

**First Year Learning Community ~ Chicana and Chicano Studies 201**  
**Chicano Civil Rights and the Law ~ Introduction to Chicano Studies**  
Fall 2017 ~ Tuesday/Thursday 12:30-1:45 ~ Mitchell Hall 218

Teaching Assistant: Cassie Smith  
Office: Humanities 330  
Office Hours: Wednesdays 9:30-11:00 & By Appointment  
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### **Course Description and Objectives**

This First Year Learning Community investigates the intersection of Chicana Civil Rights and the law by exploring collective and individual social action centered on, but not exclusively, segregation, immigration, labor rights, education reform, and legal justice. The theme modules aim to identify and understand the lived experiences of Mexican Americans in the United States contextualized through political, social, and historical analysis. The class will work to connect the contemporary realities of Mexican Americans to other minoritized groups in the United States and the world. The course employs an arts-based curriculum that integrates performing, digital, visual, and literary arts into the curriculum lessons and assignments in order for students to explore various learning styles and ways of producing knowledge. Students will learn how to engage with, question, and critically deconstruct mainstream representations of minoritized groups in the United States. The class will work closely with English 110 in order to present students an integrative learning experience that stresses critical thinking and collaborative learning.

### **Course Objectives**

- \* The overall goal of this class is to give students an opportunity to become familiar with Chicano Civil Rights movements as they intersect with legal systems in in the United States;
- \* Students will examine the multiple ways that Mexican Americans have been defined and labeled in the United States;
- \* Students will understand the Civil Rights contributions Chicana have made to the larger U.S. culture as they evaluate historical and contemporary relationships of this group to broader society in distinct regions of the country;
- \* Students will analyze intersectionality so as to understand the impact of the social construction of race, class, gender, and sexuality as related to Chicana communities in national and transnational contexts;
- \* Students will assess the social, historical, and cultural development of New Mexico's Mexican and Chicano dissent communities within the larger context of U.S. and Mexican American Civil Rights history;

- \* Students will interpret, analyze, and evaluate textual and artistic production among diverse Chicana and Mexicana/o communities and explicate the social and historical context of cultural production;
- \* Students will employ the terms, concepts, and methods required in the study of Chicana Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.
- \* Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expressions that are clear, compelling, and challenging.
- \* Students will learn to work together through collaborative critical thinking assignments and learn how to communicate their ideas effectively.

### **Student Learning Outcomes**

By the end of the course:

- ❖ Students will apply various transdisciplinary perspectives and processes to understand how humanist expressions help people understand themselves and others in relation to their communities and societies.
- ❖ Students will be able to assess and compare social, historical, economic and cultural perspectives as they impact diverse populations in the United States over a period of time.
- ❖ Students will be able to analyze and critically interpret significant examples of textual and cultural production between diverse Chicano and Latino descent communities.
- ❖ Students will design presentations that foster and increase a full understanding of a subject in order to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- ❖ Students will be able to write and speak to communicate new insights.
- ❖ Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.

### **Course Requirements**

**Participation: 20%** Students will be expected to come to class prepared for guided discussions by having completed the required assigned readings. Students are expected to participate with both questions and comments that are based on the readings, films, and other assigned materials. Students will also participate in group discussions will be asked to present, as a team, their conclusions on the topic and/or questions for that day. Further, students will be required to meet with the instructor once during the semester in order to review their progress in the course.

**Module Exams: 20%** Students will complete four Module Exams that work to analyze and synthesize the course materials. These exams vary from in-class to take-home exams and should follow course formatting guidelines.

**Response Papers: 20%** Students will complete four, two-page response papers centered on a class theme. Each paper should follow the course formatting guidelines.

**Mid-term: 20%** Students will create a photo essay based on their environments and grounded in the course material.

**Final: 20%** Students will create a lesson plan for K-12 students based on their interests and the course material. Students will present their lesson plan to the class in a final presentation.

