

**INTRODUCTION TO CHICANA/O & LATINA/O STUDIES  
ETHNIC STUDIES 254 (CRN 36635)  
SPRING 2010  
MON/WED 2:00-3:20  
4.0 CREDITS  
30 PACIFIC**

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OR BY APPT.**

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**GRADUATE TEACHING FELLOW (GTF):**

Alex Esparza (aesparza@uoregon.edu). For office hours, see Mr. Esparza personally.

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**REQUIREMENTS SATISFIED BY ES 254:**

ES 254 fulfills a lower-division requirement for Ethnic Studies majors and minors. As a multidisciplinary course that draws primarily from the social sciences, this course satisfies a social science group requirement (>2). In addition, this course considers race and ethnicity in the United States from historical and comparative perspectives, thereby satisfying an American Cultures multicultural study requirement (AC). As a 200-level course, this course is intended primarily for first- and second-year students. The format is a combination of lecture and discussion. ES majors and minors must take this course for a letter grade, rather than pass/no pass, and must pass it with a mid-C or better to count it toward their major or minor.

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**TEXTS REQUIRED FOR ALL STUDENTS, AVAILABLE AT THE UNIVERSITY BOOKSTORE:**

1. Arlene Dávila, *Latinos, Inc.: The Marketing and Making of a People* (Berkeley: University of California Press, 2001)
2. Juan González, *Harvest of Empire: A History of Latinos in America* (New York: Penguin, 2000)
3. Rigoberto González, *Crossing Vines* (Norman: University of Oklahoma Press, 2003)
4. Nicolás Kanellos, ed., *Herencia: The Anthology of Hispanic Literature of the United States* (Oxford: Oxford University Press, 2002)
5. Additional Readings are located on Electronic Reserve, available via Blackboard

**NOTE:** You are responsible for completing all readings by class time on the day for which they are assigned. You are also responsible for bringing a copy of each day's reading to class. If the reading is an electronic document, you should bring a printed out copy to class.

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**COURSE DESCRIPTION:**

This course is designed to introduce students to the field of Chicana/o and Latina/o Studies. Drawing on a variety of historical, literary, philosophical, ethnographic, and visual texts, this course will serve as a foundation for students wishing to pursue more advanced courses in Chicana/o, Latina/o, and Ethnic Studies. Thematically, this course will give emphasis to the following key topics: historical foundations and political concerns regarding contemporary Latino experiences, theories of identity and belonging, intersectional analysis, community and cultural formations, Latinos in the media, and gender/sexuality.

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**STUDENT WORKLOAD AND ASSESSMENT:**

In order to **pass** this course, all students must complete both the midterm and final exams. (In other words, if you do not complete both exams, you cannot receive a P, A, B, or C.) In addition, absence from discussion sections will adversely affect your grade (see below). Response papers and attendance will factor into your final grade as well.

The University of Oregon Committee on Courses recommends that a 4-credit course should engage students in an average of 12 hours of activities per week. This class meets for 3 hours each week.

That leaves an average of 9 hours per week that the University expects you to devote to the assigned readings, response papers, reviewing course materials, and writing your exams.

### **EXAMS: 70%**

The midterm and final exams are take-home exams that will each include a combination of short answer questions and longer essay questions. Exams seek to measure your ability to remember the key ideas from the class, to draw conclusions from themes discussed throughout the course, to synthesize multiple reading and video assignments, and to craft persuasive arguments citing direct evidence from assigned readings. The midterm exam is worth 35% of your grade and the final is worth 35%. Detailed grading criteria for the exams will be provided at the time they are assigned. Both must be completed in order for you to pass the course.

Exams are take-home assignments and will be submitted electronically via Blackboard using SafeAssign. Making a mistake in uploading your exam (for example, saying four weeks later, “gee, I thought I uploaded it!”) doesn’t grant you an extension. We will test the submission process in advance to make sure that everyone can do it successfully. If you have any questions or uncertainty about the submission of a document electronically, *always* contact the professor and GTF for the course *immediately* to let them know.

