Instructor: Professor Gonzales-Berry
Telephone: 737-5708
E-Mail: egonzales-berry@orst.edu
Office: Strand Ag 230
Office Hours: TTh 9:30-11:00 and BY APPOINTMENT

ETHNIC STUDIES 212 SURVEY OF CHICANO/A STUDIES II (3)
(Fulfills DPD BAC CORE Requirement)

COURSE DESCRIPTION:
This interdisciplinary course explores the effects of the unequal distribution of power and resources on Mexican Americans in the United States and how this distribution has been linked to their “difference” (cultural and racial). It also examines efforts of Mexican origin Americans to achieve first-class citizenship, equality and self-determination under conditions of social and institutional discrimination. After a brief look at the transformation of Mesoamerican cultures into Mexican nationals, we will explore the circumstances under which Mexican Americans came into the United States (Manifest Destiny, conquest, colonization, and immigration) and the subsequent making of “Chicano/as” as a racialized ethnic minority, relegated to the bottom rung of economic and social structures. We will also explore the forces that compelled 10% of Mexico population to migrate to the United States and the ways in which Mexican Americans have demonstrated social agency through grassroots community organizing. Special attention given to the emergence of the Chicano Movement of the late sixties and seventies, its relation to other social movements of that period, its leaders (Chávez, Tijerina, Gonzales, Gutiérrez, Huerta), and its cultural production (i.e. murals, poetry, theater, film). We will engage in critical analysis of the movement’s ideology of cultural nationalism and its attendant patriarchal rhetoric, particularly as viewed from a Chicana feminist perspective. And finally, we will explore the relation between long-standing Chicano communities and ‘new immigrants,’ and how these relations contribute to the formation of an ‘imagined’ Latino nation within the United States.

ES 212: Survey of Chicano/a Studies II fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

TEXTS:
James Diego Vigil, From Indians to Chicanos
Ruben Martínez, Crossing Over
Diary of an Undocumented Worker

COURSE OUTCOMES:
At the end of this course, students will be able to do the following:

1. demonstrate knowledge of the ways that race and ethnicity were constructed in Colonial Mexico
2. identify the salient characteristics and role of patriarchy in Colonial Mexico
3. identify the conditions in the United States and Mexico that led to the War of 1846
4. demonstrate understanding of the concept called ‘Manifest Destiny’ and its relation to the War of 1846
5. identify the main terms of the Treaty of Guadalupe Hidalgo
6. demonstrate knowledge of the broad effects of conquest and colonization on Mexican Americans
7. identify the various contributions of Mexican Americans to the development of the Southwest and its regional Hispanic subcultures
8. demonstrate understanding of the process of racialization and the construction of Mexican Americans as an ethnic minority
9. demonstrate knowledge of the salient experiences of Mexican Americans/Chicanos in the early twentieth century, including their responses to discrimination and marginalization through grassroots community organizing as well as conventional political reform strategies
10. identify the main leaders and ideological underpinnings of the Chicano Movement
11. demonstrate knowledge of the salient responses of Chicana feminists to Movement patriarchal ideology
12. demonstrate knowledge of the conditions that motivate migration from Mexico to the US in an age of globalization
13. identify some strategies used by new immigrants to make their way in the US
14. demonstrate knowledge regarding the relations between established Latinos and ‘new immigrants’
15. demonstrate knowledge of the responses of ‘new immigrants’ to US racial categories and how they construct new identities that coincide with the US or transnational identity formation paradigm
16. demonstrate knowledge of social and cultural factors that have helped construct an ‘imagined’ Latino identity in the US that is distinct yet tied to Mexico and other Latin American countries.
### CLASS SCHEDULE

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| Week I | 1. Introduction: Difference, Power, and Discrimination  
2. Two Worlds Collide: Mesoamerica and Spain |
| Week II | 1. Race, gender and Class in Colonial Mexico |
| Week II | 1. Foreigners in Their Native Land: Manifest Destiny, the Economy of Conquest and Representation  
2. Invention of the ‘Greaser’: *Rattle Snake* (video) |
| Week IV | 1. Empowerment Through Resistance  
Bandits or Social Outlaws? White Caps; Spanish Language Press; Mutual Aid Societies, Oral Genres |
| Week V | 1. Immigration and Structural Discrimination  
Labor; Jim Crow; the Fickle Census  
**EXAM** |
| Week VI | 1. Discrimination in the Schools and Grassroots Response: *The Lemon Grove Incident* (video)  
2. Juan or John? On Becoming Model Citizens (with a Cultural Twist); The Mexican American Generation |
| Week VII | 1. Difference, Power and Discrimination in the Mines: *Salt of the Earth*  
2. The Sixties: A Fertile Field for “Revolution,” Civil Rights, and Minority Movements |
| Week VII | 1. Arise, Chicano! Movement Ideology and the Rise of Brown Feminism  
2. Revolutionary Art and Literature |
| Week IX | 1. Immigration in the Age of Globalization  
2. The Quest for Cultural Citizenship Among New Immigrants |
| Week X | 1. From Chicanos to Latinos: An Imagined Community Changes the Face of America  
2. MacCulture or Mestizo Culture? |