### **Course Formatting Guidelines**

All written materials should be formatting with the Modern Language Association (MLA) citation and reference guidelines and should be written in Times New Roman 12 point font. Each document should have 1” margins on all sides and be double-spaced. Students should include their name on the document as well as page numbers. Each file name should include the students first and last name along with the assignment name.

### **Grading Scale**

93 – 100% A 4.00  
90 - 92% A- 3.67  
87 – 89% B+ 3.33  
83 – 86% B 3.00  
80 – 82% B- 2.67  
77 – 79% C+ 2.33  
73 – 76% C 2.00  
70 – 72% C- 1.67  
67 – 69% D+ 1.33  
63 – 66% D 1.00  
60 – 62% D- 0.67  
59% or below F 0.00  
Incomplete INC 0.00

### **Absences & Late Assignments**

Each student will be given two excused absences, every absence thereafter will require a doctor’s note or equivalent there of. More than two unexcused absences will lower the final grade. Late assignments will be lowered one letter grade for each day they are late. (If you have extreme extenuating circumstances, you may request an alternative arrangement up to 24 hours before the due date.)

## **Required Course Texts**

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.

Scarborough, Mike. *Trespassers on Our Own Land: Structured as an Oral History of the Juan P. Valdez Family and of the Land Grants of Northern New Mexico*. Dog Ear Publishing, LLC, 2011. Print.

All other course material will be made available to you through UNM Learn, the Zimmerman Library, or through public websites.

## **Accessibility Services**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire. Please contact Accessibility Resource Center at 505-277-3506 for additional information. The Accessibility Resource Center offers services to UNM self-identified students with disabilities. Students with documented disabling conditions that affect a major life activity are eligible for these services. This includes students with visual, hearing, learning, and mobility disabilities, as well as chronic conditions. The primary duty of the department is to help all qualified students with disabilities gain equal educational access and opportunities throughout the UNM community. Faculty and academic support staff may refer students when they have disclosed pertinent information regarding a specific disability.

## **Academic Integrity**

To accomplish its mission of providing an optimal educational environment and developing leaders of society, the University of New Mexico promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty. Conduct that violates the academic integrity and ethical standards of the university community will not be tolerated. Students who violate the university's Policy on Academic Dishonesty as outlined in the Student Code of Conduct will be held accountable, which could result in a failing grade for the course. To better understand your rights and responsibilities, see the full text of the university's Student Code of Conduct at:

<http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html#studentcode>

## **Title IV Reporting**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the Lobo RESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs,

and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see:  
<https://policy.unm.edu/university-policies/2000/2740.html>.

## Course Schedule

### *KNOWLEDGE PRODUCTION*

#### *~Week One~*

#### **Tuesday August 22**

Course Overview

#### **Thursday August 24**

##### Read:

Montiel, Miguel, Tomas Atencio, and E. A. Mares. *Resolana: Emerging Chicano Dialogues on Community and Globalization*. Tucson, AZ: University of Arizona Press, 2009. Print.

Chapter 1: El Oro Del Barrio in the Cyber Age: Leapfrogging the Industrial Revolution (pp. 9-68) **(UNM LEARN)**

#### *~Week Two~*

#### **Tuesday August 29**

##### Read:

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.

Chapter 1: History and Evolution of the U.S. Latino Population (pgs. 1-13)  
**(UNM LEARN/Zimmerman Online Library/Required Text)**

Anzaldúa, Gloria. *Borderlands / La Frontera: The New Mestiza*. Fourth Edition edition. San Francisco: Aunt Lute Books, 2012. Print.

Chapter 1: The Homeland, Aztlán (pgs. 23-35) **(UNM LEARN)**

Noriega, Chon A. "Between a Weapon and a Formula: Chicano Cinema and Its Contexts." *Chicanos And Film*. University of Minnesota Press, 1992. Print.