### **RESPONSE PAPERS: 30%**

Three short response papers on the reading assignments are required. Each paper should be double-spaced and two pages in length. You may choose which readings you would like to write about, but your papers must follow the following restrictions:

#### 1. One paper must be written per unit (there are three units for the quarter)

All papers must be turned in at the beginning of class and they must directly address the readings assigned for that day. Please note: these papers are not journal entries; they are a record of your critical engagement with the texts and/or with lectures. As such, you will want to approach the writing in a manner that shows us you have read the material.

#### 2. All papers must follow one of two formats:

Format A—Motivated Question: Writing a “motivated question” is a way of engaging with the readings by emphasizing what is interesting and/or puzzling to you about the topics we are addressing. A motivated question is not a question regarding clarification of terms (e.g., what does “pigmentocracy” mean“?), nor is a motivated question a matter of desiring more biographical or historical information. Such questions require little effort to ask. A motivated question, on the other hand, isolates an idea, theme, or set of arguments, and takes the next step in critically engaging with them. “Motivated questions” begin often by quoting a piece of the writing that you find interesting and/or summarizing a section of the reading. They then transition to raise concerns and issues about what makes or does not make sense, or they move on to discuss where this topic or line of thinking takes you in terms of your questions regarding Latinos and the United States.

“Motivated questions” will be graded on their ability to (a) accurately summarize something important about the text (i.e., a key argument) and (b) ask a question or set of questions that reflects critical thinking and engagement.

Format B—Key Arguments: You will write a “key arguments” response paper when you do not necessarily have questions to bring up about the text, but rather when you want to remember key arguments and claims. One way to begin this paper is to pretend that the article or book you are reading will never again be available to you (it will be burned and

banned and no one will ever know it existed!). Given this dramatic hypothetical situation, what information do you think you would want to remember? What information would be worthy of passing along?

“Key arguments” papers will be graded on their ability to accurately describe the most important arguments in the article.

**ATTENDANCE:**

Attendance and participation are a significant part of this class. Absences are counted after the add deadline (4/7). Your unexcused absences after the add deadline determine the highest possible final grade you can receive for the course. (Absences are normally only “excused” for religious observances or university-related activities, such as athletic or debate competitions or music performances, and these are only excused if you discuss arrangements with the instructor in advance.) Missing class due to illness (with or without a physician’s note), injury, vacation, wedding, or funeral counts as an *unexcused* absence. This is why you are allowed some absences. Think of these as “sick days” and save them for such occasions or for emergencies so that unexpected circumstances do not affect your grade. Excessive or frequent tardiness will also count as absence. ***Assignments missed due to unexcused absences cannot be made up.***

Absences:	(Attendance)	Highest course grade possible:
0	(100%)	A+
1	(93%)	A+
2	(87%)	A+
3	(80%)	B+
4	(73%)	C+ (P)
5	(67%)	D+ (N)
6	(60%)	D-
7	(53%)	F

\*Note: There are only 15 class sessions after the add deadline.

**FINAL GRADE:**

Contingent on the above attendance criteria and completion of all required work, the final grade for the course will be determined as follows:

Midterm	35%
Final	35%
Response Papers	30%

Please note that if you do not complete both the midterm and the final, you will not pass the course, regardless of your other grades. ES majors and minors must receive at least a grade of mid C to count this course toward their major or minor.

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**COURSE POLICIES**

**STUDENTS WITH DISABILITIES**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me as soon as possible. Also, for reasons of administrative documentation, please ensure that the Office for Disability Services sends a letter verifying your

disability well before any assignments are due. University policy does not guarantee the provision of classroom accommodations until this step has been taken.

### **INCOMPLETE POLICY**

The University policy for incompletes is as follows:

An incomplete may be issued when the quality of work is satisfactory, but some minor yet essential requirement has not been completed, for reasons acceptable to the instructor. Undergraduate students have one calendar year to make up an incomplete mark assigned by a UO faculty member. Earlier deadlines may be set by the instructor, dean, or department head. Failure to make up the Incomplete at the end of one calendar year will result in the mark of "I" automatically changing to a grade of "F" or "N."

Since an exam is not a "minor" requirement and response papers are not "essential," there may be very few circumstances under which it would make sense to give an incomplete grade for this course. (Failure to drop the course by the drop deadline is not a sufficient reason for issuing an incomplete grade.) I will, however, consider incomplete grades in extraordinary cases.

