Course Description

The purpose of this course is to guide the student towards an understanding of the history and heritage of Chicano/Latino music as a form of cultural expression and its impact on U.S. popular music. We will examine a wide range of music from the earliest folk music to the most contemporary fusion through the study of readings, recordings, videos and film. While everyone brings some level of musical experience, this course seeks to develop within the listener a greater appreciation of musical styles from the past while building a greater understanding of more contemporary styles at the popular as well as cultural levels. Prior musical training is not necessary for doing well in this course although at times basic musical technique or knowledge will be discussed. What is essential is learning how to listen as well as understanding the role of culture in developing an improved appreciation and comprehension of a broad repertoire of Chicano/Latino music.

Objectives

1. Develop a reflective understanding of seminal writings and recordings documenting past and present Chicano/Latino musical experiences and expressions.

2. Gain a holistic appreciation of the diversity of U.S. Latino music and the factors affecting its multiple manifestations over time and space.

3. Develop a multidisciplinary understanding of methodological practices and theoretical perspectives available for the comparative study of Chicano/Latino music.

4. Improve individual and collective critical reading, listening, writing, and speaking skills for comparatively studying and discussing music in its community contexts.

In order to accomplish these objectives numbers 1 and 2 will be realized through key readings on specific musical styles and extensive listening to original recordings of music, objective # 3 through lecture and readings on the nature of popular culture, and objective # 4 through critical research and writing detailed in the following paragraph.
Successful completion of 4 key assignments: 1) a musical autobiography worth 10 points; 2) a comparative CD review worth 10 points; 3) a midterm worth 30 points; and 4) completion of a final writing assignment worth 40 points determine final grades. These assignments will allow the student room to examine in depth their critical reflections regarding the readings and listening assignments. Attendance will be worth 10 points. However, each unexcused absence will result in a three-point deduction. This adds up to 100 total points that can be earned. As illustrated below, grades will be determined by a point system, so each assignment will earn points rather than a letter grade. The overall points and respective grades breakdown as follows:

100 – 91 = A
90 - 81 = B
80 – 71 = C
70 - 61 = D
60 - = F

**GRADUATE CREDIT FOR THIS COURSE:** In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor.

Readings

CHST 3304 Reader to be purchased at Paper Chase, 3233 N. Mesa, Suite 202

Things to Keep in Mind:

Academic dishonesty is prohibited and considered a violation of the UTEP Handbook of Operating Procedures. This includes but not limited to: cheating, plagiarism and collusion. Violations will be taken seriously and referred to the Dean of Students for disciplinary action. The result of such action may be suspension or expulsion. Please consult: http://hoop.utep.edu for more information.

UTEP supports the use of technology in the learning process. However, I expect students to use lab tops, for example, conscientiously. That is, for related classroom note taking. Show respect and do not use lap tops for playing games, communicating with friends or doing homework for another class. If these activities are so important its best that you stay home or drop the class, or I will just drop you. The same goes with other wireless devices. Again, it’s a simple matter of respect. Be here because you want to be, because you want to learn. Sadly, it has come to this because of people who take things for granted. UTEP has followed the lead of other campuses around the country in having to deal with the misuse of technology in classes.
Course Outline

January 26

1. Course Overview and Defining Terms

This session will review basic perspectives and paradigms of our course of study. We will also examine terms such as Latin and Chicano music.

Assignment: Musical Autobiography

February 2

2. Roots of Mestizo/Mulatto Musical Heritage

   Reading: Roberts, “Roots”
   Musical autobiography due

February 9

3. Corridos

   Reading: Paredes, “The Corrido on the Border”

February 16

4. The Diversity of Chicano Music

   Screen: The Chicano Wave (2009)

February 23

5. Tex-Mex Conjunto

   Reading: Peña, chapter 3
   Screen: Songs of the Homeland

March 2

6. Conjunto (cont.)
March 9  Spring Break

March 16

7. The 1940s: Mambo Time and Pachuco Boogie

   Reading: Avant-Mier, “The Missing Links: Zoot Suits, Original Chicanos, and
   Diasporic Latin/o Connections”
   Guerrero, “the Pachuco Years”

March 23

Midterm

March 30

9. Chicano Rock

   Reading: Reyes and Walden, Chapter 3
   Guevara, “The View from the 6th St. Bridge”

   Screen: Chicano Rock

April 6

11. Chicano Rock (cont)
   Screen: Bridges (2009)

April 13

12. Music of the Chicano Movement
   Reading: Villarino, “The New Chicano Heroic Corrido”

April 20

13. Latin Jazz
April 27

14. Chicano Music Today
   Take home final assigned

May 4

15. Finals due in class