Between a Weapon and a Formula: Chicano Cinema and Its Contexts. Chon Noriega. (pgs. 141-167) **(UNM LEARN)**

##### Watch:

Galan, Hector. "Chicano! History of the Mexican-American Civil Rights Movement." PBS, 7 Apr. 2012. Television.  
Episode 4: [Fighting for Political Power](#)

### Thursday August 31

Read:

Chabram-Dernersesian, Angie. "Introduction to Part I." *The Chicana/o Cultural Studies Reader*. Ed. Angie Chabram-Dernersesian. 1 edition. New York ; London: Routledge, 2006. 3–25. Print. **(UNM LEARN)**

Arteaga, Alfred. *Chicano Poetics: Heterotexts and Hybridities*. Cambridge ; New York: Cambridge University Press, 1997. Print.  
Introduction: Canto Primero, Mestizaje/Disfratismo (pgs. 1-19) **(UNM LEARN)**

\*\* RESPONSE PAPER ONE DUE SUNDAY, 9/3 11:59 PM\*\*

### ***SEGREGATION AND SPACE***

#### ***~Week Three~***

### Tuesday September 5

Read:

Nájera, Jennifer R. *The Borderlands of Race: Mexican Segregation in a South Texas Town*. Austin, TX: University of Texas Press, 2015. Print.

Introduction: Introductions: Mexican Inflections of Ethnography and History (pgs. 1-11) **(UNM LEARN)**

Chapter 1: The Borderlands of Race and Rights (pgs. 15-34) **(UNM LEARN)**

Chapter 2: Establishing a Culture of Segregation (pgs. 35-56) **(UNM LEARN)**

### Thursday September 7

Read:

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.

Chapter 2: The Legally White, Socially Brown Latino (pgs.15-28)

Chapter 3: Anti-Latino Hate Crimes (pgs. 29-46)

Watch:

Galan, Hector. "Chicano! History of the Mexican-American Civil Rights Movement." PBS, 7 Apr. 2012. Television.

Episode 1: [Question for a Homeland](#)

#### ***~Week Four~***

**Tuesday September 12**

Read:

Scarborough, Mike. *Trespassers on Our Own Land: Structured as an Oral History of the Juan P. Valdez Family and of the Land Grants of Northern New Mexico*. Dog Ear Publishing, LLC, 2011. Print.  
Chapters 1-6 (pgs. 1-68)

**Thursday September 14**

Read:

Scarborough, Mike. *Trespassers on Our Own Land: Structured as an Oral History of the Juan P. Valdez Family and of the Land Grants of Northern New Mexico*. Dog Ear Publishing, LLC, 2011. Print.  
Chapters 7-13(pgs. 69-112)

**\*\*RESPONSE PAPER TWO DUE SUNDAY SEPTEMBER 17 AT 11:59 PM\*\***

*~Week Five~*

**Tuesday September 19**

Read:

Scarborough, Mike. *Trespassers on Our Own Land: Structured as an Oral History of the Juan P. Valdez Family and of the Land Grants of Northern New Mexico*. Dog Ear Publishing, LLC, 2011. Print.  
Chapters 14-20: (pgs. 113-201)

**Thursday September 21**

Read:

Scarborough, Mike. *Trespassers on Our Own Land: Structured as an Oral History of the Juan P. Valdez Family and of the Land Grants of Northern New Mexico*. Dog Ear Publishing, LLC, 2011. Print.  
Chapters 21-26 and Afterword: (pgs. 201-254)

**\*\*SEGREGATION AND SPACE TAKE HOME MODULE EXAM DUE SUNDAY SEPTEMBER 24 at 11:59 PM \*\***

***EDUCATION***

*~Week Six~*

**Tuesday September 26**

Read:

Valencia, Richard. *Chicano Students and the Courts: The Mexican American Legal Struggle for Educational Equality*. New York, NY: New York University Press, 2010. Print.

Introduction, Chapters 1: School Segregation (pgs. 1-40) **(UNM LEARN)**

Watch:

Galan, Hector. "Chicano! History of the Mexican-American Civil Rights Movement." PBS, 7 Apr. 2012. Television.

