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.

These objectives will be accomplished in a variety of ways: Objectives # 1 and 2 will be realized through key readings on specific musical styles and extensive listening to original recordings of music. Objective # 3 will be accomplished through lecture and readings on the nature of popular culture. Objective 4 will be accomplished through critical writing detailed in the following paragraphs.
The final grade will be calculated upon successful completion of 3 key assignments: 1) a comparative CD review worth 20 points; 2) a midterm worth 30 points; and 3) completion of an in-class final worth 40 points. These assignments will allow the student room to examine in depth their critical reflections regarding the readings and listening assignments. 4) Attendance will be worth 10 points (Please note: 2 points will be deducted for each unexcused absence). This adds up to 100 total points that can be earned. Grades are based on a point system as illustrated below and 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  

Readings

CHST 3304 Reader will be available on Blackboard

Course Outline

July (Week 1)

11 Course Overview and Defining Terms

This session will review basic perspectives and paradigms of our course of study, and the essential conceptual and perceptual approaches that we use in conducting a comparative analysis. It includes a discussion of guidelines for preparing the writing assignments. We will also examine the dilemma of defining Latin music.

12 Roots of Mestizo/Mulatto Musical Heritage
   Reading: Roberts, chapter 1

13 Diversity in Chicano Music
   Lecture
   Screen: The Chicano Wave
July (Week 2)

17  The Corrido Tradition  
    Reading: Gonzalez, “Corrido” (Ballad)

18  Tex-Mex Conjunto  
    Reading: Peña, chapter 3  
    Screen: Songs of the Homeland

19  Conjunto (cont.)

20  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”

July (Week 3)

24  Midterm

25  1940s: Pachuco Fusion

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

27  Chicano Rock (cont)  
    Screen: Bridges  
    CD Review due
July/August (Week 4)

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

1 Salsa and Latin Jazz

2 Chicano Music Today and closing remarks

3 Review for final

August

4/7 Final exam