

TDHT 111/ETHN 133 – Winter 2023

Professor: Jade Power-Sotomayor

T/Th 9:30-10:50am

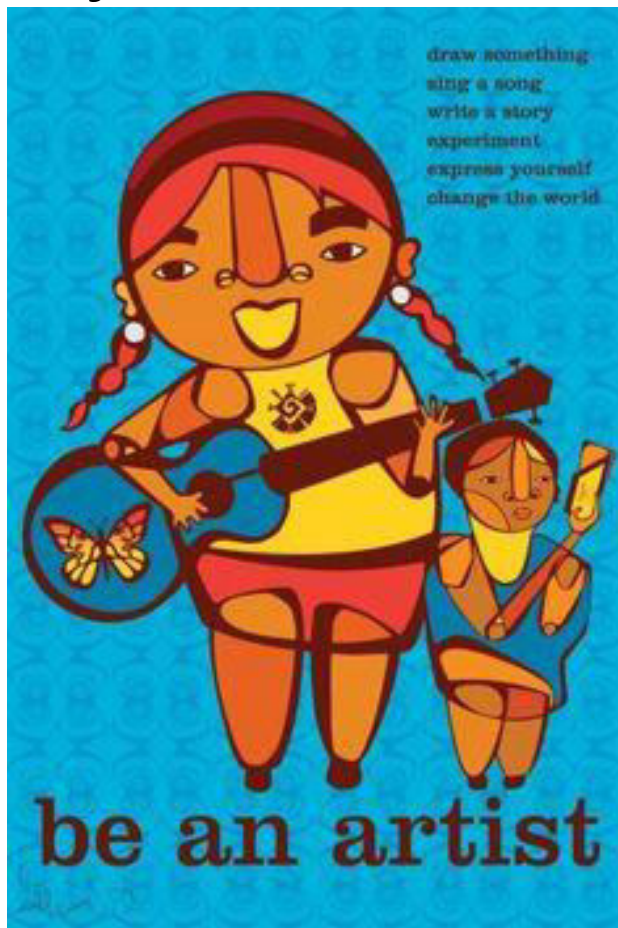
jypower@ucsd.edu

Warren Lecture Hall 2208

Office Hours: Tu 11:30-12:30pm or by appt.

Office: 301 Galbraith Hall

Latinx Theater & Performance



Artwork: Favianna Rodríguez

In this course we will read, watch and engage with performances and playscripts from across Latinx America. In doing so, we will look at how artists and communities have created theater and performance to explore a wealth of cultural practices and identities that have emerged

alongside, and often in response to the historical conditions that have shaped the experiences of Latinx people living in the US (colonialism, slavery, imperialism). We engage works by, for and about Latinxs that directly address issues of immigration, sexual politics, gender, racial and economic inequality. The bulk of the class will focus on work produced in the 21st century.

Together we will:

- Learn how Latinx Theatre and Performance have been politically dynamic, multi-vocal, and generative sites for both producing and contesting dominant representations of Latinx identity and experience.
- Identify queer and feminist re-articulations of Latinx theatre history and their critical interventions.
- Ask questions about histories of power and representation in combination with a lens that foregrounds the artistry of these works both as texts and as live embodied performances.

ATTENDANCE & PARTICIPATION - CLASS “PRESENCE” - 20% of total grade.

Your attendance at the TTh meetings will be tracked along with your participation in class discussions etc. However, this portion of the grade will be calculated by the instructor with input from a self-evaluation submitted by the student at the end of the quarter. Ultimately, the success of the class will depend on a collective commitment to being as present as possible. If you are unable to be in class, please reach out to let me know. After two unexcused absences, your grade will be affected accordingly. If you are ill and unable to come to class, I will make accommodations so that you can access missed material.

Please complete the assigned reading BEFORE class.

Come to class with comments and questions prepared for class discussion.

Respond thoughtfully in group and class discussions.

Take notes!! (this will be helpful for the midterm and final paper).

Do your best to bring your full presence (unencumbered by your phone!).

EMAIL (Dr. Jade, Professor Jade, Professor Power-Sotomayor, Professor Sotomayor, Profe, Maestra)

Please email me with questions and/or concerns about the course. I will do my best to respond within the next 24 hours (except weekends). If you have an important personal question such

as inquiring about a grade or class discussion, please visit me during office hours or contact me to schedule an appointment.

