

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**Transborder Perspectives in Chicana/o Studies**  
**CHS 331**  
**Spring 2011**

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**Office: Sage Hall 2125**

**Office Hours: T 12-2pm or by appointment**

**Class Location: Bell Tower 2598**

**Class Meeting Times: Mondays and Wednesdays, 3-4:15pm**  
(last updated 1/24/11)

**COURSE DESCRIPTION:** Focuses on the major theoretical concepts in transborder studies as they apply to Chicana/o studies in the areas of culture and cultural production, economics, gender issues, health, history, and migration. This is a required course for the major in Chicana/o Studies and fulfills a general education requirement in the Multicultural Studies area. The course fulfills the University Writing requirement.

**LEARNING OBJECTIVES:**

**Upon completion students will be able to:**

1. Define the main concepts and paradigms in Transborder Studies as they apply to Chicana/o Studies.
2. Apply Transborder Perspectives to the different research areas in Chicana/o studies such as migration, history, and cultural production.
3. Develop critical thinking that expands the students' understanding of Chicana/o Studies as it applies to the different regions in the United States as well as to the Americas.
4. Develop skills to integrate a gender analysis to Transborder Perspectives as an integral component of Chicana/o Studies.

5. Articulate the relationship to regional, national, and international components of Chicana/o Studies in various areas of research such as history, cultural production, and labor migrations.

### **REQUIRED BOOKS:**

- 1) Lynn Stephen, Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon (Duke University Press, 2007)
- 2) Jennifer S. Hirsch, A Courtship after Marriage: Sexuality and Love in Mexican Transnational Families (University of California Press, 2003)
- 3) Joanna Derby, Divided By Borders: Mexican Migrants and their Children (University of California Press, 2010)
- 4) Evelyn Cortez-Davis, December Sky (Random House, 2003)

### **COURSE REQUIREMENTS:**

- **Attendance** Class attendance is an essential component of our class. It is to your benefit to come to class regularly. You are allowed two excused absences with no questions asked but after two absences your total participation points will be affected by deducting 1 point in your attendance/participation. If you miss due to medical reasons please bring a doctor's note. Students are responsible for notifying the Instructor in advance to receive an excused absence. It is the student's responsibility to contact the professor or another student for any missed assignments.

- **Class Participation**

The sharing, exchanging, and appreciation of people's ideas and experiences are part of the process that builds classroom community and produces active and critically aware global citizens. Hence, class participation is an essential component of our class and requires attendance and pre-class reflection on the course materials. To foster active participation, we should come to class prepared with questions or comments from the readings. We all have important contributions to make to our class, so, there will be room for varying types of participation. This includes: large class discussion, group-level facilitation, Blackboard discussions, and presentation of current events.

Large Class Discussion: Students are encouraged to participate in class discussions. Questions related to readings will be posted or distributed in the beginning of class.

Small Group Discussion: Students will be placed in small groups in randomly and asked to answer specific questions related to readings. These questions will be posted or distributed in the beginning of class.

Blackboard Discussion: Please check your Blackboard regularly to participate in discussions, respond to reading questions, check updates, check your progress in grade book, read class announcements and look for syllabus changes and extra credit opportunities. If you do not regularly check your dolphin email account, please go into Blackboard and forward all of your email to the account that you regularly check. Blackboard discussions will occur throughout the semester and they will be moderated by instructor with questions from readings, videos or current events/issues. Your Blackboard comments need to connect to and react to class readings, discussions and other related/relevant issues. Each posting needs to be well thought out and well informed.

- **Current Event/Issue Presentation:** Each student will select a current event/issue that relates to transborder experience and must share it with the class. First you must explain how the current event/issue can be interpreted using a transborder or transnational approach. Then you need to relate it course readings, video and discussions. Then you need to describe current issue/event and provide a critique about how it is addressed. You need to include the source, e.g., magazine, newspaper, news service, internet. You must bring in a copy for each of your classmates, including the appropriate citation, or presented via PowerPoint. Lastly, be prepared for questions from the instructor and classmates. Each presentation will take about 5 minutes of class time. Students will need to sign up for their current event/issue presentation during the second week of the semester.

- **Take Home Exams :** There will be **four** take-home exams with essay questions related to the book, videos and class/BB discussions. Each question must be typed or word-processed. The take home exam will help evaluate student's progress throughout the semester and to emphasize the importance of "keeping up" with the readings, lectures, and discussions. All exams are due

on the due date specified on the syllabus. No late assignments will be accepted without prior approval of the instructor. All assignments must be typed and double spaced.

