history of this artist or group?  
How did this group or artist come to perform this/these style(s) of music?
- 3) What style(s) of music do(es) this artist or group play?  
How would classify the artistic quality of the artist or group?  
How would classify the artistic quality of the music of the artist or group?
- 4) What is/are the origin(s) of this (these) style(s) of music?
  - Geographic
  - Political
  - Instrumentation
  - Cultural/traditional
  - PerformanceWhat other groups/artists play this (these) style(s) of music?
- 5) Please describe the musical elements used in the concert including melody, timbre, harmony, texture, and form studied in class and through your readings.
- 6) What instruments were used in the concert?  
What special effects (if any) were used in the concert?
- 7) If a future concert were to be held, would you recommend the artist or group to a friend? Why or why not?
- 8) What were the highlights of the concert?  
Were there any "embarrassing moments"?
- 9) In what ways (if any) did this artistic experience enrich your knowledge and appreciation of Mexican music?

## **Research Presentation/PowerPoint CHC/LAT 129**

For this project, you will work with a group of your fellow students to conduct a research assignment concerning a Mexican musical artist or group, a Mexican composer, a style of dance or Mexican dance troupe, or you may choose to perform Mexican music and/or dance yourselves.

This assignment is divided into four parts:

- 1) **Research**  
Carefully research the focus of your project. Make sure that you understand the background history, current and previous works or derivations, and their link with the Latino community in the United States and Mexico. Be sure to provide references for all sources of information and reference your PowerPoint presentation within the content of each slide. Include a bibliography/Discography as the final slide of your PowerPoint.
- 2) **Presentation Planning**  
Please briefly discuss your presentation with the professor to make sure of the focus and clarity of your work. You will be asked to stipulate each group members' responsibilities and grade each member, including yourself, on the extent of their collaboration and the quality of their work.
- 3) **Presentation**  
Please use a variety of different mediums for your presentation; power point, oral, visual, experiential, etc. Your presentation should not exceed 15 minutes in length. Make sure that you rehearse your presentation repeatedly to test for time, interest level, transition between group members and topics, and quality.
- 4) **Presentation PowerPoint**  
You will be asked to submit a copy of your PowerPoint and your group evaluation sheet on the date of your presentation with a bibliography and discography documenting your sources as the final slide.

## **Group Progress Report**

This report is due one week before your presentation. Please submit only one progress report per group. Please be as specific as possible when answering these questions.

- 1) What are the names and phone numbers of all group members?
  
- 2) What is the focus (topic) of your project?
  
- 3) How did you come to agree on this particular focus?
  
- 4) How will you acquire the information you need to conduct your presentation?
  
- 5) How will you divide the workload in an equal and effective way?
  
- 6) Who will conduct which task(s) and why?
  
- 7) How will your group communicate to insure that the process of your research is going in the right direction and at the right speed?
  
- 8) When will you hold organizational meetings? List dates and times.

## Project Group Process Assessment

Due the day of your presentation. Fold it in half lengthwise (to protect confidentiality) and submit with your paper.

Name (self): \_\_\_\_\_  
Group Project Title \_\_\_\_\_  
Responsibilities: \_\_\_\_\_

Self Rating  
1 2 3 4 5 6 7 8 9 10  
Comments: \_\_\_\_\_  
\_\_\_\_\_

Name (group member) \_\_\_\_\_  
Responsibilities: \_\_\_\_\_

Member Rating  
1 2 3 4 5 6 7 8 9 10  
Comments: \_\_\_\_\_  
\_\_\_\_\_

Name (group member) \_\_\_\_\_  
Responsibilities: \_\_\_\_\_

Member Rating  
1 2 3 4 5 6 7 8 9 10  
Comments: \_\_\_\_\_  
\_\_\_\_\_

Name (group member) \_\_\_\_\_  
Responsibilities: \_\_\_\_\_

Member Rating  
1 2 3 4 5 6 7 8 9 10  
Comments: \_\_\_\_\_  
\_\_\_\_\_

Name (group member) \_\_\_\_\_  
Responsibilities: \_\_\_\_\_

Member Rating  
1 2 3 4 5 6 7 8 9 10  
Comments: \_\_\_\_\_  
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