

**Section 1TH1  
Spring 2024 AML 4242  
Chicanx Civil Rights**

**Matherly 113**

**Tuesdays 3:00-4:55 (long period)**

**Thursdays 4:05-4:55**

**Instructor: Professor Hedrick**

**Office: 4326 TUR**

**Office Hours: T/Th 11:40-12:40 and by appointment**

**Email: tace@ufl.edu**

**Attention! Important Note:**

- I often notify the class about a change in the syllabus or an assignment through Canvas Announcements. For you as students to get notifications right away from Canvas, go to Canvas-Account-Notifications-Announcements and set it to “Notify Immediately.”

**Course Description:**

The study of the histories and stories of the Chicanx (Mexican American) Civil Rights Movement(s) should be a fundamental part of how we understand the past of our America—that is, the United States and Latin America--and what has shaped our relationships both within and across these borders until now. In particular, sometimes competing ideas about race, sexuality, and especially gender roles were mapped on to the terrains of movement politics, cultural nationalism, and the Chicano/a artistic renaissance. Delimiting our readings between 1960 and 1993 will allow us to concentrate on some of the most important founding years of the Chicanx political and artistic renaissance, when representations of race and of sexualities were inextricably intertwined with histories, thought, art, and fictions. Attendance, reading quizzes, and three long essay exams will be required.

- **Reading quizzes:** We'll be reading one book about every three days. When we finish each book or reading, there will be a brief reading quiz (five easy questions). Every reading quiz will cover the whole book. You will have had to do all the reading in order to do well on the quiz. If you miss a quiz, **you won't be able to make it up**; however, the lowest score on your quizzes will be dropped. These are worth 25% of your total grade.  
**Number of points per quiz: 5**
- **Discussion Points/Questions:** Occasionally I will ask you to come up with discussion points or questions. These can be questions or, more importantly, points you want to make about a theme, a motif, or politics, or otherwise. Each question or point should be illustrated by choosing one image, or two or three sentences from the text, that you think are important to one or more overarching idea or concept in the work you are discussing.
- **In-Class Exams:** There will be three in-class essay exams, where I will provide a number of prompts, from which you choose one. Since you only have two hours for the exam in class, I will post the prompts the day before the exam, so that you will have time to work on it beforehand. The essay exam should be **at least** three-four pages, with

good, solid paragraphs (at least three to four sentences each) and contain **many brief quotes** in order to illuminate your argument. It should be written in 12 pt. Times Roman font, double space, no quadruple spaces between paragraphs. These will be worth 75% of your final grade. You can upload them to Canvas.

**Number of Possible Points per Exam: 12**

- Unless you ask me specifically to make more comments, I will put a minimum of comments on these exams, mostly explaining the grade I've given.

**Required Texts:**

*Revolt of the Cockroach People* Oscar Zeta Acosta 1973

*Chicana Falsa*, Michelle Serros 1993

*Martín and Meditations on the South Valley: Poems* Jimmy Santiago Baca 1987

*The Rain God* Arturo Islas 1985

*Emplumada* Lorna Dee Cervantes 1981

*Chicana and Chicano Art: ProtestArte* Carlos Francisco Jackson

**Schedule:**

**January**

T 9 Introduction and *Up in Smoke* (1978)

**Precursors: César Chávez, Nonviolence, and The United Farmworkers Movement**

Th 11 Read: "El Plan de Delano" César Chávez 1966  
[https://chavez.cde.ca.gov/modelcurriculum/teachers/lessons/resources/Documents/plan\\_of\\_delano.pdf](https://chavez.cde.ca.gov/modelcurriculum/teachers/lessons/resources/Documents/plan_of_delano.pdf)

T 16 Documentary: Chicano! History of the Mexican American Civil Rights Movement.

Th 18 Discussion: Chávez and King, Nonviolence  
Read: "Non-Violence," <https://kinginstitute.stanford.edu/nonviolence>

T 23 **Reading Quiz #1**  
Read: "El Plan Espiritual de Aztlán" 1969  
<https://60sand70sameric.voices.wooster.edu/wp-content/uploads/sites/101/2018/01/el-plan-de-aztlan.pdf>

Read: "Manifesto" pp. 9-11 (Santa Barbara) 1969  
[http://mechadeucdavis.weebly.com/uploads/9/7/0/4/9704129/el\\_plan\\_de\\_santa\\_barbara.pdf](http://mechadeucdavis.weebly.com/uploads/9/7/0/4/9704129/el_plan_de_santa_barbara.pdf)

Read: Manifesto Poem "I am Joaquín" Rodolfo Gonzales 1967  
<http://msalbasclass.com/wp-content/uploads/2014/07/IAMJoaquin.pdf>

### Art and Politics

- Th 25 **Course Reserves:** Sandoval, Denise Michelle. "Cruising Through Low Rider Culture: Chicano/a Identity in the Marketing of *Low Rider Magazine*."
- T 30 Images in Lowrider Art  
Watch in class: "Everything Comes From the Street"  
<https://www.youtube.com/watch?v=9RAavisatXA>

