Casa Magdalena Mora
Chicana@/Latin@ Studies 98/198
Fall 2008- Course Syllabus

Faculty Sponsor: Professor Alex Saragoza, Chicano/Latino Studies

Academic Advisor/Instructor: Lupe Gallegos- Diaz
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Theme Program Advisor: Gabriela Vargas
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Casa Magdalena Mora Human Project: Elizabeth Leonardo
Email: elizleonard07@yahoo.com

Course Information:
Units: 1-2 Pass/No Pass
Time: Wednesdays 6:30-8:00pm
Location: Unit 3- All Purpose Room

COURSE DESCRIPTION:

The purpose of this course is to assist Casistas with their transition to student and academic life at Cal, and more importantly engage them in a critical and analytical dialogue and research for issues affecting the Mexican@/Chican@ and Latin@ communities. The first part of the semester we will have guest speakers who will identify campus resources, programs, and activities to promote a successful academic year. The purpose of this introduction is to provide a shared intellectual foundation that will facilitate a greater understanding of Chican@/Latin@ experience. The course will then transition to address specific issues affecting the community. The topics of the seminars include issues of identity such as ethnicity, race, gender, sexuality, socio-economic class, as well as current matters such as access to higher education. Students will engage in an open, critical dialogue on a weekly basis.

COURSE OBJECTIVES:

Academic:

- Examine the multi-dimensions of our identities and how they are represented on campus.
- Develop critical writing and critical thinking skills.
- Understand one’s place in history, society, and the world.
- Explore the wide range of academic support services on campus

**Community:**
- Create a safe and respectful environment through a sense of connectedness in which we create a collective community.
- Foster the responsibility of giving
- Share experiences that will promote the personal and academic development that will make us all responsible and ethical leaders.

**Personal:**
- Promote a high level of wellness physically, spiritually and academically.

**COURSE FORMAT:**
1. A weekly one and a half hour class every Wednesday from 6:00-8:30pm
2. Active participation in discussion and exercises are mandatory.
3. A reflective and/or research based writing assignment assigned after lecture and due the following Monday
4. A committee meeting every week
5. Attendance to all Casa Mora House Meetings
6. Complete 30 hours of community service by the end of the
7. Check in with assigned academic advisor

**COURSE READINGS:**
Some readings/handouts/books will be assigned one week prior to seminar by the Theme Program Advisor/Instructor to complement the seminar topic. The list that follows is subject, but not limited, to be included in the seminars.

Four Agreements by Don Miguel Ruiz

Pedagogy of the oppressed by Pablo Friere

“Learning and Living Pedagogies of the Home” by Dolores Delgado Bernal in *Chicana/Latina Education In Everyday Life*

“From the Barrio to the Academy: Revelations of a Mexican American “Scholarship Girl”, in *New Directions for Community College* by Dr. Laura Rendon.

Loving in the War Years by Cherrie Moraga - (La Guera)

Borderlands: La Frontera by Gloria Anzaldua
- Movimientos de Rebeldía y las culturas que traicionan
- How to Tame a Wild Tongue
“Grassroots Mobilization by Chicanas in the Environmental and Economic Justice Movements” by Teresa Cordova

“La Quinceañera and the Keen-say-an-Yair-uh: The politics of making gender and ethnic identities in Chicago” by Karen Mary Davalos

“Three Views of Nature in the Southwest” by Michelle Espinoza

“Learning to Drink: Early Drinking Experience of Chicana/Mexicana Women” by Juana Mora

“Beyond Tokenism”: The Life and thought of Grace Montanez Davis by Catherine Ceniza Choy

“The Four Generations/ Cuatro Generaciones” by Madeleine Lopez

“Because I refuse to be quiet and remain uncomfortable y porque debe haber otro modo de ser, Rosario Castellanos” by Irene Lara

“Ana Castillo as Santera: Restructuring popular religious praxis” by Gail Perez

“It’s her body; It’s definitely her right”: Chicanas/Latinas and Abortion (author)

**REQUIREMENTS AND GRADING:**

This course is graded on a P/NP basis. Grades will be determined by the following:

- Writing/reading assignments 20%
- Participation and attendance 20%
- Meetings/Committee Duties 20%
- Community Service 20%
- Final Project 20%

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100%

Each assignment will be assigned a percentage. To earn a passing grade, students must maintain a 75% (C) average on all grades.
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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>PRESENTERS</th>
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<tbody>
<tr>
<td>August 26</td>
<td>Casa Orientation</td>
<td>TPA and Advisors</td>
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<tr>
<td>September 3</td>
<td>Historia de Maggie</td>
<td>Magdalenas family</td>
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<td>September 6-7</td>
<td>Retreat</td>
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<td>September 10</td>
<td>TBA</td>
<td>Faculty advisors</td>
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<td>September 12-15</td>
<td>Fiestas Patrias</td>
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<td>September 17</td>
<td>History of Chican@s/latin@s at Cal</td>
<td>Lupe Gallegos-Diaz</td>
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<td>September 24</td>
<td>Academic Check-in</td>
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<td>October 1</td>
<td>Historia de Dia de los Muertos</td>
<td>Celia’s Recomendation</td>
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<td>October 8</td>
<td>Indigenous Rights</td>
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<td>Indigenous Day</td>
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<td>October 15</td>
<td>Working seminar for Dia de los muertos</td>
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<td>October 29</td>
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<td>November 1</td>
<td>Dia de los Muertos</td>
<td>Lipman Room</td>
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<td>November 2</td>
<td>Raza Day</td>
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<td>November 5</td>
<td>Ally Training</td>
<td>Billy Curtis</td>
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<td>November 12</td>
<td>Gender Caucuses</td>
<td>Advisors and Staff</td>
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<td>November 19</td>
<td>Discussion on Thankstaking</td>
<td>Huaxtec – Oakland organization</td>
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<td>November 26</td>
<td>Thanks taking NO SEMINAR</td>
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<td>December 3</td>
<td>Presentation of final project</td>
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<td>December 12</td>
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