### A NOTE ON PEDAGOGY:
I am a firm believer in the power of education, particularly as it related to our ability to respond to and change the environment we live in. Education is not a one-way street. Each student completes the pedagogical act, which is only initiated by the instructor. What you take away from this class will be commensurate to your level of participation; the greater your participation, the greater the return on your investment. Participation entails attending class, reading assignments thoroughly, questioning materials presented in class, entering into dialog with your peers in a mature, intelligent and responsible manner. Differences of opinion and perspectives will arise and will be challenged. We must accept these challenges as opportunities for intellectual growth, keeping in mind that mutual respect is the cornerstone of social transformation. In short, I ask that you not be passive learners and that through your individual openness and engagement you assist each other and me in making this a compelling learning experience, characterized by a profound understanding of the work of power in creating social injustices.
• Late assignments drop 5 points (equivalent of one half letter grade).
• Incompletes will be granted only in special circumstances and with instructor’s approval.

FINAL EVALUATION:
Exams (2) 60 % of final grade Grading Scale: 90-100 = A
Short Papers (3) 30 % of final grade 80-89 = B
Participation and Assignments 10% of final grade 70-79 = C

Short Papers:
Papers must be typed, double spaced, 10-12 font, 1.5” margins, and edited.

Paper 1: (2-3 pages) Discuss the work of difference, power, and discrimination in the film, Salt of the Earth or The Lemon Grove Incident, taking into account racial, class, gender, and cultural differences and how these intersect to determine the positions of groups within established social hierarchies. Discuss also, how the various groups empower themselves, and what this tells us about the nature of power. Refer to specific scenes in the film to support your arguments.

Paper 2: (3-4 pages) Explore some aspect of the Chicano Movement. Consider these issues: How did cultural and or racial “difference” figure into the creation and maintenance of dominant and subordinate social formations? How did Chicanos contest the Power Bloc’s “Imperializing Power”? How did intra-group (within the Chicano community) differences (class, generation, language, etc.) lead to power struggles once Chicanos had empowered themselves? Did the outcomes of these struggles aid in changing ethnic power configurations or did they shore up the “white” Power Block? What does this tell us about the nature of hegemony?

Paper 2: Explore some aspect of contemporary immigration. Pay special attention to globalization and its effect on marginal populations, the power struggles and/or collaborations that ensue between established groups and newcomers, the formation of new identities among immigrants in response to U.S. racial/ethnic categories or in relation to conditions that undermine nationalism and promote transnationalism.

Criteria for evaluation of written work: mechanics of writing; organization and cohesion of ideas; clarity of expression; evidence of critical thinking; connections drawn to class lectures and discussions; originality of thought. You may write your paper in Spanish if that is your dominant language of literacy.

I ENCOURAGE YOU TO MAKE USE OF THE WRITING LAB IN WALDO.

Exams:
Exams will include materials from lectures, readings, class discussions and oral presentations. The format of the exams will vary and will include some multiple choice, identifications, short answer questions, and short essays. Exams may be written in Spanish with approval of instructor. A TIP: Good note taking and thorough review of your notes is essential to a successful performance on exams. Outlines for note taking will be available on Blackboard; please make use of these.

Participation:
Evaluation in this category includes “writing to learn” assignments, contributions to class or small group discussions, engagement with class material throughout the quarter, class attendance.

ATTENDANCE:
Attendance will be taken into consideration in calculating your grade

SERVICES FOR STUDENTS WITH DISABILITIES:
Students with documented disabilities that may need accommodations, who have any emergency medical information the instructors need to know, or who need special arrangements in the event of evacuation, should make an appointment immediately.

Instructor reserves the right to change this syllabus as need arises.