

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SPRING 2011**

**Theoretical Foundations of Chicana/o Studies
(CHS 491)**

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Office: Sage Hall 2125

Office Hours: Tuesday 12-2pm or by appointment

Class Location: Bell Tower 1471

Class Meeting Times: Tuesdays 9:00am-11:50am
(last updated 1/25/2011)

COURSE DESCRIPTION:

This course introduces students to the main theoretical concepts that have shaped Chicana/o Studies. It includes a critical examination of emerging Chicana/o Studies theoretical perspectives in light of contemporary intellectual frameworks in the social sciences, arts, and humanities, post-modernism, critical theory, and critical race theory. It also includes analysis of self-representation and socio-cultural developments in the Chicana/o community.

LEARNING OBJECTIVES: Upon completion students will be able to:

1. Understand and discuss the relationship between the knowledge & power;
2. Analyze the production of knowledge from a positivist and anti-positivist perspectives;
3. Examine and critically analyze the nature of post-modern theory with respect to contemporary intellectual frameworks.
4. Survey the major social theories that have informed the making of knowledge with respect to the Chicana/Chicano community and the development of Chicana/o studies as a discipline;

5. Explore the major social theories and critically analyze the impact on the Chicana/Chicano community;
6. Describe the major social theories as they pertain to a diverse society stratified by race, class, language, nationality, gender & sexuality.
7. Investigate the nature of culture as domination and resistance within! The context of mainstream American and Chicana/Chicano cultural contexts!

REQUIRED BOOKS:

1. Mario Barrera, Race and Class in the Southwest: A Theory of Racial Inequality (University of Notre Dame Press, 1979).
2. Raúl Homero Villa, Barrio Logos: Space and Place in Urban Chicano Literature and Culture (University of Texas Press, 2000).
3. Gloria Anzaldúa, Borderlands/La Frontera: The New Mestiza (Aunt Lute Books, 3rd. ed., 2007)
4. Luis Valdez, Zoot Suit and other Plays (Arte Publico Press, 1992).
5. Tara Yosso, Critical Race Counterstories along the Chicana/Chicano Educational Pipeline (Routledge, 2006).

Selected Readings available in Blackboard ("Course Documents")

COURSE REQUIREMENTS:

1. Class Attendance & Participation: All students are expected to attend all classes. This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and in-class group exercises will be part of the course. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or groups. The degree of your engagement in these forms will be the basis for points earned. Due to the highly interactive nature of the course, regular attendance and full participation are expected. Therefore, you will only be allowed two unexcused absences for the semester. Missing more than 2 class meetings absence will result in a reduction in the

attendance/participation grade. Arriving late or leaving early on more than two occasions without permission from instructor will result in the reduction of one point from your total attendance/participation grade. In case of illness and emergency circumstances students need to provide medical documentation and notify the instructor via e-mail or phone. Excessive absences without notification beyond the withdrawal deadline will lead to being dropped from class.

2. Leading Discussion: Each person is required to lead a discussion on a theoretical concept for 30 minutes. First, you will choose the theory and briefly summarize the reading. Second, provide examples that help to explain the theory. Third, explain how this theory helps us understand issues/events related to the Chicano/a experience. Finally, ask five questions to the class about the theory. You should select your reading during the first week.

3. Theory Journal: This class will require more than reading, but engaging the reading material through writing journal entries on Blackboard. Each of you will have a weekly journal entry on the readings and will be posted on Blackboard for the instructor and other students to read and respond. By writing a journal it will help you prepare for class discussions. Journal entries should be word processed or typed. You must write an entry for each reading. Please use a ring notebook or a two-pocket binder folder with your name, student I.D. on the front cover. You may also submit your journal through Blackboard. Each entry should include two paragraphs: First Paragraph provide two main points you got from the reading. Second Paragraph express your opinion about the reading, did you like it? Dislike it? Please raise questions on the readings, and voice your agreement or disagreement with the theory?

4. Chicano Teatro Paper: You will be required to attend two Chicano theatre events on the CI campus and write a paper 3-5 pages. First, you will need to compare/contrast the two events around specific themes and topics addressed. Second, you will select and apply a theoretical concept to the performance. Third, explain the significance of the performances to Chicano/a Studies and the Chicano/a community in general. Make sure to provide specific examples from the performances. The paper is **DUE April 12th**.

5. Counterstory Paper: The course requires a Counterstory Paper. This paper should be between 8 and 10 pages and follow the counterstorytelling methodology used by Critical Race Scholars (See Tara Yosso's book)). A Counterstory paper should draw explicitly on the lived experiences of Chicano and Chicana students by including such methods as oral history interviews, biographies, scenarios, parables, *testimonios*, *cuentos*, *consejos*, chronicles, and narratives. You must integrate the course readings and videos in the paper. Each student will be required to present their Counterstory to the class during the last week of the semester. With the feedback you receive from the instructor and classmates you will have time to revise the final paper. The Counterstory Paper is **DUE May 10th**.

