Chicano Studies 2: *The Mexican American in Contemporary Society*: FALL 2014

**Section Number 0152: Internet Class:** [https://myetudes.org/portal](https://myetudes.org/portal)

Los Angeles Mission College. Professor José A. Maldonado
Office Hours: Wednesday, 4 pm – 6:30 pm, and by appointment
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**SYLLABUS**

This course will introduce students to some of the major characteristics of the Chicano-Mexican community. Special attention will be given to the social, cultural, economic and political elements, which differentiate persons of Mexican descent from other ethnic groups in the present-day United States. The purpose of the course is to provide students with a broader knowledge of the forces that shape the lives of Mexican-descended peoples in today’s society.

Grading will be based on 5 Research Exercises, 5 Forum discussions, 1 SLO Assessment, four 4-page Chapter Summaries, and a 4 part Oral History Project. **ALL ASSIGNMENTS ARE DUE ON THE SUNDAY NIGHT BEFORE THE FOLLOWING WEEK BEGINS. LATE PAPERS WILL NOT BE ACCEPTED. NO EXCEPTIONS. BE SURE TO READ ALL MOODLE TUTORIALS SO YOU KNOW HOW TO SUBMIT YOUR WORK!** There are no exams.

**Required Texts:**
OPTIONAL: Maldonado, J.A. *Chicana/o Voices*, contact the Pacifica Radio Archives at (800) 735-0230

**Class Schedule:**

**Week 1, September 1:** INTRODUCTION:
The Roots of Identity and Denial
Assignment Due: Forum Discussion 1
Labor Day September 1 campus closed

**Week 2: September 8:** 9/11: What Really Happened, and Why? Does History Equal Truth?
Assignment Due: Research Assignment #1
Oral History Project #1 Quiz Due

**Week 3: September 15:** The Immigration Debate: Brief History of Mexican Migration
Assignment Due: Chapter Summary 1

**Week 4: September 22:** The Immigration Debate- Proposition 187 and HR 4437
Assignment Due: Forum Discussion 2

**Week 5: September 29:** The Immigration Debate- California’s SB 60: Drivers Licenses for the Undocumented Drivers;
Assignment Due: Research Assignment #2
Oral History Project #2 Bios Due

**Week 6: October 6:** AB 540: *In-State Tuition for Undocumented Students*
Assignment Due: Chapter Summary 2

**Week 7: October 13:** Education: Proposition 227, *English for the Children – California’s English Only law;*
Assignments Due: Forum Discussion 3

**Week 8: October 20:** Education: Proposition 209: *The California Civil Rights Initiative;*
Assignment Due: Research Assignment #3

**Grading will be as follows:**
Chapter Summaries (4 x 10): 40%
Research Exercises (5@ 2pts ea) 10%
Forums (5@ 2 pts each) 10%
SLO Assessment 10%
Oral History Project: 30%
TOTAL 100%

**Week 9: October 27:** The Criminalization of Poverty and Youth: Proposition 184—*The Three-Strikes-and-You’re-Out Initiative.* Assignment Due: Chapter Summary #3

**Week 10: November 3:** The Criminalization of Poverty and Youth: Proposition 21—*The Juvenile Justice Initiative*
Assignment Due: Forum Discussion 4
Oral History Project #3 Final Selection Due

**Week 11: November 10:** The Criminalization of Poverty and Youth: Racial Profiling *Driving While Brown*
Assignment Due: Research Assignment #4

**Week 12: November 17:** Religion and Spirituality: *Catholics, Protestants and Danzantes Aztecas*
Assignment Due: Chapter Summary #4

**Week 13: November 24:** Chicano-Mexican Cultural Expressions: Chicana/o Art
Assignment Due: Forum Discussion #5

**Week 14: December 1:** Chicano-Mexican Cultural Expressions: *Ranflas, Rolas y Pachangas*
Assignment Due: Research Assignment #5

**Week 15: December 8:** Chicano-Mexican Cultural Expressions: *The Language of the Barrio: Spanglish, Calo, Chiconics and the Spoken Word*
Assignment Due: SLO Assessment

**Week 16: December 15:** FINALS WEEK
Assignment Due: Oral History Project #4 Video Due
All Extra Credit Due
CHAPTER SUMMARY GUIDE (40%)

For your summaries, write a 4-page summary of each group of chapters below. You must read each chapter in the group, and summarize the entire group in 4 pages. Make sure the format of the critique is MLA format, double-spaced, 1" margins, and the font should be either 12-point Times or 10-point Courier.