### February

- Th 1 Chicana Feminist Art: La Virgen de Guadalupe
- T 6 *Chicana and Chicano Art: ProtestArte* "Prominent Themes in Chicano Art" through "Labor"  
**Course Reserves:** Ybarra-Frausto, Tomás. "Rasquachismo: A Chicano Sensibility."
- Th 8 **Reading Quiz #2**  
Read: *Protestarte* "Chicana Feminism and Sexuality"; "Anti-War" through "Conclusion"
- T 13 **In-Class Exam #1**

### Chicano/a Identity in Revolt

- Th 15 Introduction: Oscar Zeta Acosta
- T 20 *Revolt of the Cockroach People* "Introduction" through Chapter 6  
**Course Reserves:** Marc Priewe. "Turn on, Tune in and Drop out in East Los Angeles: Reflexive Nationalism and Urban Space in Oscar Zeta Acosta's *The Revolt of the Cockroach People*."
- Th 22 *Revolt of the Cockroach People* Chapter 7 through Chapter 13
- T 27 **Reading Quiz #3**  
*Revolt of the Cockroach People* Chapter 14 through "Afterword"

### Chicana Feminist Writing

- Th 29 *Emplumada* "Lots: 1" through "Beneath the Shadow"; "Crow," "Caribou Girl"

### March

- T 5 *Emplumada* "From Where We Sit" through "Poem for the Young White Man"; "Oaxaca" to "Visions of Mexico"
- Th 7 **Reading Quiz #4**  
*Emplumada* "Refugee Ship," "Oranges," "Emplumada"

T 12 **Spring Break**  
Th 14 **Spring Break**  
T 19 **In-Class Exam #2**

### **Rebuilding Masculinity**

Th 21 *Martín and Meditations on the South Valley: Poems* pp 3-35  
T 26 *Meditations on the South Valley* pp. 53-82  
Th 28 **Reading Quiz #5**  
*Meditations* pp. 96-100

### **April**

#### **Looking Back Queerly**

T 2 *The Rain God* pp. 3-51  
**Course Reserves:** Julie Avril Minich. “Enabling Aztlan: Arturo Islas Jr., Disability, and Chicano Cultural Nationalism”  
Th 4 *The Rain God* pp. 53-110  
T 9 **Reading Quiz #6**  
*The Rain God* pp. 113-180

#### **Chicana Identity Redux**

Th 11 *Chicana Falsa* “Introduction” through “White Owned”  
T 16 **Reading Quiz #7**  
*Chicana Falsa* “What Boyfriend” through “The Gift”  
Th 18 **Online Study Questions (Canvas)**  
T 23 **Online Exam #3 (Canvas)**  
**Last Day of Class**

### **CLASS POLICIES**

**Electronics in the Classroom:** Please turn off cell phones.

**Class Deportment:** You are adults and must be expected to behave as such. However, to remind everyone:

- If you are more than 15 minutes late, do not come to class. Coming in this late is disruptive.

- If you are too tired or sick to pay attention in class, please do not come.
- Do not read other material in class—such as anything on your phone, or anything other than the texts we are discussing on your laptop.
- If you cannot come prepared for class discussion, please do not come.

**Late Policy:** For every 3 times that you are late 10 minutes or more to class, I will deduct 2 points from your total score at the end of the semester.

**Absences:** I allow three unexcused absences. **Each unexcused absence** after the first three will result in the **loss of 1 point** from your total end-of-semester score.

**Late Exams:** Late exams will not be accepted unless you have a legitimate (for example, doctor's) excuse.

**Special Needs Accommodations:** If you need academic accommodations for special needs, you must first contact the Disability Resource Center at 392-8565 ([accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); 0001 Building 0020 [Reid Hall]) to verify the disability and to establish eligibility for accommodations. You should schedule an appointment with me within the first two weeks of the semester to make appropriate arrangements.

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Campus Resources:**

#### **Health and Wellness**

U Matter, We Care:

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*Sexual Assault Recovery Services (SARS)*

Student Health Care Center, 392-1161.

*University Police Department, 392-1111 (or 9-1-1 for emergencies).* <http://www.police.ufl.edu/>  
Academic Resources

#### **Academic Resources**

*E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.* <https://lss.at.ufl.edu/help.shtml>.

*Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

*Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

*Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>

*Student Complaints Campus*: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)  
*On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>

### **Grading Rubric for Exams:**

**A**= excellent; unusually outstanding; good writing (**one or less writing errors per page**) and **original thinking**: that is, thinking critically beyond what you have read and discussed in class. You use reading and class discussion, as well as other sources if needed, to back up your ideas so that you are not just giving an opinion but an informed argument. You think of yourself as a writer interested in her ideas and interested in sharing them.

**B**= above average; only a few (**on average, two or so per page**) writing errors, a standard (not original) argument for the subject, though you should work harder on contributing your own ideas about the subject.

**C**= average based on general class performance; several writing errors (**on average, 3-4 per page**); you understand the subject, but you tend to repeat and/or merely summarize what has already been said in the readings or in class discussion.

**D**= below average; you don't understand the subject and/or you have enough writing errors that your argument cannot be followed.

**F**= incomplete or failing to meet the requirements of the assignment