

Dr. Gilbert Estrada

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Office Hours:

T: 5:45 - 6:45 p.m.

or by appointment

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Teaching Assistants

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Chicana/o y Latina/o Studies 62:
Introduction to Chicana/o Latina/o Studies II (6100)

Spring 2013

Tuesdays: 7:00 – 9:50 p.m.

Room: PCB 1100



Course Description:

This course will engage and introduce students to the arts, literature, and culture of Chicano/Latino communities from pre-Columbian to the present. This course analyzes representations of and cultural production in Chicano/Latino communities through such media as folklore, literature, art, film, architecture, dance, performance, music, poetry and mass media. Students will study the many practices of Chicano/Latino Studies by giving you the opportunity to learn more about artists and scholars engaged in this field of study and artistic production. Students will explore historical, literary and artistic materials/texts about Latino groups and focus on institutions/processes/concepts pertaining to indigenous culture, conquest, colonialism-postcolonialism, migration, ethnicity, economics, politics, race, gender, labor, assimilation, and Americanization, among others.

Course Structure:

The course is designed to put you at the center of learning through student centered, not professor centered, learning methods. As such, your full participation is not only encouraged, but obligatory. Students will fully engage in class discussions on assigned readings, lectures, speakers, or any other assignments in our “natural critical learning environment.” That means you must have completed the readings before class. In other words, come to class prepared and expect to participate. While lectures are a central part of our process, this course also offers you participatory agency, where you are an integral part of the learning process, not a passive listener.

Student Learning Outcomes:

After successful completion of the course, students should be able to:

1. Identify and elucidate the interdisciplinary nature of Chicano/Latino Studies through the representative artistic production of various U.S. Latino Groups.
2. Explain important issues in the Chicano/Latino community and how they are (re)presented in different artistic genres.
3. Identify important political, economic, social and historical movements that have affected Chicano/Latino communities through the manifestation of multi-media arts.

Course Requirements:

Your final grade for this course will be evaluated through five main areas:

1. **Attendance and Participation in Lecture – 10%**
2. **Short Essay – 10%**
3. **In Class Writing & Learning Assessments – 20%**
4. **Midterm – 30%**
5. **Final – 30%**

1. Attendance and Participation – 10%

Ten percent of your overall course grade is attendance and participation. Therefore, coming to class on time, being prepared to participate, and ready to engage with the professor and students is crucial to your successful understanding of the course material. I may take attendance unannounced and your presence will count toward your participation. Attendance may be taken at any time during the class session or through other means such as quizzes or written activities that you are required to turn in. I expect you to come to class on time and stay for the entire duration of the class. If you leave early, or are late, you will receive ZERO credit. A signed doctor's note is the only exception.

2. Short Essay –10%

A short essay will be assigned. A handout with more information will be passed out by week three.

3. In Class Writing & Learning Assessments – 20%

Formative learning activities and writing assignments will take place during class. If you are absent and/or do not complete the writing assignments, they **can not** be made up. A signed doctor's note is the only exception. Assessments may also take place in the form of a quiz. Each prompt will give specific instructions. In order to receive full credit, follow all instructions on the prompt. You have two weeks to query any grade or missing grade after it has been posted online.

Unless stated otherwise, you will not receive full credit unless your Reply contains:

- An answer to the question posted by the instructor.
- At least one piece of properly contextualized, cited information drawn from lecture or required reading that supports your answer.
- The required page length (addressed on the prompt).

4. Midterm – 30%

Students should prepare well in advance for a Midterm exam given on **Tuesday, April 30**. A study guide will be given in class with further instructions. Do you want to know what's going to be on the midterm? Follow the weekly themes on the syllabus. Use the syllabus as a study guide. No make up exams are scheduled.

5. Final Exam – 30%

Students should prepare well in advance for a Final exam on **Tuesday, June 11, 7:00 – 9:00 p.m.** A study guide will be given in class with further instructions. No make up or early exams are scheduled.

Grades

The instructor will use the +/- grading option for this course. A grade of “C” or better is required to meet the General Education requirements. A grade of “C-” or below will not satisfy the General Education requirements (UPS 300.004).

The grading scale is as follows:

A 100-94%
A- 93-90%
B+ 89-87%
B 86-84%
B- 83-80%
C+ 79-77%
C 76-74%
C- 73-70%
D+ 69-67%
D 66-64%
D- 63-60%
F 59-0%

<p>A – shows strong command of the subject matter by giving many <u>significant</u> and <u>specific</u> examples drawn from the <u>lectures</u> and <u>readings</u>. Gives specific details that support their answer/response via statistics, names, and content. Makes strong connections to other pertinent points discussed in class. Also gives proper citations. It is clear the student has done the reading, attends class, and understands the material.</p> <p>B– shows some command of materials and gives some specific examples drawn from lectures and/or reading. Gives some statistics, names and content. There is clearly room for improvement, usually by providing more significant and specific examples, offering more statistics, content, and proper citations.</p> <p>C – shows the minimal amount of specific examples from lectures and readings in order to pass the class. All of the aforementioned criteria (i.e. examples, content) can be significantly improved. Often poorly written, which greatly distracts from the point you are trying to make.</p> <p>D – did not provide any of the aforementioned criteria to pass the class; poorly written.</p>
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REQUIRED MATERIALS:

- A. Reyna Grande, *Across a Hundred Mountains* (Washington Square Press, 2007). PAPERBACK: 978-0743269582.
- B. Cheech Marin, *Chicano Visions: American Painters on the Verge* (Boston: Bulfinch, 2002). PAPERBACK:
- C. INTERNET & TECHNOLOGY: This class will also utilize many readily available on-line sources, many of which are available for free. Expect to receive e-mails throughout the semester with links and attachments to videos, articles, etc... that are available for free. You will be notified of any available sources but are also expected to check your e-mail for any updates.

Plagiarism/Cheating:

Students are expected to uphold the University’s academic integrity standards. Plagiarism (roughly defined as appropriating another person’s ideas, arguments, or wording and claiming them as one’s own) will be treated as a serious offense. Students who base their arguments on someone else’s work should acknowledge use of it. Cheating and/or plagiarism may result in failure of the course and expulsion from the university.

Students With Disabilities:

Any student requesting academic accommodations based on a disability is required to register with the University’s Disability Support Services (DSS). A letter of verification for approved accommodations can be obtained from DSS. Please be sure the letter is delivered to me as early in the semester as possible. DSS is located at 100 Disability Services Center and can be contacted at (949) 824-7494; <http://www.disability.uci.edu/>

Cell Phone and Computer Use:

YOUR university encourages a safe, vibrant, and distraction free learning environment. Laptops are encouraged for note taking. However, the use of cell phones and computers for texting, messaging, playing games, checking electronic networking sites such as Facebook, using phone applications, non-academic internet use, etc...is prohibited. These activities show a lack of concern not only for the instructor and course material, but are also very distracting to nearby students who prioritize learning over socializing during class hours.

EXTRA ITEMS TO NOTE:

- 1. NO GRADES VIA E-MAIL** - I will not answer any questions about grades via e-mail; you are instead encouraged to attend office hours or contact your T.A.. Contact your T.A. before you contact myself.
- 2. COOLING OFF PERIOD** - A “cooling off” period of 48 hours will be implemented after exams/essays are returned to students before I or a T.A. will field any questions.
- 3. PROPER FORMAT** - **Everything** you turn in (e-mails included) should have your **Full Name, Class Name** and **Time, Date**, and **Title**. *You must have proper format to receive full credit.*
- 4. NO RECORDING DEVICES ALLOWED** – Any type of recording device is prohibited. Please note: a partial record of class presentations will be posted on EEE before the Midterm and Final exam.
- 5. NO MAKE UP OF ANY BI-WEEKLY ASSESSMENT OR EXAM. NO LATE PAPERS**

IMPORTANT UCI WEBSITES

Writing Center – <http://www.writing.uci.edu/writingcenter.html>

Academic Calendar – <http://www.reg.uci.edu/calendars/quarterly/2011-2012/quarterly11-12.html>

Learning and Academic Resource Center – <http://www.larc.uci.edu/>

Writing Advice

- Organize your thoughts before you start writing. What is it you are really trying to say or do? Do you have a clear message? Thesis? Etc...
- Start Early and budget your time properly
- Have a CLEAR understanding of the assignment before you begin.
- Make several drafts before you turn in your final draft. This means that you print, and then edit your paper as a hardcopy several times before you turn it in.
- Make sure someone else reads your paper before you turn it in. They will likely catch mistakes and awkward sentences that you have missed.
- Use spellcheck before you turn in your paper
- Don't Plagiarize. Keep track of any quotes or citations.
- Try this great resource: Strunk and White, *The Elements of Style* (White Plains: Longman, 1999).

READ THIS SYLLABUS CAREFULLY

It serves as your contract for this class. Please make sure that you understand all class policies, assignments, and due dates. You are responsible for being aware of everything stated in the syllabus and for following the syllabus week by week. I recommend you bring your syllabus to class everyday. You are to complete the required readings before the assigned class meetings.

CLASS SCHEDULE AND READING ASSIGNMENTS

* Portions of syllabus subject to change

Week 1

Introduction to Chicana/o Latino Art Mesoamerican Art & Latino Comedy

April 2

In class:

Introduction to Course, Syllabus, and Chicana/o y Latina/o Arts
Presentation: "How to do well in this Course"
Presentation: "How to interpret Multi-media sources"
Mesoamerican iconography and the visual roots of Chicano imagery
Cheech & Chong, Paul Rodriguez, Culture Clash, George Lopez
Gabriel Iglesias, John Leguizamo

VIDEO: George Lopez, Cheech & Chong, Paul Rodriguez, (excerpts).

READ:

If there was reading this week, you should complete the reading before class starts.