- **Final Project:** Each student is required to complete a Final Project that relates to Transnational or Transborder Issues and present it to the class during the last week of the semester. Each student must choose one of the following options below. Students are required to indicate which option they will choose by the end of February. You must choose the final research option by **Wed. Feb. 23<sup>rd</sup>**. The Final Project is due during final exam week. More detailed guidelines of each option will be posted on Blackboard.

#### **Option 1: Library Research**

Students will write a 8-10 page research paper using secondary sources on a transborder community event/issue that relates to the Chicano/a experience. The topic and sources will have to be approved by the instructor. Each student is required to submit their topic to the instructor for approval by **Wed. Feb. 23<sup>rd</sup>**. An annotated bibliography with journal articles (min. of 3), books (min of 2) and newspaper sources (min. of 2) is due **Wed. March 16<sup>th</sup>** before the Spring Recess. A draft of the library research paper is due **Wed. May 4<sup>th</sup>**. The final research paper is due during final exam week.

**Option 2: Community Study:** Students will write 8-10 page paper on a transborder or transnational community using one of the following research methods below: **(a) Participant Observation:** You will participate in the community as an observer by joining a non-profit organization, grassroots organization, hometown association, cultural arts center, farm worker advocate organization (CRLA) or community center. Keep a journal of every conversation, observation and interaction with community members. This option is best if you are already a member of an organization or group that will facilitate your research. You will need to write 6-8 page paper on the organization. **(b) Photographic Essay:** This option requires a camera to take photographs of stores, homes, streets, signs, advertisements, that you observe. You will provide a 6-8 page narrative with each photo and page paper introducing the neighborhood and answering the transborder questions below. **(c) Field Work:** You will need to conduct field work by keeping a journal and documenting the people, groups, businesses

store fronts, restaurants, parks, playgrounds, parking lots, offices and city leaders. You may conduct a "radius assessment" to paint a picture of the neighborhood. The primary goal is to assess the "transborder" dimensions of the neighborhood by identifying individuals and groups who are "crossing borders" whether they be ethnic, gender, race, class, language, citizenship, or political borders. Then you should keep a written record of the conversations with individuals and the topics you discussed. You will need to write 6-8 page paper on the community. **(d) Video Documentary:** Compose a documentary on a transborder community figure, organization, movement, event, or issue. The documentary will be addressed to an audience of your choosing. Also, you may choose to collaboratively compose the documentary with a group of one or more of your classmates. The documentary option will give you an opportunity to critically analyze a transborder issue in a visual way and allow your subjects to express and communicate their ideas. A sample documentary will be posted on Blackboard. You will need to write 4-6 page paper explaining the documentary.

**Option 3: Personal Interview:** Select a person from a transborder community to interview. You may interview a person with their permission using a tape recorder, then write an 8-10 page paper based on the content of the interview. By writing an oral history paper it will sharpen your analytical and critical thinking skills and gain a better understanding of the transborder Chicano/a experience. You will need to select your interviewee by **Wed. Feb. 23<sup>rd</sup>** and conduct the interview during Spring Recess. Your paper should make connections to the readings, videos and discussions. The presentation should highlight the main themes of the interview and answer how it fits into the larger transborder Chicano/a narrative. A draft of the paper is due during **Wed. May 4<sup>th</sup>** and the final paper is due during final exam week.

- **Final Presentation**

Each student will be required to choose present their Final Project to class. It should take five minutes. For the final project presentation follow these steps:

- 1) Please indicate your name and state the Final Research Option and Topic you chose and why?
- 2) Briefly Summarize your Main Thesis/Research Question

3) So what? Why is your topic important to Transnational and Transborder Issues?

4) Reveal something new that you learned in doing the Research Project Option that was not covered in class.

### **GRADE CALCULATION**

Attendance & Participation.....	10%
Current Event/Issue Presentation .....	10%
Take Home Exam #1.....	10%
Take Home Exam #2.....	10%
Take Home Exam #3.....	10%
Take Home Exam #4.....	10%
Final Project .....	30%
Final Presentation.....	10%

### **GRADING SCALE**

The final grade system will be a "+/-" A, B, C, D, and F-scale.

100% - 98% = A+
97% - 94% = A
93% - 90% = A-
89% - 87% = B+
86% - 84% = B
83% - 80% = B-
79% - 77% = C+
76% - 74% = C
73% - 70% = C-
69% - 67% = D+
66% - 64% = D
63% and below = F

## **SPECIAL NOTES:**

### **Academic Dishonesty Policy**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

### **CSUCI Disability Statement**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

<http://www.csuci.edu/disability/disability.htm>.

### **University Mission Statement**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. (University Catalogue, 2009 - 2010)

## **COURSE OUTLINE:**

- Readings are expected to be done prior to class meeting.
- Instructor reserves the right to make adjustments to the syllabus during the semester.

