

Chicano Studies 7-Online- Spring 2014

THE MEXICAN-AMERICAN IN THE HISTORY OF THE UNITED STATES I

Instructor: Edgar Gutierrez

Office Hours for Student Advisement: in the Chicano Studies Office and by appointment.

Chicano Studies Department Phone: (818) 364-7679

Course Description

(UC:CSU) 3.00 UNITS

Prerequisite: none

This course treats the experience of the Mexicano/Chicano/ Hispanic civilization from the beginning of the nineteenth century to the present. The course focuses on the clashes between U.S. Anglo-Saxon society and the Mexicano/Chicano/ Hispanic society, including political, economic and social institutions and social and cultural philosophical foundations.

Chicano Studies 7 Student Learning Outcomes:

The student will examine United States history as viewed through the experience of Mexican-descended peoples. The student will analyze the evolution and contributions of this community from the end of the US War against Mexico to the present. The student will assess the impact of the US war against Mexico, and the Mexican Revolution and their aftermath on these communities. The student will investigate the involvement of this community in labor and Civil Rights movements. The student will analyze the impact of continued flows of migration from Mexico. The student will examine the contributions of Mexican communities to the development and growth of the United States.

Textbooks:

Occupied America, by Rodolfo F. Acuna (6th or 7th eds.)

Student Responsibility: Our online/hybrid Chicano program requires a comprehensive and complete understanding of a number of details, procedures and information. Students are assumed to have carefully read all of our procedures and policies located at our "Welcome Message" at <http://abogado.pbworks.com/w/page/27895293/study-guide>. Use this site to assist you troubleshooting or to further clarify any questions you may have.

How to Log into the Online Classroom

1. Go to

<http://www.lamission.edu/online/>

2. Locate the tab login to Etudes and follow the steps.

3. You now see a screen that lists all the course(s) in which you are enrolled. Click the link for this course, "Chicano studies 7-Gutierrez."

Students must login to their online class and post their introduction and first set of assignments within a week from the start of the semester or session or they may be excluded and dropped from class, and not permitted to enter the moodle classroom.

Time Commitment & Recommended Skills

- This class will take approx. 6 hours during each of the 10 weeks. Your time commitment will vary based upon your own level of experience with web technologies such as:

- Basic computer skills (word processing, e-mail, file management)
- Basic Internet skills (use of browser, searches, uploading/downloading files)
- Familiarity with discussion forums
- An open mind and willingness to try new things

Students Requiring Accommodations: If you require any special accommodations for this class, please contact me as soon as possible or contact the Disabled Student Programs & Services (DSP&S) at 818.364.7732 as soon as possible. DSP&S can support students with verifiable disabilities with a number of services which can include: academic and personal counseling, one-on-one and group tutoring, classroom accommodations, access to adaptive high tech computer center, basis skills classes and adaptive p.e., note taking assistance, job development and career planning.

Technical Requirements

- Fairly recent Mac or PC (not more than three years old) with a current operating system.
- Current browser (Firefox 3.0, or Internet Explorer 7 or later)
- Internet connection, preferably broadband (DSL speeds) -- for viewing online videos

Strongly Recommended

- You will be exposed to many, many websites in this class. Take time to develop a process for bookmarking these sites for future reference.

Standards of Student Conduct and Disciplinary Action (See page 51 of Spring 2014 Class schedule) The Standards of Student Conduct and Disciplinary Action for violation of rules were established by the Board of Trustees of the Los Angeles Community College District on September 2, 1969. A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the college community, students should be encouraged to develop the capacity for critical judgment, to engage in a sustained and independent search for truth, and to exercise their rights to free inquiry and speech in a responsible, non-violent manner. Students shall respect and obey civil and criminal law and they shall be subject to legal penalties for violation of laws of the city, county, state, and nation. Student conduct in all of the Los Angeles Community Colleges must conform to District and college rules and regulations. Violations of such rules are subject to the following types of disciplinary actions, which are to be administered by appropriate college authorities against students who stand in violation. Each of the Los Angeles Community Colleges shall establish due process of law for administration of the penalties enumerated here. Penalties are listed in degree of severity but not as chronological administration. College authorities will determine which type of penalty is appropriate.