6. Final Exam: The take home exam is to evaluate student's comprehension of the theories and concepts discussed throughout the semester. This is why it's imperative that you not fall behind in readings. There will be several questions and each answer must be typed and double-spaced. The take home exam will be distributed the last day of class and will be due during final exam week as specified on the syllabus. No late assignments will be accepted without prior approval of the instructor. Please submit a hard copy of the exam. Please do not upload via Blackboard or e-mail without the permission. The final exam is scheduled for **Tuesday, May 17th**

GRADE CALCULATION

Attendance & Participation.....	10%
Leading Discussion.....	10%
Theory Journal [BB]	15%
Chicano Teatro Paper.....	15%
Counter Story Paper.....	20%
Final Take-Home Exam.....	30%

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

Academic Honesty Information as specified by the Policy on Academic Dishonesty (SP01-57) 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

CSU 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)

Blackboard

Please check your Blackboard regularly to participate to check updates, check your grade, read class announcements and look for syllabus changes and for special readings. 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.

COURSE OUTLINE:

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

<u>DATE</u>	<u>TOPIC & ASSIGNMENTS</u>	<u>REQUIRED READINGS</u>
WK1: Tues 1/25	Introduction to the course Theoretical Concept #1: Cultural Nationalism	Show: 1) <u>El Plan Espiritual de Aztlan</u> (1968) 2) <u>Yo Soy Joaquin</u> (1969)
WK2: Tues 2/1	Theoretical Concept #2: Internal Colonialism	Read: 1) Muñoz, Barrera and Ornelas, "The Barrio as an Internal Colony" [BB] 2) Gutierrez, "Internal Colonialism: An American Theory of Race" [BB] 3) Gonzalez, "A Critique of the Internal Colony Model" [BB]
WK3: Tues 2/8	Theoretical Concept #3: Theory of Racial Inequality	Read: <u>Race and Class in the Southwest</u> , Chs. 1-4

WK4: Theory of Racial Inequality
Tues
2/15

Read: Race and Class in the Southwest, Ch. 4-7

WK5: Theoretical Concept #4:
Tues Marxist Theory
2/22

Read:
1) Flores " The Mexican Origin People in the United States and Marxist Thought in Chicano Studies" [BB]
2) Gonzalez and Fernandez, "Empire and the Origins of Twentieth-Century Migration from Mexico to the United States" [BB]

WK6: Theoretical Concept #5:
Tues Barriozation & Barriology
3/1

Read: Barrio Logos, Intro. & Chs. 1-2

WK7: Barriozation & Barriology
Tues
3/8

Read: Barrio Logos, Chs. 3-5, Epilogue

WK8: Chicano Teatro
Tues
3/15 *Chicano Secret Service & Luis Valdez Lecture, March 15, 6:30pm*

Read: Zoot Suit, Intro. & pp. 7-20 & the play, pp. 21-94
Watch: *Zoot Suit*

WK9: **SPRING RECESS**
Tues
3/22-
3/26

WK10: Theoretical Concept #6:
Tues Mestiza Consciousness
3/29

Read: Borderlands, Intro.
Chs. 1-3

WK11: Mestiza Consciousness
Tues
4/5 *Maria Elena Gaitan*
"Chola con Cello" Performance
April 5, 6:30pm,

Read: Borderlands, Chs. 4-7

WK12 Theoretical Concept #7:
Tues Theory of Oppositional
4/12 Consciousness

Chicano Teatro Paper Due

Read:
1) Delgado Bernal "Learning
and living pedagogies of the
home: the Mestiza
Consciousness of Chicana
Students" [BB]
2) Sandoval, "U.S. Third World
Feminism: A Theory and
Method of Oppositional
Consciousness in the
Postmodern World" [BB]

WK13: Theoretical Concept #8:
Tues Theory of Napatla
4/19

Read: Blackwell, "Lideres
Campesinas: Napatla
Strategies and Grassroots
Organizing at the Intersection
of Gender and Globalization"
[BB]

WK14: Theoretical Concept #9:
Tues Critical Race Theory
4/26

Read: Critical Race
Counterstories, Chs. 1-3

WK15: Theoretical Concept:
Tues • Critical Race Theory
5/3

Read: Critical Race
Counterstories, Chs. 4-5,
Epilogue

WK16: Class Review of Theories
Tues
5/10 **Counter Story Paper Due**

Final **FINAL EXAM**
Exams **Tuesday, May 17th**
5/16- **8:30am to 10:00m**
5/20