Episode 3: [Taking Back the Schools](#).

**Thursday September 28**

Read:

Valencia, Richard. *Chicano Students and the Courts: The Mexican American Legal Struggle for Educational Equality*. New York, NY: New York University Press, 2010. Print.

Chapter 1: School Segregation (pgs. 41-78) **(UNM LEARN)**

Chapter 2: School Financing (pgs. 79-116) **(UNM LEARN)**

~*Week Seven*~

**Tuesday October 3**

Read:

Valencia, Richard. *Chicano Students and the Courts: The Mexican American Legal Struggle for Educational Equality*. New York, NY: New York University Press, 2010. Print.

Chapter 3: Special Education (pgs. 117- 152) **(UNM LEARN)**

Chapter 4: Bilingual Education (pgs. 152- 172) **(UNM LEARN)**

**Thursday October 5**

Read:

Valencia, Richard. *Chicano Students and the Courts: The Mexican American Legal Struggle for Educational Equality*. New York, NY: New York University Press, 2010. Print.

Chapter 4: Bilingual Education (pgs. 172- 197) **(UNM LEARN)**

Nájera, Jennifer R. *The Borderlands of Race: Mexican Segregation in a South Texas Town*. Austin, TX: University of Texas Press, 2015. Print.

Chapter 3: Formal and Informal Mexican Education within the context of Segregation (pgs. 57-82) (UNM LEARN)

Listen:

“Arizona’s Ethnic Studies Ban In Public Schools Goes To Trial.” *NPR.org*. N.p., n.d. Web. 20 Aug. 2017. <http://www.npr.org/2017/07/14/537291234/arizonas-ethnic-studies-ban-in-public-schools-goes-to-trial>

~Week Eight~

**Tuesday October 10**

\*\*EDUCATION MODULE EXAM\*\*

**Thursday October 12** (Fall Break, No Class)

***IMMIGRATION AND LABOR***

~Week Nine~

**Tuesday October 17**

Read:

De Genova, Nicholas. “The Legal Production of the Mexican/Migrant ‘Illegality.’” *Latino Studies* 2.2 (2004): 160–185. Print. (UNM LEARN)

Watch:

Galan, Hector. “Chicano! History of the Mexican-American Civil Rights Movement.” PBS, 7 Apr. 2012. Television.  
Episode 2: The Struggle in the Fields.

**Thursday October 19**

Read:

Brady, Mary Pat. “Double-Crossing the Border.” *The Chicana/o Cultural Studies Reader*. Ed. Angie Chabram-Dernersesian. 1 edition. New York ; London: Routledge, 2006. 150–158. Print. (pgs. 150-158) (UNM LEARN)

Listen:

“Who Burned Down Farmworker Housing in Nipomo, California?” *Latino USA*. NPR, 31 Mar. 2017. Television.  
<http://latinousa.org/2017/03/31/burned-farmworker-housing-nipomo-california/>

Watch:

MCCardell Jr., Jackie. *The Economy Furniture Strike*. Austin, TX: Paradigm Shift

Multimedia, ACC Center for Public Policy and Political Studies. Film.  
<http://www.austincc.edu/cppps/economyfstrike/index.html>

**\*\*MIDTERM DUE SUNDAY OCTOBER 22 11:59 PM\*\***

*~Week Ten~*

**Tuesday October 24**

Read:

Cunningham, Hilary, and Josiah Heyman. "Introduction: Mobilities and Enclosures at Borders." *Identities* 11.3 (2004): 289–302. *Taylor and Francis+NEJM*. Web. **(UNM LEARN)**

Magaña, Rocío. "Dead Bodies: The Deadly Display of Mexican Border Politics." *A Companion to the Anthropology of the Body and Embodiment*. Ed. Frances E. Mascia-Lees. 1 edition. Chichester, West Sussex, U.K. ; Malden, MA: Wiley-Blackwell, 2011. 157–171. Print. **(UNM LEARN)**

**Thursday October 26**

Read:

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.  
Chapter 6: Abuses Resulting from Federal Immigration Enforcement Efforts (pgs. 87-106).  
Chapter 9: The Rights of the Limited-English-Proficient Accused in the Criminal Courts (pgs. 171-194).

