SOC 309/MAS 310: CHICAN@S IN AMERICAN SOCIETY
Mon/Wed/Fri, 9-10AM, Moore Hall 7.104 (Spring 2012)

Instructor: Mr. David Glisch-Sánchez
Office: 574 Burdine Hall
Office Hours: Monday, 12-3PM or by appointment (I do not meet on Tues/Thurs).
E-mail: glischsanchez@mail.utexas.edu

COURSE DESCRIPTION

There are two central questions that form the foundation of this course: 1) what are the experiences of Chican@ people in the United States?; and 2) what sociologically explains those experiences? This is a survey course, which will provide a solid foundation from where you can begin answering these questions and provide the tools necessary to continue your own intellectual and academic journey in this area of study. The major units we will cover this semester are: Race, Racism, & Identity; Gender, Sexuality, & Heteropatriarchy; Economic (In)Security; and Representations in Pop Culture. Though emphasizing social science texts, this has been created as a multidisciplinary class where we will rely on readings and scholarship from cultural studies, ethnic studies, gender studies, feminist studies, history, political science, queer/sexualities studies, and sociology.

To better understand the specificity of Chican@ experiences in the U.S. the course will adopt a comparative ethnic approach. A significant portion of the class will be devoted to the comparing and contrasting of experiences between Chican@ people and other Latin@ groups. In particular, an effort will be made to highlight the presence and experiences of Afro-Latin@s in the U.S. Additionally, we will be exploring the diversity of experiences within Chican@ communities; differences that are often produced by variations in color, gender identity and expression, sexual identities and practices, class status, regional location, and (perceived) immigration status.

NOTE: The course deals, necessarily, with a lot of very sensitive subject matter of all types, particularly surrounding gender and sexuality. I expect that everyone will engage such material with maturity. In this class we WILL show absolute respect for everyone’s identities, regardless of our personal beliefs. If you feel that you cannot do this you may want to drop the course immediately. We should all actively be engaged in creating an environment where everyone can contribute to the journey of learning in this course.

GOALS

- We will examine how various social forces and hierarchies structure and shape the lived experiences of Chican@s in the United States.
- We will learn how Chican@s are racialized within the U.S. system of white supremacy and what the effects of these processes are.
- We will learn how racism is intimately connected with other systems of oppression (i.e. heterosexism, patriarchy, classism, nativism) and what implications this has for Chican@ people.
• We will learn and become familiar with critical and foundational theories and concepts relating to Chican@ experiences in the U.S.
• We will learn through individual and collective critical engagement with course readings, lectures, and discussions.
• We will expand our collective knowledge through the sharing of our personal testimonios in a safe classroom environment.

REQUIRED TEXTS
I have prepared a course reader, which you can purchase at Jenn’s Copies located at 2518 Guadalupe St. (located between Madam Mam’s and Terra Burger on the corner of Guadalupe St. & W. Dean Keeton St.). From time to time I will announce other readings that are available as PDF documents through Blackboard. Generally, I will not ask you to print these and bring them, but there will be announced exceptions.

Films/Videos are used in class as another form of text. You are required to treat films as you would readings for this course. Exams and quizzes will include questions about films and videos we watch in class.

Upon request, I will also provide a list of suggested reading for those wanting more enrichment on a given issue as the class moves along.

REQUIRED ASSIGNMENTS, GRADING, AND EXPECTATIONS
It is expected that all students will complete all assignments in the time allotted and fully participate in classroom exercises and discussions. Each assignment and exercise has been created as an opportunity for students to personally engage with the course material while allowing me to appropriately evaluate your progression in learning important concepts, theories, and facts. The class grade is comprised of five major components:

1. Class participation – includes leading a class discussion
2. 10 weekly quizzes – each quiz will cover the readings from that week.
3. Exam 1
4. Exam 2
5. Critical Essay

Each quiz will be worth 10 points and contain 3 questions worth three points each (every person will receive one point for just taking the quiz). All of the questions on quizzes will be drawn from the assigned readings and not from class lectures. Each exam will consist of 40 multiple choice and true/false questions. Exam questions will be drawn from assigned readings, class lecture, and the films/videos we watch in class. A review for each exam will be held during the class period before the scheduled test date. The critical essay will ask you imagine a solution or strategy that will address one of the many social problems Chican@ people face in the United States. The essay has a required length of 6 double-spaced pages with 1-inch margins all around in 12 pt. Times New Roman font. More details and information regarding the essay will be distributed later in the semester.

Grade Composition & Scale
Below are percentages for how much each assignment will count towards calculating your final grade:

- 15% - Class participation
- 15% - Weekly quizzes
- 20% - Exam 1
- 20% - Exam 2
- 30% - Critical Essay

Each assignment (except the quizzes) and your final grade will be assigned a numerical grade on a 100-point scale. Below is the scale I will be using to assign letter grades to your final numerical grade.