COURSE ASSIGNMENTS

Reflection Papers - 20% of total grade

These are 2-3 page (500-700 words) response papers that are due weekly *before* our Thursday meetings. These can be turned in at your convenience but you must complete a **total of 4 response papers and you cannot submit more than one per week**. These papers consist of a *critical* response to the plays/readings read *for that week*, in addition to generating questions that will propel class discussion. These papers are *not summaries*, nor opinion papers, but rather they are meant as a place for inquiry and exploration. I invite you to use a creative voice in your writing, to make connections between the plays, current events, and your own life and identity.

Take-home Midterm - 20% of total grade

A combination of short and long essay questions to be distributed Week 5 and to be submitted Week 6.

Teatro Presentation - 10% of total grade

This will be a presentation (in pairs) on a theater group/company/solo performance artist dedicated to creating and producing Latinx theater work. [The list of suggestions](#) [Download The list of suggestions](#) will be provided on Canvas but students are encouraged to suggest others not on the list. Please sign up [here](#) [Links to an external site.](#) no later than Friday 1/13.

Final Project - 30% of total grade

You will have several options for this project, all will involve some form of writing. You will be required to meet with the professor via office hours or email no later than Week 8 in order to discuss your topic of choice and receive feedback.

- Write an 8-10 page research paper that you will then present to the class in lieu of a final examination. Possible topics include: Latinx adaptations of “classic” stories, research on a Latinx theater project, further examination of other works by a playwright studied in the class, Latinx performance in non-theatrical spaces etc.
- Develop your own short play. This will be accompanied by 4 page paper in which you imagine possible staging and discuss the thematic elements in context with course themes and current socio-political context.
- Write, perform and record a solo piece based on the themes of the class. This will be accompanied by 4 page paper in which you engage with keywords and ideas from the course and in which you reference works that inspired the piece.
- Curate an Instagram quote collection for which you choose 10 quotes from across the readings completed this quarter as well as 5 quotes from other sources and organize them with titles, hashtags, and formatting that together work to reflect on

the themes covered in the class. This will be accompanied by a 4 page paper in which you discuss your reasoning for choosing the quotes, how they are connected or disconnected to each other and how they reflect your experience with the materials.

- Create a photo essay by carefully selecting 10-12 images that collectively tell a story about Latinx history, identity, theatre-making, performance-making. Each image should both be compositionally and aesthetically strong as well as informative and educational and the essay should be structured in a way that tells a story. This will be accompanied by a 4-page paper in which you discuss your reasoning for choosing the images, how they are connected or disconnected to each other and how they reflect your experience with the materials.

READING SCHEDULE

This schedule is subject to changes.

Week 1 - Latinx History: Performance and Conquest, Play and Resistance

Tuesday, January 10

Course introduction: What is Latinx? What is Latinx Theatre? What is Latinx Performance?

Thursday, January 12

READ:

- Selections from Latina/o Keywords "[Theatre Download Theatre](#)," "[Performance, Download Performance](#)," "[Latinidades Download Latinidades](#)"
- Selections from "[Hispanic Theatre in the United States](#)" Download "[Hispanic Theatre in the United States](#)" by Nicolás Kanellos OPTIONAL: [Kanellos- Ch2 \(Los Angeles\)](#) Download [Kanellos- Ch2 \(Los Angeles\)](#) and [Kanellos Ch4 \(New York\)](#)Download [Kanellos Ch4 \(New York\)](#)

VIEW:

- "[The Bronze Screen: 100 Years of the Latino Image in Hollywood](#)" dir. Susan Racho and Nancy de los Santos (Available on Course Reserves)
- [Harvest of Empire: A History of Latinos in America](#) (produced by Wendy Thompson-Marquez and Eduardo López) (streaming on digital reserves at the Library and on Amazon Prime)

Week 2 - Radical Histories: Movimiento and Arte (Chicano Movement)

Tuesday, January 17

READ:

- Jorge Huerta [“Necessary Theater”](#) Download “Necessary Theater”
- [Los Vendidos, El Soldado Razo, Las Dos Caras del Patroncito](#) Download Los Vendidos, El Soldado Razo, Las Dos Caras del Patroncito by Luis Valdez and El Teatro Campesino
- Luis Valdez [“Pensamiento Serpentino](#) Download Pensamiento Serpentino”

