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Pomona High School 2010-2011
Phone-909-397-4498 # 205
Tutoring Hours: M, T, Th, F 3-4pm

Chicana/o and Latina/o Studies



This course explores Chicana/o and Latina/o experiences from pre-Columbian civilizations to the present. It is an interdisciplinary course that investigates the diversity of Chicano/Latino culture as it is conditioned by the intersections of race, class, gender, sexuality, regional variation and power. Through a counter-hegemonic curriculum, this class will provide a historical and political analysis of Chicano/Latino people's quest for "self-determination" and "social justice". Furthermore, this course will address the historical, political, and economic factors that contribute to the formation of Chicanos and Latinos today, the Chicana/o Movement, immigration, literature, music and film.

In addition to rigorous reading assignments, contemporary information is drawn from your life experiences, major newspapers, popular culture, culturally conscious musicians, and alternative media. Students will be asked to read a major newspaper every day and to listen to the radio, including National Public Radio and KPFK 90.7 FM. The current information will allow us to see historical trajectories, contemplate social action, and make course material relevant.

The course will begin with an in depth study of indigenous peoples in Latin America, primarily the Maya, Taino and Aztec civilizations, and the "conquest" of the Americas. The concept of race, class, gender, culture, colonialism, and oppression will be addressed in this process. This will immediately follow with the 19th and 20th centuries and themes ranging from Mestizaje, Diaspora, The Spanish Language in the Southwest, the Zoot Suit-Sailor Riots, the Bracero Program, the United Farm Workers, The "Dirty War" in Argentina, The September 11th, 1973, Coup in Chile, the Chicano/a Movement on 1968, Latina and Chicana Literature and Feminism (¡Viva La Mujer!), the Central American civil wars of the 70's, 80's and 90's, and Latin@s in higher education.

GOALS:

- 1) To inform students of the diversity of Chicana/o and Latina/o experiences.
- 2) To examine the distinctions of race, class, gender, sexuality, regional variation and power as they intersect with cultural practices and identity.
- 3) To develop critical thinking, speaking and writing skills.
- 4) To develop strategies to strengthen knowledge of student's own ethnic/cultural/racial background(s)
- 5) To encourage application of theoretical models to present circumstances

METHOD OF EVALUATION:

GOAL: acknowledge multiple types of learning and presentations of knowledge in order to integrate material.

METHOD: Multiple and student-centered evaluation methods combined with non-competitive learning assignments.

Grading Scale: 100-90= A 89-80=B 79-70=C 69-60=D 59-0=F

- a. Journals: Weekly Reflections on Reading Assignments (15%)
- b. Video Discussion Questions (Same category as Participation 10%)
- c. Essays with writing rubric (Same category as Journals: 15%)
- d. KPFK/NPR Current Events (20%)

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- e. Written Assignments (Same category as Participation 10%)
- f. Student Participation (10%)
- g. Poetry (10%)
- h. Unit Exams (10%)
- i. Project Based Assessment (Social Justice Community Posada and Pomona College Collaboration) (15%)
- j. Oral Presentations (Same Category as Participation Category 10%)
- k. Ethnographic Interview (Semester1 - 15%)
- l. Debate (5%)
- m. Research Paper (Semester2- 15%)
- n. Final Exam (15%)

Class Rules

- Failure to complete all assignments will result in failure for the class.
- Racially and sexually abusive remarks are unacceptable in the classroom.
- Class time is *my* time; please use restroom before and after class, as I will not allow you to leave class.
- Absolutely no electronics during class time (Ipods, cell phones, videogames, etc)
- *Survival hints*: Bring reading materials to class. Your “admission ticket” to class is an informed opinion about the reading. Take notes. Study in groups. Talk to the teacher.

Required Texts

- Acuña, Rodolfo, *Occupied America*, Fourth Edition. New York: Harper & Row 2003.
- Alvarez, Julia, *How the Garcia Girls Lost their Accent*. Algonquin Books of Chapel Hill, 1991
- Menchu, Rigoberta, *Rigoberta Menchu: An Indian Woman in Guatemala*. HarperCollins, 1999
- Rodriguez, Luis J., *Always Running: La Vida Loca, Gang Days in LA*, Simon & Schuster, 1994.
- Santiago, Esmeralda, *When I was Puerto Rican: A Memoir*. DA CAPO PRESS 2006.
- Viramontes, Helena Maria, *The Moths and Other Stories*. Arte Publico, 1985

Supplemental Texts:

- Burciaga, Jose Antonio, *Drink Cultura: Chicanism@*. Consortium Book Sales & Dist. 1993
- Cisneros, Sandra, *Woman Hollering Creek*. Houston Arte Publico, 1994.
- Cisneros, Sandra, *Loose Woman*, Houston Arte Publico, 1994.

