I. **Course Description:** An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. May be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the master's or doctoral degree in English. (UTSA Undergraduate Catalog, 2006-2008).

II. **Conceptual Framework:**
The syncretic nature of traditional culture in the U.S. Southwest retains many of the root cultures' elements. Vestiges of both Indigenous and Spanish cultural production are manifest in celebrations, folk religious belief systems, coming of age and life marker events, and are especially evident in gender specific practices. This course will examine Chicano cultural expressions, in general, along folklore genres, and pay particular attention to the Indigenous and Spanish roots of such practices as processions/pilgrimages, material culture, celebrations and life cycle markers. Movements of people across oceans, across rivers, across prairies, across various landscapes yield a hybridic cultural reality that engages the immigrant and autochthonous realities in particular ways as deterritorialized, or diasporic, populations negotiate new terrains. This course will sift through various cultural practices to theorize how the root cultures and the new hybrid culture retain identity markers. Our approach will be a cultural studies one that will deploy a number of strategies including but not limited to decolonial/postcolonial and feminist/Marxist approaches to culture. We will read a selected number of texts, both critical and fiction, to ground our analysis. And we will observe traditional practices as they occur in the root culture, Spain. In so doing we will deconstruct the patriarchal and Western hegemonic social systems where these practices exist and their transformation as they exist in San Antonio and in Northern Mexico.

III. **Goals and Objectives:**

a. Goals: Students will be offered opportunities to be proficient in three competencies: Reading, Writing, and Technology. Students will write critical essays and keep a journal of their observations to demonstrate competency.
   i. Our class objectives are the following:
   ii. Write at least 10 pages of formal English in the form of a critical essay.
   iii. Keep a field notes journal that will also be a reading journal.
   iv. Demonstrate comprehension of reading material.
   v. Demonstrate competency in technology by using word-processing, and electronic databases as well as using Blackboard.
   vi. Demonstrate competency in oral communication by engaging in discussions and presenting material to the class.

IV. **Instructional Activities:**
1. Lectures will introduce each of the units.
2. During the class, participants will engage in collaborative learning activities and will experience a variety of pedagogical approaches.
3. As assigned, students will produce short informal writing assignments.
4. Participants will engage in various readings, web sites, and view videos as assigned.
5. Individual Presentations by reading groups will allow for team work and demonstration of oral and written skills.
6. Participants will attend scheduled lectures by various speakers and visit sites in Spain where the cultural production will be observed.
7. Readings: Everyone will read the required texts, web sites, and articles.

V. Readings:
   a. Elliot Oring, *Folklore Genres* (read prior to trip)
   b. Norma Cantú and Olga Najera Ramírez, *Chicana Traditions*
   c. Dorothy Noyes, *Fiesta in the Plaza (optional)*
   d. Caro Baroja, Various Essays in Spanish (optional)
   e. Olga Nájera Ramírez, *La Fiesta de los Tastoanes (optional)*

VI. Assignments:
   a. Field/Reading Journal 30 points
   b. Critical paper 30 points
   c. Informal Papers 30 points
   d. Article Summary 10 points

Total: 100%

VII. Grading Policies: Grades will be contingent on the completion of the various competencies (formal and informal writing, oral presentation, use of technology) at the usual level (90-100%=A; 80-89=B; 70-79=C; 60-69=D; 59 or below=F).

In general the course will consist of readings, writings, discussion and participant observations. Students will meet daily for a class lecture and discussion from 10 a.m.-1 p.m. In keeping with Spanish work schedules, lunch is at 2 p.m. and afternoons will be reserved for library work and for homework; evenings for fieldwork. On occasion the schedule will be reversed and the lecture/discussion will occur in the evening and the fieldwork activity will occur in the morning. Students will not be conducting interviews or engaging in research that would require IRB approval.

VIII. Schedule
   a. Daily: 10 a.m.—1 p.m. Lecture/Discussion (occasional morning tours)
   b. 2 p.m.—3 p.m. Lunch with the class
   c. 3 p.m.—4 p.m. Library/writing time
4 p.m.—8 p.m. fieldwork activity (in cases of morning tours, class will convene at this time)
8 p.m.—9 p.m. dinner on your own

June 9—10 Travel to Spain
June 10—12 Visit Madrid

Week 1 June 13—17
Introductions/Bienvenida/Corpus Christi
Performing identity Gender, Race and Class
(Topic: Fiestas Activity: Fieldwork—identify topic, specify area)
Folk Catholicism
   Essential Elements
Semiotic Analysis of Festivals
Material Culture (Preface and all chapters from Folklore Genres)

Week 2 June 20—24
Fiestas and Celebrations
Attend Fiestas del Corpus Christi (University will be closed; we will meet in the Dorm conference room for debriefing June 23 and 24)

Week 3 June 27—30
July 1 Depart to San Antonio (Students may opt to stay longer to travel in Spain or stay in Toledo—Please let Dr. Cantú know your plans so that she and UCLM can plan accordingly).

July 8
The seminar paper will due July 8, 2011 in Prof. Cantú’s office (MB 2.460)
Trips:

**TOLEDO**
Visits to: Catedral
San Juan de los Reyes
Torres de San Ildefonso
Sinagogas
Cristo de la Luz
Fiesta de Corpus Christi

**MADRID**
Visits to: Museo del Prado
El Rastro
Palacio Real
Museo de Tradiciones Populares

**SEGOVIA**
Segovia’s local fiesta
Visits to: Market area
Alcázar
Catedral