The paper should be arranged as follows: devote one page per chapter (for 3 chapters or 1 ½ per for two), in the first paragraph tell me the title of the chapter, name of the author, and the title of the book. For example:

"Temples of Doom" is an article written by Heather Pringle. The article was published in the March, 1999 issue of Discover Magazine. (Titles of articles or chapters of books have "Quotation Marks" around them, titles of books, magazines, or newspapers are *Italicized*, or Underlined if you don't have italics on your typewriter/computer.)

Also in the first paragraph tell me what the theme of the chapter is, what it claims to prove or disprove. For example:

In this article Ms. Pringle claims to show that new evidence has been discovered that helps to prove the occurrence of human sacrifice among the Moche culture in the Andean region of South America.

In the second paragraph you can then go on to tell me what the article says. For example:

Ms. Pringle states in this article that up until now there had been little or no physical evidence of human sacrifice in the Americas, aside from the accounts of the Spaniards. But she says that recent discoveries have been made that apparently prove that this did in fact exist among the Moche civilization. The Moche culture existed before the Inca civilization in the area of Peru's northern coastal desert. This civilization flourished from around 100 - 800 AD. (and so on-- basically give me a summary of the chapter here).

The third paragraph should be a summary of the evidence that is used in the argument. For example:

Among the evidence that Ms. Pringle cites for her conclusions are the bones that were found under the plaza of the Pyramid of the Moon located southeast of the town of Trujillo, Peru, near the Cerro Blanco. Some of these bones have what appears to be knife marks that the researchers claim are evidence that these people had their throats slit. (put as much evidence as you can find here).

The next paragraph should be your analysis of the chapter and what it claims to prove. For example:

In reality, none of these "new discoveries" really prove anything. First of all, there is no way of knowing how a person died just by examining bones, especially bones that are fifteen hundred (1,500) years old. Not only that, but the marks on the bones could just as easily have been made after the person was dead. Further, Ms. Pringle begins the article with a story from a Spanish chronicler who claims to have witnessed human sacrifice, and uses Meso-American codices as graphics to accompany the article. This misleads the reader into believing that the article is talking about the Aztecs, when it is not. This type of "reporting" continues to perpetuate the unproven allegation that there was widespread human sacrifice among the Aztecs.
(Dispute the evidence, question it, or agree with it, but tell me why, to the best of your knowledge and ability here).

In the last paragraph, you are going to give me your opinion. Was the article interesting or boring, and why? What did you like or not like about it? Was it well-written, easy or hard to read, confusing, did it make sense? You can use examples from the article and put these in quotation marks here. Finally, tell me whether you were convinced by the arguments the author was making.

Chapter/article summaries from the book *Chicanas and Chicanos in Contemporary Society* are due in this order:

1. Read both chapters and write a 4 page summary:
   - The Demography of Mexicans in the United States, *Saenz, Morales, and Filoteo*
   - Shortchanged in the Labor Market, *De Anda*

2. Read both chapters and write a 4 page summary:
   - Learning Manito Discourse, *Romero*
   - Teacher Narratives of Movimiento Ideology, *Trujillo*

3. Read all 3 chapters and write a 4 page summary:
   - Exploring Parental Involvement, *Moreno*
   - Chicana Teen Mothers, *Valdez*
   - “Let’s Unite so that our Children are Better off than us,” *Ochoa*

4. Read all 3 chapters and write a 4 page summary:
   - Of Corridos and Convicts, *Villa*
   - Festejando Community, *Flores*
   - Liberation Theology and Social Change, *Cadena and Medina*

CHAPTER SUMMARY GRADING RUBRIC
Name (your information)
Chicano Studies 002 SN XXXX
Due Date

Assignment Name

Assignment begins, no more than 8 lines down from where your name is. Please note, *in order to be accepted*, the paper must: 1) be on time, 2) have the proper identifying information as shown above, and 3) be in the proper format: ie (MICROSOFT WORD FOR ONLINE STUDENTS!!!()), 1” margins all the way around, have similar size and style font as this (11 point Times New Roman) and meet the minimum length requirements. You do not need to include a bibliography, cover page, or table of contents. They will be graded first on this format. You will be given 2 points for each of the following to begin:

- Identifying Information and Formatting: Identifying information as shown above (including assignment name and title of book), and proper 1” margins (2 pts)
- Writing Proficiency: Each full page of narrative (2 pts)