## **DATE TOPIC & ASSIGNMENTS**

Mon Introduction & course overview  
1/24

## **REQUIRED READINGS**

Wed 1/26	Introduction to concepts: "Border", "Transborder," "Transnationalism"	Read: <u>Transborder Lives</u> , Ch. 1
Mon 1/31	Histories of Indigenous Mexican Migration	Read: <u>Transborder Lives</u> , Ch. 2
Wed 2/2	Oaxacalifornia/Oaxacaregon	Read: <u>Transborder Lives</u> , Ch. 3 Watch: <i>Oaxacalifornia</i>
Mon 2/7	Transborder Labor Lives	Read: <u>Transborder Lives</u> , Ch. 4
Wed 2/9	Indigenous Farmworkers	Read: <u>Transborder Lives</u> , Ch. 5 Watch: <i>Justice on the Table</i>
Mon 2/14	Women's Transborder Lives	Read: <u>Transborder Lives</u> , Ch. 6 and Ch. 7 Watch: <i>Sueños Binacionales/ Bi-National Dreams</i>
Wed 2/16	Racial and Ethnic Hierarchies	Read: <u>Transborder Lives</u> , Ch. 6 Watch: <i>Oaxacan Hoops</i>
Mon 2/21	Grassroots Organizing Across Border:	Read: <u>Transborder Lives</u> , Ch. 8
Wed 2/23	Creating Virtual Communities	Read: <u>Transborder Lives</u> , Ch. 9
	<b>Distribute Take Home Exam #1</b> <b>Final Project Topic Due</b>	

Mon 2/28	Introduction to a Transnational Community	Read: <u>A Courtship After Marriage</u> , Intro. & Ch. 2 Watch: <i>The Sixth Section</i>
	<b>Due Take Home Exam #1</b>	
Wed 3/2	From <i>Respeto</i> to <i>Confianza</i> : Changing Marital Ideals	Read: <u>A Courtship After Marriage</u> , Ch. 3
Mon 3/7	Companionate Marriages	Read: <u>A Courtship After Marriage</u> , Ch.4
Wed 3/9	Representing Change	Read: <u>A Courtship After Marriage</u> , Ch. 5
Mon 3/14	<i>En El Norte La Mujer Manda</i> How Migration Changes Marriage and Sexual Intimacy	Read: <u>A Courtship After Marriage</u> , Chs. 6 & 7
	<i>Chicano Secret Service &amp; Luis Valdez Lecture, March 15, 6:30pm</i>	
Wed 3/16	Fertility Decline& Contraceptive Choice	Read: <u>A Courtship After Marriage</u> , Ch. 8 & Conclusion
	<b>Annotated Bibliography Due Distribute Take Home Exam #2</b>	
Mon 3/21- 3/26	<b>SPRING RECESS</b>	

Mon 3/28	Transnationalism & Children  <b>Due Take Home Exam #2</b>	Read: <u>Divided By Borders</u> , Preface & Ch. 1
Wed 3/30	Migrant Time v. Child Time	Read: <u>Divided By Borders</u> , Ch. 2
Mon 4/4	Gender & Parenting From Afar  <i>Maria Elena Gaitan</i> <i>"Chola con Cello" Performance</i> <i>April 5, 6:30pm,</i>	Read: <u>Divided By Borders</u> , Ch. 3
Wed 4/6	Transnational Fatherhood	Read: <u>Divided By Borders</u> , Ch. 4
Mon 4/11	Children & Power	Read: <u>Divided By Borders</u> , Ch. 5 Watch: <i>Under the Same Moon</i>
Wed 4/13	Middlewoman	Read: <u>Divided By Borders</u> , Ch. 6
Mon 4/18	Between Two Worlds	Read: <u>Divided By Borders</u> , Ch. 7
Wed 4/20	Divided by Borders  <b>Distribute Take Home Exam #3</b>	Read: <u>Divided By Borders</u> , Ch. 8
Mon 4/25	Transborder Memoir  <b>Due Take Home Exam #3</b>	Read: <u>December Sky</u> , Storms Watch: <i>Bread and Roses</i>

Wed Transborder Memoir  
4/27

Read: December Sky,  
Echoes & Lemons

Mon Transborder Memoir  
5/2

Read: December Sky,  
Farewells & Nightfall

Wed Transborder Memoir  
5/4

Read: December Sky,  
Lights & Lessons

**Final Project Draft Due**  
**Distribute Take Home Exam #4**

Mon Transborder Memoir  
5/9 **Due Take Home Exam #4**

Read: December Sky, Marches

Wed **Final Presentations**  
5/11

Finals **Final Project Due:**  
Week **Monday May 16<sup>th</sup> before 6pm.**  
5/14-  
5/20