### **E-MAIL ETIQUETTE**

As a rule, you should understand your relationships to professors as professional relationships. When corresponding by e-mail, always include a salutation ("Dear Prof. Hames-García" or "Dear Mr. Esparza") and a closing that identifies who you are ("Sincerely, Perla Ledezma"). Use complete sentences and try to be polite, even if you are angry. In return, we will try to do the same. Please also note that we might not check our e-mail more than once per day, or at all on weekends or in the evening, and we might not have time to reply immediately. Please have patience and do not hesitate to follow up with a second e-mail or in person during office hours or after class if we have not replied to e-mail. Do not simply assume that we have read the e-mail or remembered to respond to a request. We are human, after all.

### **PLAGIARISM AND ACADEMIC HONESTY**

See Blackboard for policies related to plagiarism and cheating.

### **STUDENT CONDUCT**

The topics covered in this course are often emotionally charged and are not always comfortable to discuss openly. You are expected to engage the issues in a mature, reasonable, and respectful manner, and to show respect for other students, the GTF, and the professor at all times.

**SCHEDULE** (subject to changes) (BB=Blackboard):

UNIT	WEEK	DATE	ASSIGNMENT
I. Making the Americas	1	M 3/29	Introductions
		W 3/31	J. González, <i>Harvest of Empire</i> , "Introduction" and Chapters 1-3 (pp. ix-xx & 3-78).
	2	M 4/5	J. Gonzalez, <i>Harvest of Empire</i> , Chapters 4-6 (pp. 81-116). <b>BB:</b> "Appendix 1: The Original Text of Articles IX and X of the Treaty of Guadalupe Hidalgo and the Protocol of Querétaro" & "Appendix 2: The Treaty of Guadalupe Hidalgo, as Ratified by the United States and Mexican Governments, 1848," from <i>The Treaty of Guadalupe Hidalgo: A Legacy of Conflict</i> , ed. Richard Griswold del Castillo (Norman: Univ. of Oklahoma Press, 1990), pp. 179-99. <b>BB:</b> P. Albizu Campos, Speech Given Before the Associated Press, 1936 "Puerto Rican Nationalism," from <i>Boricuas: Influential Puerto Rican Writings - An Anthology</i> , ed. Roberto Santiago (New York: Random House, 1995), pp. 27-29.
		W 4/7	J. Gonzalez, <i>Harvest of Empire</i> , Chapters 7-9 (pp. 81-107). <b>BB:</b> J. Monroe, "The Monroe Doctrine, December 2, 1823" from <i>Ideas and Diplomacy: Readings in the Intellectual Tradition of American Foreign Policy</i> , ed. Norman A. Graebner (New York: Oxford Univ. Press, 1964), pp. 141-44. <b>BB:</b> W. McKinley, "War Message, April 1898" & "Address at the Trans-Mississippi Exposition at Omaha, Nebraska, October 12, 1898," from <i>Ideas and Diplomacy</i> , ed., Graebner, pp. 350-57. <b>BB:</b> A. J. Beveridge, "Defense of American Imperialism, January 1900," from <i>Ideas and Diplomacy</i> , ed., Graebner, pp. 370-73.
	3	M 4/12	N. Kanellos, ed., <i>Herencia</i> , selections from Chapter 3 (pp. 106-20 & 123-29).
		W 4/14	N. Kanellos, ed., <i>Herencia</i> , selections from Chapter 4 (pp. 130-39 & 142-70).
II. U.S. Latino and Chicano Roots	4	M 4/19	N. Kanellos, ed., <i>Herencia</i> , selections from Chapters 13-14 (pp. 448-457 & 465-470). <b>BB:</b> R. Flores Magón, et al., "Appendix A: To the Workers of the United States, November 7, 1914," from <i>Anarchism and the Mexican Revolution: The Political Trials of Ricardo Flores Magón in the United States</i> , by Colin M. MacLachlan (Berkeley: Univ. of California Press, 1991), pp. 121-25. <b>BB:</b> E. Flores Magón, "Appendix B: Address in Federal Court, Los Angeles, June 22, 1916," from <i>Anarchism and the Mexican Revolution</i> , by MacLachlan, pp. 126-33.
		W 4/21	N. Kanellos, ed., <i>Herencia</i> , Chapter 6 (pp. 195-230). <b>BB:</b> S. Oboler, "'Establishing an Identity' in the Sixties: The Mexican-American/Chicano and Puerto Rican Movements," from <i>Ethnic Labels, Latino Lives: Identity and the Politics of (Re)Presentation in the United States</i> (Minneapolis: Univ. of Minnesota Press, 1995), pp. 44-79.
	5	M 4/26	<b>BB:</b> Moraga, Cherrié, "A Long Line of Vendidas" from <i>Loving in the War Years: Lo que nunca pasó por sus labios</i> (Boston: South End