*IF you have 4 full pages of narrative, this will give you 10 points TO BEGIN WITH.* From that point on I will begin to look carefully at the following criteria in your paper, in this order, and deduct the points below if the paper does not meet the following:

- Proper Introduction includes *at minimum*: the title of the book, the name(s) of the author(s), the name(s) of the author(s) and title of the individual articles being summarized. *(2 pts)*
- The Body must include: 1) a summary of each article/chapter in the group, 2) a general analysis/critique of the work: includes a summary of the evidence and an analysis of the article and what it claims to prove. *(2 pts)*
- Conclusion: synthesis of your opinion of the work. *(2 pts)*
- spelling, punctuation, grammar, syntax, etc. *(2 pts)*
FORUM DISCUSSIONS / RESEARCH EXERCISES (20% TOTAL, 4 % EACH)

Read the information on the assigned websites that relate to the topics below. Analyze the information in the context of 1) the Chicano Mexican experience, 2) indigenous, human rights, civil rights, the rights of minorities, 3) the constitution of the United States, and International Law. Discuss the topics on the Forums page, and use the information to write an essay on the following topics:

TOPICS

# 1: 9/11, Homeland Security and the Patriot Act

# 2: Immigration, Deportations, and the Prison-Industrial Complex

# 3: Israel, Palestine, and Aztlán

# 4: Brutality, Impunity, and the Militarization of Police

# 5: The Declaration of Independence, the constitution of the United States of America, the Universal Declaration of Human Rights, the Declaration on the Rights of Indigenous People, and international law.

USE CREDIBLE SOURCES. If you are unsure, verify the information through at least one other (separate) source. There is plenty of information on each of these on the internet. I will post some links on the class site as well. You must also find at least two (2) sources from the resources available through our library, i.e. EBSCOHost, CQ Researcher, Opposing Viewpoints, National Newspapers, etc.

This research assignment is designed to link contemporary domestic issues with international ones, linking them all by the thread of human rights and state abuse of power.

RESEARCH ASSIGNMENT GRADING RUBRIC:

No Credit: Assignment missing or fails to adequately fulfill the requirements of the assignment
½ Credit: Assignment partially fulfills the requirements of the assignment.
Full Credit: Assignment fulfills all of the requirements of the assignment.

You may also consider the information on these sites as possible topics for your Final Research Paper. Post your comments in the forum page for the week.

FORUM DISCUSSIONS GRADING RUBRIC:

No Credit: Assignment missing or fails to adequately fulfill the requirements of the assignment
½ Credit: Assignment partially fulfills the requirements of the assignment.
Full Credit: Assignment fulfills all of the requirements of the assignment.

STUDENT LEARNING OUTCOMES ASSESSMENT (10%)

STUDENT LEARNING OUTCOMES: Students will identify the major characteristics of the Chicano community, the second largest minority group in the United States and largest in the southwest. Students will distinguish the specific social, cultural, economic and political elements which differentiate the Mexican American from other groups in American society.

Student Learning Outcomes Assessment: Students will write a critical essay (4-6 pages) analyzing United States history as viewed through the experience of Mexican-descended peoples. Examine their evolution and contributions from Pre-Columbian societies to the end of the US War against Mexico. Assess the impact of the European invasion, colonization, and the US war against Mexico on the communities of Mexicans in the United States.

SLOA GRADING RUBRIC:

A) analyze United States history as viewed through the experience of Mexican-descended peoples.
B) examine their evolution and contributions from Pre-Columbian societies to the end of the US War against Mexico.

C) assess the impact of the European invasion, colonization, and the US war against Mexico on the communities of Mexicans in the United States.

9-10: Outstanding: student demonstrates detailed, college level understanding of the history of the United States as viewed through the experience of Mexican descended peoples, and assess their evolution and major contributions. Critically analyzes the impact of the European invasion, colonization, and the US war against Mexico on these communities in the United States.

7-8: Above average: demonstrates a clear but sometimes limited grasp and/or ability to communicate or critically analyze the above information.

5-6: average: Can articulate the above concepts;

3-4: below average: has difficulty articulating above concepts;

1-2: Unsatisfactory: answers hardly intelligible; 0: no attempt made.

ORAL HISTORY PROJECT (30%)

At the end of the semester the student will submit an oral history project that will consist of a video recorded interview with a member of their local community. The person can be a relative, friend, or someone they want to know more about. It does not have to be anyone famous or a celebrity. We all have a story to tell. The recorded oral histories will be housed in the new Chican@ Resource Center.