- A: 94-100
- A-: 90-93
- B+: 87-89
- B: 80-86
- C+: 77-79
- C: 70-76
- D+: 67-69
- D: 60-66
- F: 0-59

**ATTENDANCE**

Regularly attending class is critical towards the success of any student in this course. In my experience it is almost impossible for any student to do well if they are absent from a significant number of classes. Additionally, this course has been developed so that there is a regular exchange between the instructor and students, and between students themselves; therefore, it is critical that the whole class maintain a good attendance record. I don’t distinguish between different types of absences (i.e. medical, bereavement, athletic, etc). You are responsible for getting the notes from a classmate if you miss a lecture for any reason; I do not provide lecture notes because of an absence under any circumstances. Each student is allowed four (4) absences; if the allotted absences are exceeded by a student, then their final grade will be reduced by 20 points. If you arrive more than 5 minutes after the start of class, you will be marked late; three late marks is the equivalent of one absence and will be applied toward your absences total. If you arrive more than 20 minutes after the start of class, you will be marked absent and it will be applied toward your absences total as well.

**SCHOLASTIC HONESTY**

Turning in work that is not your own, or any other form of scholastic dishonesty (cheating on exams, for example), will result in a major course penalty, possibly failure of the course. This standard applies to all assignments, and a report of the incident will be submitted to the Office of the Dean of Students and filed in your permanent UT record. Under certain circumstances, the Dean of Students will initiate proceedings to expel you from the University. So, take care to read and understand the Statement on Scholastic Responsibility, which can be found online at:

http://www.utexas.edu/cola/depts/rhetoric/firstyearwriting/plagiarismcollusion.php
If you have any doubts about your use of sources, ask me for help before handing in the assignment. I’d rather work with you on being certain about citation matters than to have you deal with the consequences of a very unfortunate error in judgment.

**STUDENT RESOURCES**

**UNDERGRADUATE WRITING CENTER**
The UWC administration and staff are amazing! You are strongly encouraged to use the Undergraduate Writing Center in FAC 211 (471-6222; http://uwc.fac.utexas.edu/), which offers free one-on-one writing consultations with trained specialists. UWC consultants are trained to help you develop and improve your writing in ways that preserve the integrity of your work.

**STUDENTS WITH DISABILITIES**
The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities (SSD) via phone at 471-6259 or via e-mail at ssd@austin.utexas.edu. I am asking that you provide me with the official notification from the SSD regarding these accommodations by the end of the first full week of class so that I can meet your needs ASAP. I thank you for your cooperation.

**TENTATIVE SEMESTER SCHEDULE**
This is a tentative schedule of the lecture topics and assigned readings, I reserve the right to revise the schedule based upon necessary pedagogical needs. Any changes made to this schedule will be communicated in class, via e-mail, and/or by Blackboard.

**Week 1 – Race & Racism**
- January 18 – Introduction to Class
- January 20 – Discussion

**Week 2 – Chican@s & Racial/Ethnic Identity**
- January 23 – Racism & Racialization 101

- January 25 – Processes of Racialization

- January 27 – Group Discussion

**Week 3 – Chican@s & Racial/Ethnic Identity**
January 30 – Chican@ vs. Other Latin@ Identities

February 1 – Assimilation

February 3 – Group Discussion

Week 4 – The Economics of Being Chican@
February 6 – Chican@s & the Criminal Justice System

February 8 – Chican@s & The Criminal Justice System (cont’d)

February 10 – Group Discussion

Week 5 – The Economics of Being Chican@
February 13 – Labor & Employment

February 15 – Housing

February 17 – Group Discussion

Week 6 – The Economics of Being Chican@
February 20 – Chican@s & School Segregation

February 22 – Chican@s & K-12 Education

February 24 – Group Discussion

Week 7 – Sexuality & Health
February 27 – HIV/AIDS

February 29 – Exam 1 Review
March 2 – **EXAM 1**

Week 7 – Chicanas
March 5 – Chica Feminism

March 7 – Film: Women of Hope or Las Mujeres de la Caucus Chicana

March 9 – Group Discussion

Week 9 – **SPRING BREAK – NO CLASS**

Week 10 – Queer Chican@es
March 26 – Chicano/Latino Queers

March 28 – Chicanita/Latina Queers

March 30 – Group Discussion

Week 11 – Queer Chican@es (cont’d)
March 26 – Transgender Latin@es

March 28 – “How To Do Use the Library for a Research Paper” – Workshop/Presentation
March 30 – Group Discussion

Week 12 – Sexuality, Gender, and Violence
April 2 – Sexual Violence

April 4 – Sexual Violence (cont’d)

April 6 – Group Discussion

Week 13 – Chican@ & Pop Culture

April 9 – Sexuality & Latin@ Representation

April 11 – Gender & Latin@ Representation

April 13 – Group Discussion

Week 14 – Chican@ & Pop Culture

April 16 – Reggaetón

April 18 – Exam 2 Review

April 20 – **EXAM 2**

Week 15

April 23 – **CRITICAL ESSAY OUTLINE DUE**

April 25 – RESEARCH/WRITING DAY

April 27 – RESEARCH/WRITING DAY

Week 16

April 30 – TEACHER/STUDENT CONFERENCES

May 2 – TEACHER/STUDENT CONFERENCES

December 2 – **CRITICAL ESSAY DUE**