Listen

"Detained." *Latino USA*. NPR, 4 Aug. 2017. Television.  
<http://latinousa.org/episode/detained/>

**\*\*RESPONSE PAPER THREE DUE SUNDAY OCTOBER 29 AT 11:59 PM\*\***

*~Week Eleven~*

**Tuesday October 31**

Read:

Green, Matthew et al. *The Latino/a American Dream*. Ed. Sandra L. Hanson and John Kenneth White. College Station: Texas A&M University Press, 2016. Print.  
Chapter 1: Whose Dream?; John Kenneth White (pgs. 18-41) **(UNM LEARN)**  
Chapter 3: The American Dream; Daniel E. Martínez, Jeremy Slack, Alex E. Chávez, Scott Whiteford (pgs. 68-98) **(UNM LEARN)**

**Thursday November 2**

**\*\*IMMIGRATION AND LABOR MODULE EXAM\*\***

***JUSTICE SYSTEM***

***~Week Twelve~***

**Tuesday November 7**

Read:

Paredes, Américo. *With His Pistol in His Hand: A Border Ballad and Its Hero*. Second Printing; Hardcover edition. Austin, TX: University of Texas Press, 1958. Print.  
Part I: The Country (pgs. 7-32)  
Part II: The Legend (pgs. 33-54)

**Thursday November 9**

Read:

Paredes, Américo. *With His Pistol in His Hand: A Border Ballad and Its Hero*. Second Printing; Hardcover edition. Austin, TX: University of Texas Press, 1958. Print.  
Part III: The Man: (pgs. 55-108)

**\*\*RESPONSE PAPER FOUR DUE SUNDAY NOVEMBER 12 AT 11:59 PM.\*\***

***~Week Thirteen~***

**Tuesday November 14**

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.  
Chapter 4. Reactions to the Latino Threat. (pgs. 47-61)  
Chapter 5: Racial Profiling of U.S. Latinos by Local Police Officers (pgs. 65-86)

**Thursday November 16**

Read:

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.  
Chapter 7: State and Local Police Deprivations of Latino Civil Rights (pgs. 107-144)

***~Week Fourteen~***

**Tuesday November 21**

Read:

Salinas, Lupe S. *U.S. Latinos and Criminal Injustice*. 1 edition. East Lansing: Michigan State University Press, 2015. Print.

Chapter 10: Latino Victims of Denials of Due Process (pgs. 194-242)

raulrsalinas. *Un Trip through the Mind Jail y Otras Excursiones*. Houston, TX: Arte Publico Press, 1999. Print

Preface, Introduction, Hey World (pgs. 1-26)

Un Trip through the Mind Jail (pgs. 55-61)

**\*\*JUSTICE SYSTEM MODULE EXAM\*\***

**Thursday November 23 (Thanksgiving)**

***PRESENTATIONS AND FINAL THOUGHTS***

***~Week Fifteen~***

**Tuesday November 28**

Read:

Montiel, Miguel, Tomas Atencio, and E. A. Mares. *Resolana: Emerging Chicano Dialogues on Community and Globalization*. Tucson, AZ: University of Arizona Press, 2009. Print.

Chapter 3: A Resolana on Networks: Chicanos, Connections, and Culture (pgs. 138-185)

**Thursday November 30**

Peer Review of Lesson Plans

***~Week Sixteen~***

**Tuesday December 5**

Presentations

**Thursday December 7**

Presentations

***~Finals Week~ December 11-16***

**Thursday December 14**

**\*\* FINAL DUE 11:59 PM\*\*\* Upload Lesson Plans to Learn**