Dr. Tace Hedrick

**Questions in Chicana/o and Latino/a Studies**

This is a course for those interested in some of the most pressing current intellectual, academic, and pedagogical questions posed to scholars, teachers, and programs of Chicano/a, U.S. Latina/o, and Ethnic Studies. Impelled partly by the rapid growth of U.S. “Hispanic” populations and partly by changes in the political landscape of the United States over the last 15-20 years, scholars and teachers of Mexican-American, Cuban and Cuban-American, Puerto Rican and Nuyorican, and Dominican-American culture have had to rethink the very orientations, motivations, and even locations of their work. We’ll be looking at current arguments around regional vs urban approaches; historicism; the uses of cultural nationalism; the politics and scholarship of area programs vs. ethnic studies programs; feminism and critical race studies; border studies.

**Required Texts:**

**Theory/Criticism**

- *Occupied America*, Rodolfo Acuña
- *Harvest of Empire*, Juan Gonzales
- *Border Matters: Remapping American Cultural Studies*, José David Saldívar
- *Borderlands/La frontera*, Gloria Anzaldúa
- *Latinos Inc. The Making and Marketing of a People*, Arlene Dávila
- *From Bomba to Hip-Hop*, José Flores
- *Magical Urbanism*, Mike Davis
- *Listening to Salsa*, Frances Aparicio

**Fiction**

- *Rag and Bone* Michael Nava
- *The Hungry Woman/Heart of the Earth*, Cherríe Moraga
- *The Youngest Doll*, Rosario Ferré
- *Chicana Falsa*, Michelle Serros
- *Drown*, Junot Diaz
- *Revolt of the Cockroach People*, Oscar Zeta Acosta

**Course Pack:**


On Reserve:
Rodríguez, Clara E. “Puerto Rican Studies.” American Quarterly. 42: 3 (Summer 1990), 437-455. personal copy

Course Requirements: (see below for details)
Final Paper Prospectus
Annotated Bibliography (five books/book chapters; for final paper)
20-25 page final paper

Readings:
Jan. 7
Week One: Introduction, course goals, syllabus, housekeeping

Jan. 14/History and “Culture”
Week Two: Harvest of Empire, Juan Gonzales

Jan 21/El Movimiento
Week Three: Occupied America, Rodolfo Acuña
Revolt of the Cockroach People, Oscar Zeta Acosta
Jan. 28/Aztlán y The Young Lords

Feb. 4/Border Studies
Week Five: Border Matters: Remapping American Cultural Studies. José David Saldívar
All Final Paper Prospectuses Due by This Date

Feb. 11/Border Studies, Feminism
Week Six: Borderlands/La frontera. Gloria Anzaldúa

Feb. 18/Whose Chicanism?
Week Seven: The Hungry Woman/Heart of the Earth. Cherríe Moraga
Chicana Falsa. Michelle Serros

Feb. 25/History, Identity

Mar. 3/Urbanism, Regionalism
Week Nine: Magical Urbanism. Mike Davis
QUESTIONS IN U.S. LATINA/O AND CHICANA/O STUDIES


Mar. 10 Spring Break

Mar. 17/Cultural Studies
Week Ten: Latinos Inc. The Making and Marketing of a People, Arlene Dávila
Annotated Bibliography Due

Mar. 24/Cultural Studies, Colonialism
Week Eleven: From Bomba to Hip-Hop, José Flores

Mar. 31/Cultural Studies, Feminism
Week Twelve: Listening to Salsa, Frances Aparicio

April 7/Cultural Studies, Race
Final Paper Due

April 14/Whose Studies?
Week Fourteen: Rodríguez, Clara E. “Puerto Rican Studies.” American Quarterly. 42: 3 (Summer 1990), 437-455. Reserve

April 21/Whose Canon?
Week Fifteen:  
*Drown*, Junot Diaz  
*Rag and Bone*, Michael Nava

**Course Requirements:**

**Attendance:** Three *unexcused* absences will result in your final grade lowered by one grade.

**Incompletes:** Papers turned in after the final paper date will not receive an A, unless there is a good justification for the late date.

**Final Paper Prospectus:** This should be two pages long, double spaced; it doesn’t have to conform exactly to what you will be writing for the end of the semester, but it does have to be well-thought-out, have a clear thesis, and, most of all, be tightly focused. If at all possible, it should try to connect the matter of the course to the work of your thesis or dissertation.

At the beginning of the semester, we will assign dates for each student to present and discuss his or her prospectus in class. Make copies enough for everyone one week before it’s your turn to present, or email the prospectus to the class listserve (however, **everyone** must have a copy of their prospectus in to me by the fifth week of class).

**Annotated Bibliography (five books/book chapters; for final paper):** Five books/book chapters/essays central to the area/field in which you are writing your paper, annotated. You will have to do some good research to find work which is *central* and/or *foundational* to the field or area of your paper topic (for example, Chicana/Latina feminism, Chicano/Latina studies, ethnic studies, border studies, Chicano/Latina cultural studies, race studies, etc.). Look at your *MLA Handbook* for a guide to making an annotated bibliography.

**20-25 page final paper:** For this paper, use MLA style. Your paper should try to connect ideas from this course to your ideas for your thesis or dissertation. I want to see three things: a tight focus, evidence of complete research, and a clear thesis.