Thursday, January 19

READ

- Keywords [“rasquachismo](#) Download rasquachismo” [“indigeneity](#) Download indigeneity”
- selections from [Teatro Las Chicanas](#) Download Teatro Las Chicanas- Class visit Felicitas Nuñez TBA

Week 3 - Radical Histories: Movimiento and Arte (Nuyorican Aesthetics)

Tuesday, January 24

READ:

- [Short Eyes](#) Download Short Eyes by Miguel Piñero
- [Introduction](#) Download Introduction to from Karen Jaime's *The Queer Nuyorican: Racialized Sexualities and Aesthetics in Loisada*
- OPTIONAL:
 - Watch: Piñero dir by Leon Ichaso ([available on Course Reserves](#))

Thursday, January 26 - Class visit from Dr. Ana Celia Zentella

READ:

- [short bio sketch from Third World Women's Alliance](#) Download short bio sketch from Third World Women's Alliance

Week 4 - Conjuring the Past/Creating the Present

Tuesday, Jan 31

WATCH:

- *Brujos* (Ricardo Gamboa) (watch all episodes) Original link broken can watch episodes [here](#). [Links to an external site.](#) [Links to an external site.](#)

- Keywords "[Afro-latinos](#) Download Afro-latinos" "[spirituality](#) Download spirituality"
"[music](#)" Download music"

Thursday, February 2

READ:

- [A Sheros Journey or What Yemaya Taught Me](#) Download A Sheros Journey or What Yemaya Taught Me by Guadalís del Carmen

Week 5 - Race and relation

Tuesday, February 7

READ:

- [Black Mexican](#) Download Black Mexican by Rachel Lynett

Thursday, February 9

- [Fade](#) Download Fade by Tanya Saracho

Week 6 - Latinx as a Node of Experience and mainstream acknowledgement

Tuesday, February 14

READ:

- [Water by the Spoonful](#) Download Water by the Spoonful by Quiara Alegría Hudes
- ["How to Read a Latinx Play"](#) Download "How to Read a Latinx Play" by Patricia Ybarra

Thursday, February 16

READ:

- Anna in the Tropics* by Nilo Cruz
- DUE: Take-home midterm exam

Week 7 -Borderlands imaginaries and the politics of Immigration

Tuesday, February 21

READ:

- The Hungry Woman: A Mexican Medea* by Cherrie Moraga

Thursday, February 23

READ:

- [Mojada](#) Download *Mojada* by Luis Alfaro

Week 8 - The poetics of healing

Tuesday, February 28

READ:

- [blu](#) Download *blu* by Virginia Grise

Thursday, March 2

- guest visit from Virginia Grise

Week 9 -

Tuesday, March 7

READ:

- [Lydia](#) Download *Lydia* by Octavio Solis

Thursday, March 9

- Guest visit from Macedonio Arteaga (Teatro Izcalli)
- READ [Chicano Rehab](#) Download *Chicano Rehab* by Teatro Izcalli
- READ [Adelina Anthony - Las Hociconas](#) Download *Adelina Anthony - Las Hociconas*

Week 10 - Making Latinx Performance

Tuesday, March 14

- READ article "Moving Borders and Dancing in Place: Son Jarocho's Speaking Bodies at the [Fandango Fronterizo](#) Download *Fandango Fronterizo*" by Jade Power-Sotomayor

Thursday, March 16 - TBA/Final project presentations

Final Project Presentations March 21, 8-11am. Written portion due on Canvas by 12pm.

COMMITMENT TOWARD AN INCLUSIVE LEARNING ENVIRONMENT

The Department of Theatre and Dance is committed to inclusive learning environments.

Words are valuable, actions are how we become accountable to each other

Department Anti-Racism and Harassment Statement (with adjustments made by JPS)

UCSD's Department of Theater and Dance believes that theatre and dance are transformational art forms that have the power and promise to change individuals and society. Transformation can only manifest when we are challenged as collaborators, liberated as creators, and respected as people. From writing to casting to production to performances, we acknowledge stories are told through the bodies, words, deeds, and spirits of the Storytellers in the room, and we will work to create an environment where artists and scholars who are Black, Indigenous, Asian Diasporic, Latina/o/X, Chicana/o/X, Middle Eastern, African Diasporic, Trans, Queer, Neuro-Diverse, and People with Disabilities can both fail and flourish. White Supremacy, and the colonialism, xenophobia, religious bigotry and cisheteropatriarchy that sustain it, will not be tolerated in our classrooms, or in our artistic and scholarly work. We recognize that these have long been sites for reproducing these power dynamics and we strive to remake them with a vision towards the future we all deserve.