Course Outline

FIRST SEMESTER

Unit 1 Hispanic, Chicana/o, Boricua or Latina/o? What's in a Name? The Name-Game and other issues of Identity

- A. Race, Class, Ethnicity, and Culture
- B. Identities vs. Labels
- C. Diversity and Identity Development
- D. Assimilation vs. Acculturation
- E. Guest Speaker: Dr. Gilda Ochoa (Pomona College Professor of Sociology and Chican@/Latin@ Studies)
- F. Guest Speaker: Virginia Grise (Tejana Playwright and Actress of “The Panza Monologues”)

Unit 2 Mesoamerican and Taino History

- A. Who and What are Indigenous People?
- B. Aztec/Mexica Civilization
- C. The Maya Civilization
- D. The Taino Civilization
- E. Mestizaje

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- F. Guest Speaker: Hip Hop MC “**Olmecca**” (Cultural Activist, Hip Hop Artist and Zap**ART**tista)
- G. Guest Speaker: Hip Hop MC “**Tolteka**” (Cultural Activist, Hip Hop Artist, Mexika Educator)

Unit 3 Spanish Colonization of the Americas

- A. Conquest of the Americas
- B. What is Colonialism?
- C. Spanish in the Southwest
- D. Treaty of Guadalupe Hidalgo, 1848
- E. Colonization of California
- F. Guest Speaker: Dr. Enrique Ochoa (Cal State L.A. Professor of History and Latin American Studies)

Unit 4 Chicanos and Latinos in the early 20th Century

- A. “La Crisis” The Great Depression—The “Foreign Born” are made Scapegoats
- B. The Japanese Internment Camps: Manzanar
- C. Case Study: Reparations Bill for the deportations of Mexican Americans during the Great Depression.
- D. Chicanos and World War II
- E. The Sailor-Zoot Suit Riots of 1943
- F. The Bracero Program
- G. Case Study: Mendez vs. Westminster
- H. Brown vs. Board of Education
- I. Guest Speaker: Felicia Montes (Daughter of Brown Beret, Member of “In Lak Ech”, Poet, Community Organizer) and Joel Garcia aka “Rage.One” (Multimedia Artist, Muralist and Community Organizer)

Unit 5 The Chicana/o Movement

- A. The Farm Worker Movement
 - o Teatro Campesino
- B. Case Study: Cesar Chavez, Dolores Huerta and the United Farm Workers
- C. Community Activism/Community Grassroots Organizing
- D. The Civil Rights Movement
 - o Case Study: Martin Luther King, Jr. vs. Malcolm X
- E. Chicana/o Moratorium
- F. East L.A. Chicano Blowouts and the L.A. 13
 - o Film: Walk Out
- G. Origins of the Black Student Union and M.E.Ch.A.
- H. Chicana and Latina Feminism in the Late 60’s (¡Viva la Mujer!)
- I. Guest Speaker: Dr. Jose Calderon (Pitzer College Professor of Sociology and Chicana/o Studies)

SECOND SEMESTER

Unit 6 Chicana and Latina Studies/Literature

- A. What is Sexism? Machismo? Heterosexism? Feminism?
 - o Narrative Reflections: How do you define each? Have you ever encountered any such discrimination?
- B. When I was Puerto Rican: A Memoir (Excerpts of Literature)
 - o Character Analysis
- C. How the Garcia Girls Lost Their Accent (Excerpts of Literature)
 - o Compare and Contrast the styles of Santiago and Alvarez
- D. The Moths and Other Stories (Excerpts of literature)
 - o Themes
- E. Guest Speaker: Shirley “Sumaq” Alvarado, Peruvian Feminist and Womyn’s Rights Organizer in Los Angeles.

Unit 7 Chicano/a Adolescent Development through Literature

- A. Always Running: La Vida Loca, Gang Days in LA (Excerpts of Literature)
 - o Character Analysis
 - o Literary Devices
- B. And the Earth Did Not Devour Him (Excerpts of Book)
- C. Sandra Cisneros (Selected Poems and Short Stories from Loose Woman and Woman Hollering Creek)

Chicana/o and Latina/o Studies

D. Izote Voces: Collection of U.S. Central American Youth Narratives

- Students create their own narratives

E. Guest Speaker: Oriol Maria Siu, UCLA Ph.D. Student in Central American Testimonies and Literature

Unit 8 Chicano/a and Latino/a Cultural Production

A. Chicano/Latino Hip-Hop and Music as Poetry and Prose

- Poetry analysis: Analysis of poetic devices in music and their effects on the piece and listener.
- Literary Figures
 - Quetzal
 - Olmeca
 - Rebel Diaz
 - In Lak Ech
 - La Bruja

B. Poetry Workshop with “In Lak Ech” (Chicana Women’s Poetry Collective from L.A.)

C. Chicano/Latino Art: What story is told through Art? What similar themes are presented in art as in literature and music?

- Judy Baca
 - Political Art and Muralism
- Los Tres (Rivera, Siquieros, Orozco)
 - Traditional Mexican Muralism
- Frida Kahlo
 - Surrealism
- East Los Angeles Murals/Chicano Park (San Diego)
 - Popular Culture and Art forms

C. Chicano/a and Latino/a Film

- And The Earth Did Not Devour Him (Compare and Contrast the film and book)
- Zoot Suit (Excerpts)

Unit 9 Central American Testimonies and Literature

A. The Civil Wars of Central America

B. Historical/Political Background of El Salvador

- El Mozote Massacre (Excerpts from Book)
- Case Study: Archbishop Oscar Romero
- Liberation Theology

C. Historical/ Political Background on Guatemala

- Indigenous Rights Movement
- Rigoberta Menchu’s Book (Excerpts from Book)

D. Guest Speaker: Maria Antonia Rios, Religious Worker, Community Organizer and Salvadoran Refugee whom worked with Father Oscar Romero as a child.

Unit 10 Immigrant Right’s Movement

A. Historical Background on immigration in the United States.

B. Causes of “Global Migration”

C. Case Studies: Chinese Exclusion Act and the Japanese Internment Camps

D. L.A. Garment Center Workers vs. Forever 21 (Film: Made in L.A.)

E. Comparison Study: The Minute Men vs. CHIRLA

F. Guest Speaker: Gabino Martinez, Union Organizer for the *Carwasheros* (Carwash workers on Strike)