Week 2

Latino Comedy (continued) / Music

April 9

In class:

Latino Comedy (continued)

Eastside Sounds: Lalo Guerrero, the Father of Chicano Rock
Santana, Tierra, Rage Against the Machine, Linda Ronstadt

VIDEO: "Chicano Rock," (excerpt).

VIDEO: "Latin Music USA: Hour 3: The Chicano Wave" by PBS (excerpt).

READ:

VISIT: <http://www.allmusic.com/artist/santana-mn0000295756>

(Be sure to focus on Santana's early biography and career).

VISIT: <http://www.pbs.org/programs/chicano-rock/>

(read entire "Chicano Rock" page. It's brief.)

Week 3

Music (continued) / Dance – A Bailar!!!

April 16

In class:

Music (continued)

Guest Speaker/Dancer ????

The Evolution of Latino Dance

VIDEO: "Latin Music USA," by PBS (excerpt).

READ:

VISIT: <http://www.pbs.org/wgbh/latinmusicusa/#/en/exp/cat/welcome>

("Latin Music USA," go to "Salsa" Section under the "Explore the Music."
Under the "Salsa" section explore - "Cha-Cha-Cha," "Mambo," "Son" and
"Latin Jazz."

Under each of those headings, be sure to explore the "Read," and "Listen" and
"Watch" section.

Week 4

Latino Sports as Cultural Expression

April 23

In class:

Soccer and Latino Space, Art, and Culture of Parks
Tony Alva, Stacy Peralta, Tommy Guerrero, Steve Caballero
MOVIE: “Dogtown and Z-Boys,” (excerpt).
MOVIE: “Bones Bridge: An Autobiography,” (excerpt).

READ:

“Latino influence shapes action sports,” by Richard Lapchick, ESPN.com, 9/29/2009. Available at:
http://sports.espn.go.com/espn/hispanicheritage2009/columns/story?columnist=lapchick_richard&id=4516693

VISIT: <http://bonesbrigade.com/cast/>
(Read the biography’s of Steve Caballero, Tommy Guerrero, and Stacy Peralta.

Victor M. Valle and Rodolfo D. Torres, *Latino Metropolis*, “Chapter 5: Significant Space: Public Areas in the Greater Eastside,” pg. 143 – 164; on EEE.

Week 5

Chicano and Latino Literature

MIDTERM EXAM – Bring Large Blue Book to Class
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April 30

In class:

“The Moths,” Helena Maria Viramontes (excerpt).
“Always Running: La Vida Loca: Gang Days in L.A.,” (excerpt).
Review Weeks 1-5

READ:

Reyna Grande, *Across a Hundred Mountains*, 1-70.
TBA

Week 6

Chicano and Latino Literature

May 7

In class:

“The Moths” and “Always Running,” (continued).
“I am Joaquin,” Rodolfo Gonzalez.

READ:

Reyna Grande, *Across a Hundred Mountains*, 71-150.

Week 7

Chicano Muralism and the Visual Arts

May 14

In class:

Jose Guadalupe Posada
Jesus Helguera
Chicano Park

MOVIE: *Future Conditional: Overcoming Environmental Discrimination in San Diego's Barrio Logan*, Excerpt. <http://www.youtube.com/watch?v=1oMPZioYrc4>

San Francisco's Mission District
The Chicano Murals of Los Angeles
Varrío Nuevo Estrada
The Great Wall of Los Angeles

READ:

VIEW: "Placing the Walls: Estrada Courts Murals and the Barrio," http://estradamurals.humanities.ucla.edu/?page_id=51
(Be sure to read "2.1 Introduction," and "2.3 Estrada courts. Also, go to "hypercities" so you can see the google earth layout of the Estrada Courts.

Reyna Grande, *Across a Hundred Mountains*, Finish Book.

Cheech Marin, *Chicano Visions*, pages 7-75.

Week 8

Chicano Muralism and the Visual Arts (continued)

May 21

In class:

Rock en español
Yolanda Lopez
Gronk
Interpretations of La Virgen de Guadalupe
John Valadez
Asco

READ:

Cheech Marin, *Chicano Visions*, pages 76-153.

VIEW: "Placing the Walls: Estrada Courts Murals and the Barrio," http://estradamurals.humanities.ucla.edu/?page_id=51
(Be sure to read "2.3 Estrada Courts," "2.4 Chicano Muralism," and "2.5 External/Internal."

Week 9

Cinema, Visual Arts, and Performance Art

May 28

In class:

El Norte, Mi Familia, American Me, Stand and Deliver (excerpts).

READ:

TBA. I will be posting this weeks reading on EEE.

Week 10

Final Thoughts – Protest Art and Lowriders

June 4

In class:

Guest Speakers

Pass out Final Exam Study Guide

READ:

I will be posting this weeks reading on EEE.

Week 11

**FINAL EXAM – Bring Large Blue Book to Class
Tuesday, June 11 7:00 - 9:00 pm.**

Have a great Summer! ☺