

ETST 002: Introduction to Chicano Studies in Comparative Perspective

Tuesday and Thursday, 3:30pm-4:50pm

Student Success Center, Room 229

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Office hours: please write for appointment

Teaching Assistants:

Course Description

This course aims to cover the origins and development of Chicano studies as an academic discipline, including its methodological forms of inquiry, major paradigms, and thematic concerns. We will grapple with the interdisciplinary and comparative frameworks for understanding the evolving experience of Chicancx populations and their relation to U.S. state formation post-1848, including the models of internal colonialism, the dual or segmented theory of labor, and barrioization thesis, rooted in primarily in histories of labor, class exploitation and racial domination. Growing out of this initial emphasis, subsequent scholars have enlarged the scope of the field by complicating these schemas, introducing questions of gender, sexuality, indigeneity, and migration, among others, that trace how Chicancx experience has been shaped by broader ideological, economic, and socio-political forces.

Textbooks

There are no required textbooks. All readings will be posted on Canvas.

Grading

Attendance | Participation | Engagement: 20%

Attendance: Class attendance is mandatory. Repeated unexcused absences will result in a lower final grade and could lead to failing the course.

Lecture: You are expected to be present in the lecture hall on time, ready to take notes, ask questions and be engaged. There will be unannounced pop quizzes that cannot be made up.

Discussion Section: Attendance is required, and you are expected to be on time. If you need to miss a discussion section, it is your responsibility to contact your instructor in advance to agree upon alternative arrangements. Repeated unexcused absences will result in your final grade being lowered.

Engagement: During both lecture and discussion section, you are expected to be attentive, cooperative, respectful, and ready to learn. You should arrive each day ready to participate in class activities (i.e., do any readings or written assignments in advance of class). Distracting behavior (e.g., texting, chatting, surfing the internet) will not be tolerated. I fully expect that you will not only treat me with respect, but you will also listen to your colleagues when they speak.

Short Response Papers I-IV: 20%

You are required to submit four (4) short response papers over the course of the quarter, two before the midterm and two after. You will be asked not only to respond to the course material, but also apply the critical models and analytical skills you will acquire during lecture and discussion sections. At the beginning of the week, you will be presented with one or more topics or questions and asked to write 500 words in response. Responses will be uploaded to Canvas. Each response is worth 5% of your grade.

Midterm: 20% and Final: 40%

There will be two (2) take home exams on key terms and major arguments. I will hand out a study guide a few days in advance to help you prepare, but the exam will be written in a word processor and uploaded to Canvas.

To alleviate confusion, the following list provides the percentages used to determine letter grades.

A + 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 59% or below
A 93-96%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Policy

Plagiarism: Plagiarism will not be tolerated. If I determine that a student has cheated (including plagiarism), I may give the student a failing grade for the assignment, the course or may drop the student from the course.

Late Assignments and Make-up Policy: Assignments that are turned in late will not be accepted, and the student will receive an “F” for that assignment’s grade.

Tardy Policy: I understand it is hectic finding parking on campus, so please plan accordingly and be on time. Habitual tardiness will not be tolerated.

Classroom Rules: Upon entering the classroom, I ask that you silence your mobile phones and put them away. Please refrain from texting or browsing the internet. Failure to do so will result in immediate expulsion from the class. I ask that you not speak while others are speaking. Please show your colleagues the same amount of respect that you would require of them. If you adhere to these and other “common sense” classroom rules, then we will have a productive quarter.

Final Note: The information contained in this syllabus and course schedule is subject to change at the discretion of the instructor. Students will be notified, in advance, of such changes.

Course Schedule:

Week 1: Introduction to Chicano Studies

Tuesday, 1/9: Introduction and syllabus overview

Thursday, 1/11: Carey McWilliams, *North from Mexico* (1948), Chapter 11
Juan Gómez-Quiñones, "Toward A Perspective on Chicano History" (1971)

Week 2: The Internal Colony Model

Tuesday, 1/16: Robert Blauner, "Internal Colonialism and Ghetto Revolt" (1969)

Thursday, 1/18: Rodolfo Acuña, *Occupied America* (1972), Chapters 3 & 7

Response Paper I due Sunday, 1/21 by 5pm on Canvas

Week 3: Racial Dualism and Barrioization

Tuesday, 1/23: Mario T. Garcia, "Racial Dualism in the El Paso Labor Market" (1975)

Thursday, 1/25: Albert Camarillo, *Chicanos in a Changing Society* (1979), Chapters 3 and 5

Week 4: Reconsidering Major Paradigms

Tuesday, 1/30: Gilbert Gonzalez, "A Critique of the Internal Colony Model" (1974)
Tomás Almaguer, "Ideological Distortions in Recent Chicano Historiography" (1989)

Thursday, 2/1: Ramon Gutierrez, "Internal Colonialism: An American Theory of Race" (2004)

Response Paper II due Sunday, 2/4 by 5pm on Canvas

Week 5: The Chicano Movement and its Discontents

Tuesday, 2/6: Edward J Escobar, "The Dialectics of Repression: The Los Angeles Police Department and the Chicano Movement, 1968-1971" (1993)

Thursday, 2/8: Ian F. Haney Lopez, "Protest, Repression, and Race: Legal Violence and the Chicano Movement" (2001)

Midterm due Sunday, 2/11 by 5:00pm on Canvas

Week 6: The Chicano Movement, Reconsidered

Tuesday, 2/13: Conversation with Carlos Montes

Thursday, 2/15: Juan Gómez-Quiñones, *Chicano Politics: Reality and Promise, 1940-1990*, Chapter 3 (1990)

Week 7: Chicana and Third World Feminism

Tuesday, 2/20: Gloria Anzaldúa, *Borderlands/La Frontera* (1987), Chapters 1, 2, 3 & 7

Thursday, 2/22: Chela Sandoval, “U.S. Third World Feminism: The Theory and Method of Differential Oppositional Consciousness” (1991)

Response Paper III due Sunday, 2/25 by 5pm on Canvas

Week 8: The Latino Threat

Tuesday, 2/27: Samuel Huntington, “The Hispanic Challenge” (2004)

Thursday, 2/29: Leo Chavez, *The Latino Threat* (2008), Chapters 1 & 3

Week 9: Immigration and Imperialism

Tuesday, 3/5: Jason De Leon, *The Land of Open Graves*, Chapter 1 (2015)

Thursday, 3/7: Hilary Goodfriend, “Externalized: Deportation and Outsourcing in the U.S. Empire” (2023)

Response Paper IV due Sunday, 3/10 by 5pm on Canvas

Week 10: Race, Space and Capital

Tuesday, 3/12: Mike Davis, “The Case for Letting Malibu Burn” (1995)

Thursday, 3/14: Juan De Lara, *Inland Shift* (2018), Chapters 8 & 9

Final due Sunday, 3/19 by 11:59pm on Canvas