PART 1: ORAL HISTORY BOOKLET QUIZ 5%

The Oral History Project Guidebooklet will be available online beginning Monday, February 17. A 20 question quiz on the Guidebooklet will open on Monday February 17 and will be due by the following Sunday night. This quiz will be worth 5 points or 5% of your total grade.

PART 2: LIST OF POTENTIAL INTERVIEWEES WITH BRIEF BIOS 5%

A list of potential interviewees (known as “informants” to academics) is due the week of March 10. Select someone who you know whose story you feel is important to capture and save, in particular the elders in your family or community. If you want to do the project but don’t know who you can interview, I have some suggestions. You will need to make an initial contact with them to get enough information for the brief (one paragraph) biography of each potential candidate: name, date and place of birth, how long have they lived in the San Fernando Valley (or wherever they currently live) and one or two interesting things about the subject that prompted you to chose them.

PART 3: SELECTION OF FINAL INTERVIEWEE WITH QUESTIONS 5%

You must make a final selection of who you are going to interview on camera by the week of April 21 (week 11). You must also select 25 to 50 questions from the booklet that you might consider asking during your interview. Keep in mind that depending on the informant, you may burn through the questions quickly, or you may not ask very many because the conversation goes well without any prompts.

PART 4: INTERVIEW VIDEO/AUDIO WITH INTERVIEW NOTES 15%

The final product of your work is due: the video-taped interview with your subject/informant/interviewee. The interview should be a minimum of 1 hour long, and be of good quality. Follow the guidebook to structure your interview. A 2-3 page report on any topic that came up during the interview is due with the project. For example, you might interview someone who mentions the 1971 or 1994 earthquakes that happened (Sylmar and Northridge respectively). Look into that event and discuss it in the context of the information your informant provided. Or s/he may talk about lowriding in San Fernando in the 70’s. you can do a little research on that and write your report on that. be creative. Use your curiosity and imagination.

EXTRA CREDIT-OPTIONAL

The final week of the class a window will open to submit all of your extra credit assignments. Students may submit additional work for extra credit (up to 10 points total NO MORE!). The assignments must be clearly written and readable.

The possible extra credit is as follows:

**Between the Conquests** additional Chapter Summaries: 5 pts each (if done properly!)

Report on Community/On Campus Events: 2 pts each

Volunteer Hours with Proof: 1 point per Hour up to 10 hours maximum

Audiography: 10 points

AUDIOGRAPHY EXTRA CREDIT (10%):

The CD required for the audiography assignment is available on reserve in the library. There are approximately 8 hours of material on the CD. You should start listening to the CD and taking notes for this assignment NOW.
INSTRUCTIONS:
This assignment requires you to write an ANNOTATED AUDIOGRAPHY of the CD. What does this mean? It is like a bibliography, (biblio= book, audio= well, audio! thus audiography) with a brief summary of what is inside (the annotation).
Consult a librarian, MLA, Chicago Manual, Turabian, or any other writing guide for the proper formatting of the audiography. The LAMC library should also have examples of how to write a bibliography/audiography.

Start by listening to the selections and taking notes. In your notes make sure you identify the following to the best of your ability:
• The person(s) speaking or being interviewed
• the organization they worked with
• Date of the Speech/interview/program
• summarize their message

Annotation:
Give a brief, 1 paragraph summary of the program. Think: if someone were doing research, what is the most concise way of summarizing, in as neutral a way as possible, the content of the program.

AUDIOGRAPHY GRADING RUBRIC
8 programs annotated 4
proper page formatting 2
proper audiography 2
Student information 2
TOTAL 10

NOTE: STUDENTS MAY COMBINE ANY OF THE ABOVE FOR EXTRA CREDIT, HOWEVER, NO MORE THAN 10 POINTS TOTAL EXTRA CREDIT WILL BE GIVEN.

FINANCIAL AID
If you need help paying for books and other college expenses, call the Financial Aid Office at (818) 364-7648 or see them in the Instructional Building – Administration Wing http://www.lamission.edu/financialaid

STUDENTS WITH DISABILITIES
If you need special assistance, please contact our Disabled Student Services 818.833.3313, www.lamission.edu/dsps/ or office INST 1016.

BOOK RENTAL
The ASO Book Rental Program is available to all ASO paid member students; Who can rent books at the Eagle’s Landing Bookstore for a reduced price on all “qualified titles”.

EMERGENCY PROCEDURES
Stay Calm
Follow the plan
Listen carefully to all directions
Follow directions
Campus Sheriff Substation: (818) 364-7843