

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

**Section Number 0154: Internet Class:** <https://myetudes.org/portal>

Los Angeles Mission College. Professor José A. Maldonado

Office Hours: Tuesday, Wednesday, and Thursday 5 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-Mexicano 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 10 page research paper/oral history. **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!** Final Research Paper will be due on the last day of class. There are no exams.

**Required Texts:**

**De Anda, Roberto.** *Chicanos in Contemporary Society*, available at the Eagle's Nest: the LAMC bookstore.

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

**Class Schedule:**

**Week 1: February 10:** INTRODUCTION:

The Roots of Identity and Denial

**Assignment Due: Forum Discussion 1**

**(President's Day February 14 and 17<sup>th</sup> - campus closed)**

**Week 2: February 17:** 9/11: What Really Happened, and Why? Does History Equal Truth?

**Assignment Due: Research Assignment # 1**

**Oral History Project # 1 Quiz Due (Final Project Option 2)**

**(MLK Day: Thursday, February 20, 2014-campus closed)**

**Week 3: February 24:** The Immigration

Debate: Brief History of Mexican Migration

**Assignment Due: Chapter Summary 1**

**Week 4: March 3:** The Immigration

Debate- Proposition 187 and HR 4437

**Assignment Due: Forum Discussion 2**

**Week 5: March 10:** The

Immigration Debate- California's SB 60:

Drivers *Licenses for the Undocumented Drivers;*

**Assignment Due: Research Assignment # 2**

**Oral History Project # 2 Bios Due (Final Project Option 2)**

**Week 6: March 17:** AB 540: *In-State Tuition for*

*Undocumented Students*

**Assignment Due: Chapter Summary 2**

**Week 7: March 24:** Education:

Proposition 227, *English for the Children –*

*California's English Only law;*

**Assignments Due: Forum Discussion 3**

**Week 8: March 31:** Education: Proposition

209: *The California Civil Rights Initiative;*

**Assignment Due: Research Assignment # 3**

**(Cesar Chavez Day March 31: campus closed)**

**Week 9: April 7: SPRING BREAK**

**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%

Final Research Paper/Oral History: 30%

TOTAL 100%

**Week 10: April 14:** The Criminalization of Poverty and Youth: Proposition 184—*The Three-Strikes-and-You're-Out Initiative*. **Assignment Due: Chapter Summary # 3**

**Week 11: April 21:** The Criminalization of Poverty and Youth: Proposition 21— *The Juvenile Justice Initiative*

**Assignment Due: Forum Discussion 4**

**Oral History Project # 3 Final Selection Due (Final Project Option 2)**

**Week 12: April 28:** The Criminalization of Poverty and Youth: Racial Profiling *Driving While Brown*

**Assignment Due: Research Assignment #4**

**Week 13: May 5:** Religion and Spirituality:

*Catholics, Protestants and Danzantes Aztecas*

**Assignment Due: Chapter Summary # 4**

**Week 14: May 12:** Chicano-Mexicano Cultural Expressions:

Chicana/o Art

**Assignment Due: Forum Discussion # 5**

**Week 15: May 19:** Chicano-Mexicano Cultural Expressions:

*Ranflas, Rolas y Pachangas*

**Assignment Due: Research Assignment # 5**

**Week 16: May 26:** Chicano-Mexicano Cultural Expressions:

*The Language of the Barrio: Spanglish, Calo, Chiconics and*

*the Spoken Word*

**Assignment Due: SLO Assessment**

**(Memorial Day May 26 campus closed)**

**Week 17: June 2: FINALS WEEK**

**Assignment Due: Final Research Paper or**

**Oral History Project #4 Video Due(Final Project Option 2)**

**All Extra Credit Due**

**Professor Maldonado**  
**Chicano Studies 2- *The Mexican American in Contemporary Society***  
**Spring, 2014**

**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)**

### RESEARCH EXERCISES (10%)

#### TOPICS

**# 1: *Critical Race Theory / September 11, 2001***

**# 2: *HOW CHICAN@S CREATE POLICY PART I: Proposition 187 and HR 4437***

**# 3: *HOW CHICAN@S CREATE POLICY PART II: California's SB 60, AB 540 and the Dream Act***

**# 4: *HOW CHICAN@S CREATE POLICY PART III: Propositions 184 and 21, and Propositions 227 and 209***

**# 5: *Chican@s in Contemporary Society (see link for instructions)***

For #'s 1-4 above, these are short-answer responses to the questions below. You can use one pro and one con internet source such as those found on typical Google or Yahoo searches NO MORE.

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.

- 1) What is it? Give the official name here and any other name(s) by which it is commonly known. You must also include here when the legislation was proposed and/or voted upon, what the results of the election were, and any judicial challenges (lawsuits) brought against it.
- 2) What is it supposed to do? Give a concise list of what this law would do, changes in existing laws, new laws, etc. Be as specific as possible.
- 3) What are the arguments in favor of this legislation? List some of the reasons that proponents of this legislation have given to demonstrate the need for it.
- 4) Who is in favor of it? Name some of the individuals and/or organizations that are supporting passage of this legislation.
- 5) What are the arguments against it? List some of the reasons that opponents of this legislation have given to demonstrate the need to defeat it.
- 6) Who is against it? Name some of the individuals and/or organizations that are opposing passage of this legislation.
- 7) After reviewing all of the above, tell me how this is evidence of Chicanas and Chicanos (Chican@s) creating policy, then give your comment or opinion.

#### 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.

### FORUM DISCUSSIONS (10%)

Read as much of the information as you can on the assigned websites. Analyze the information in relation to the topics addressed in the research exercises and chapter summaries. 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.

**FINAL RESEARCH PAPER (OPTION # 1) OR ORAL HISTORY PROJECT (OPTION # 2) (30%)**

Your Final Research Paper is a 10-page paper of original research (which means YOU did it for THIS class!) on a topic of your choice, in consultation with the instructor. **NO HISTORICAL ESSAYS OR BIOGRAPHIES!** All papers must have something to do with Chicanas/os in **CONTEMPORARY** Society, meaning **NOW!** Any of the topics covered in this class may be used for the paper.

The Final Paper **MUST** have a minimum of 10 bibliographical sources, **NO MORE** than 3 internet sources (excluding LA Mission College's online academic journals and other resources, i.e. EBSCOHost, CQ Researcher, Opposing Viewpoints, National Newspapers, etc.). The remainder must be primary and secondary sources, including books, newspaper/magazine articles, interviews, documentaries, etc. Paper must be typed, double-spaced, with one-inch margins, in MLA format, without a title page or cover sheet.

**FINAL RESEARCH PAPER GRADING RUBRIC**

Name **(your information: upper left corner, single spaced)**

Chicano Studies 002 SN XXXX

Due Date

**(no more than one space between here and the title of the assignment)**

Assignment Name

**(no more than one space between here and the beginning of the narrative)**

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 OR PDF FOR ONLINE SUBMISSIONS!**, 1" margins all the way around, have size 10 -12 point

Times, Cambria etc. font, and meet the minimum length requirements. You do not need to include a bibliography, cover



### **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:

<b><i>Between the Conquests</i></b> 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 by contacting the Pacifica Radio Archives at (800) 735-0230. There is also a copy of the CD 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

Place the particular audio clip within the context of Chicana/o society: is it labor related? Culture? Religion? Class? Race? Gender? More than one?

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
<u>Student information</u>	<u>2</u>
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/](http://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