Kumeyaay Land Acknowledgment

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the UC San Diego community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay. We thank Michael Miskwish, a Kumeyaay historian and professor of our neighboring university, SDSU, for these words.

In saying these words, it is also important to reflect on what a land acknowledgment is. At its best, a land acknowledgment is a relational and situated practice. An acknowledgment should be more than words and should be a step towards creating better, more meaningful relations with the land and its original inhabitants (human and non-human). So, it is important that we name whose territory we are on (we are on unceded Kumeyaay territory at UCSD) and that this naming be accompanied by a reflection on the relation we hold to this land. The word uncended is important since Indigenous people have not willingly given the land. We cannot tiptoe around this historical truth or the role we play in it. As storytellers we can play a role with our bodies and our words in holding space for this historical truth and in forging new stories on this land. We hope that this land acknowledgment sends us on this journey in a good way.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Office for Students with Disabilities (OSD) to discuss and address them. If you have already established accommodations with OSD, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: <http://disabilities.ucsd.edu>.

TDD 425.352.5303, or rlundborg@uwb.edu. Please consider discussing this policy on the first day of class in a way that conveys your unqualified enthusiasm for working with DRS and making accommodations. Some students may be afraid to mention a disability to you, or worry about bothering you with adjustments.

INTEGRITY

PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references).

As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. See also <http://libguides.uwb.edu/ai> [Links to an external site.](#), and <http://www.uwb.edu/learningtech/plagiarism> [Links to an external site.](#) and become familiar with the resources available there. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we use an advanced plagiarism detection software similar to turnitin.com [Links to an external site.](#) called Vericite), We will report this instance of academic misconduct to the University.

STUDENT SUPPORT SERVICES

Library: <http://library.ucsd.edu>, 858.534.0133

OASIS (Office of Academic Support and Instructional Services): <http://oasis.ucsd.edu>, 858.534.2230

The Writing + Critical Expression Hub: <https://commons.ucsd.edu/academic-support/writing/>, 858.246.2177

Student Promoted Access Center for Education and Service (SPACES): <http://spaces.ucsd.edu>, 858.534.7330

Cross Cultural Center (CCC): <http://ccc.ucsd.edu>, 858.534.2230

UCSD LGBT Resource Center: <https://lgbt.ucsd.edu/>, 858.534.2230

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that I am your ally. Anything that you reveal to your instructor or your TAs about your immigration status will remain strictly confidential.

Also, please know that UCSD has an office that assists undocumented students called the **Undocumented Student Services Center**. For more information, go to: <https://students.ucsd.edu/sponsor/undoc/>, or call 858.822.6916.

CARE AT THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit <http://care.ucsd.edu/get-help/>, or contact 858.534.5793 during business hours Monday–Friday. 8:30 a.m. – 4:30 p.m. or visit SARC’s location at the Student Services Center, Suite 500 for immediate support.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS provides FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

TRITON FOOD PANTRY (at the Old Student Center)

Most people don't know that food insecurity is a huge issue across all college campuses. Surveys suggest that an estimated [20% Links to an external site.](#) to [33% Links to an external site.](#) of students at four year colleges experience food insecurity. The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week. For more information, visit <https://tritoneats.com/Links to an external site.>

GENDER NEUTRAL BATHROOMS

Several single-occupancy restrooms are located throughout the UC San Diego campus. Specific locations of single occupancy restrooms on main campus, SIO and Hillcrest are shown on an interactive map available here: <https://blink.ucsd.edu/facilities/services/general/personal/restrooms.html>.

LACTATION AND BABY CHANGING LOCATIONS

Lactation rooms can be found across campus. To use the facilities, you first have to become a registered user online. Locations can be found here: <https://blink.ucsd.edu/HR/services/support/family/expectant/lactation/facilities.html#Campus-locations>

OTHER PARENTING RESOURCES

As a parent and student you have many responsibilities. UC San Diego supports your academic achievement amidst the unique challenges and additional responsibilities you face as a student-parent. For more information on services and resources that are available to you as a student-parent, please visit: <https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>