			<p>Press, 1983), pp. 90-144.</p> <p><b>BB:</b> “El Plan Espiritual de Aztlán, 1969 (Denver, CO),” from <i>Aztlán: Essays on the Chicano Homeland</i>, ed. Rudolfo A. Anaya and Francisco Lomeli (Albuquerque, NM: 1991), pp. 1-5.</p> <p><b>BB:</b> “El Plan de Santa Barbara, 1969 (Santa Barbara, CA),” from <i>Youth, Identity, Power: The Chicano Movement</i>, by Carlos Muñoz, Jr. (New York: Verso, 1989), pp. 191-202.</p> <p><b>BB:</b> P. Guzman, “The Party” (from <i>Palante! The Young Lords Party</i>), from <i>Boricuas</i>, ed. Santiago, pp. 52-60.</p>
		W 4/28	<p><b>MID-TERM EXAM DUE</b></p> <p><b>Film Screening:</b> <i>¡Pa'lante, Siempre Pa'lante! The Young Lords</i> (dir. Iris Morales, 1996)</p>
	6	M 5/3	<p><b>BB:</b> M. Menchaca, “Latinas/os and the <i>Mestizo</i> Racial Heritage of Mexican Americans,” from <i>A Companion to Latina/o Studies</i>, ed. Juan Flores and Renato Rosaldo, (Malden, MA: Blackwell 2007), pp. 313-24.</p> <p><b>BB:</b> G. E. B. Candelario, “Color Matters: Latina/o Racial Identities and Life Chances,” from <i>A Companion to Latina/o Studies</i>, ed. Flores and Rosaldo, pp. 337-50.</p>
III. Identity: Race, Gender, Class, & Sexuality		W 5/5	<p><b>BB:</b> M. Lugones, “Boomerang Perception and the Colonizing Gaze: Ginger Reflections on Horizontal Hostility,” from <i>Pilgrimages/Peregrinajes: Theorizing Coalition against Multiple Oppressions</i> (Lanham: Rowman &amp; Littlefield, 2003), pp. 151-64.</p>
	7	M 5/10	<p><b>BB:</b> R. Galindo and J. Vigil, “Are Anti-Immigrant Sentiments Racist or Nativist?” from <i>Latino Studies</i> 4 (2006): pp. 419-47.</p>
		W 5/12	<p><b>BB:</b> C. Maldonado, “An Overview of the Mexicano/Chicano Presence in the Pacific Northwest,” from <i>The Chicano Experience in the Northwest</i>, ed. Carlos S. Maldonado and Gilberto García (Dubuque, IA: Kendall/Hunt, 1995), pp. 1-33.</p> <p><b>BB:</b> L. Stephen, “Mixtec Farmworkers in Oregon: Linking Labor and Ethnicity through Farmworker Unions, Hometown Associations and Pan-Indigenous Organizing” from <i>Seeing Color: Indigenous Peoples and Racialized Ethnic Minorities in Oregon</i>, ed. Jun Xing, et al. (Lanham, MD: University Press of America, 2007), pp. 136-50.</p>
	8	M 5/17	R. González, <i>Crossing Vines</i> , (pp. 1-158).
		W 5/19	R. González, <i>Crossing Vines</i> , (pp. 159-216).
	9	M 5/24	A. Davila, <i>Latinos, Inc.</i> , “Introduction” and Chapter 1 (pp. 1-55).
		W 5/26	A. Davila, <i>Latinos, Inc.</i> , Chapters 2-3 (pp. 56-125).
	10	M 5/31	NO CLASS-MEMORIAL DAY
		W 6/2	A. Davila, <i>Latinos, Inc.</i> , Chapters 4-5 (pp. 126-180). Overview of Final
	11	TBA	<b>FINAL EXAM DUE</b>