1. WARNING –Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.

2. REPRIMAND –Written reprimand for violation of specified rules. A reprimand serves to place on record that a student's conduct in a specific instance does not meet the

standards expected at the college. A person receiving a reprimand is notified that this is a warning that continued conduct of the type described in the reprimand may result in formal action against the student.

3. **DISCIPLINARY PROBATION** –Exclusion from participation in privileges or extra-curricular college activities set forth in the notice of disciplinary probation for a specified period of time. The imposition of disciplinary probation involves notification in writing of the reason for disciplinary probation to the student(s) or president of the student organization involved.

4. **RESTITUTION** –Reimbursement for damage or for misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damage.

5. **SUMMARY SUSPENSION** –A Summary Suspension is for purposes of investigation. It is a means of relieving the tension of the student body or individual class due to a serious infraction of student behavior standards, removing a threat to the well-being of the students, or removing for the good order of the college student or students whose presence would prevent the continued normal conduct of the academic community. Summary Suspension is limited to that period of time necessary to insure that the purposes of the Summary Suspension are accomplished, and in any case, no more than a maximum of 10 school days. Summary Suspension is a type of suspension other than that ordinarily invoked by the instructor in the classroom. The College President, appropriate administrator, or other staff member designated by the President may summarily suspend a student when he deems it necessary for the safety and welfare of the college.

6. **DISCIPLINARY SUSPENSION** –Disciplinary Suspension follows a hearing based on due process of law. It shall be invoked by the College President, appropriate administrator, or other staff member designated by the President, upon students for misconduct when other corrective measures have failed or when the seriousness of the situation warrants such action.

7. **EXPULSION** –An expulsion is a long-term or permanent denial of all campus privileges including class attendance. The President of the college and/or the Board of Trustees may expel a student who has been convicted of a crime arising out of a campus disturbance or, after a hearing by a campus body, has been found to have willfully disrupted the orderly operation of the campus. The President shall submit periodic reports on all expulsion cases to the Superintendent and the Board of Trustees. Violations of the Standards of Student Conduct are as follows:

9803.10 Willful Disobedience: Willful disobedience to directions of college officials acting in the performance of their duties.

9803.11 Violation of College Rules and Regulations: Violation of college rules and regulations, including those concerning student organizations, the use of college facilities, or the time, place, and manner of public expression or distribution of materials.

9803.12 Dishonesty: Dishonesty, such as cheating, or knowingly furnishing false information to colleges.

9803.13 Unauthorized Entry: Unauthorized entry to or use of the college facilities.

9803.14 College Documents: Forgery, alteration, or misuse of college documents, records, or identification.

9803.15 Disruption of Classes or College Activities: Obstruction or disruption of classes, administration, disciplinary procedures, or authorized college activities.

9803.16 Theft of or Damage to Property: Theft of or damage to property belonging to the college, a member of the college community or a campus

visitor.9803.17 Interference with Peace of College: The malicious or willful disturbance of the peace or quiet of any of the Los Angeles Community Colleges by loud or unusual noise, or any threat, challenge to fight, fight, or violation of any rules of conduct as set forth in this Article.9803.18 Assault or Battery: Assault or battery, abuse, or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.9803.19 Alcohol and Drugs: Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professions Code section 4230; any use of controlled substances the possession of which are prohibited by same, or any possession or use of alcoholic beverages

Class Due Dates:

- Each of week officially begins each Monday. You will regularly have assignments to turn in throughout the week. However, I will make your new weekly content available 48 hours early (Saturday morning) to give you some extra time.
- Pay close attention to your due dates at the start of each content week and mark them somewhere on your own calendar so you don't lose track of them.
- Block out time in your schedule to do the work.
- Consider yourself a member of a community.
- Treat contributions made by other members of the class with respect.
- Contribute regularly to group dialogue, including forum posts. The contributions of each individual play a role in the collective strength and diversity of our community.
- Check in on class discussions regularly, if not daily.
- If this is your first hybrid learning experience, expect to invest extra time to orient yourself to the course design and tools.
- Have patience and a sense of humor with technology.
- Keep an open mind.
- Ask for help when you need it, and assist others when possible.
- Read this guide, and any other course material, carefully and ask for clarification when needed.

Class Format

Class meetings will be structured upon in class and online content format, readings, videos, recordings, discussions, and lectures. Lecture topics are scheduled for spotlighting important issues and themes treated in the texts as well as introducing new and different material. Students are advised to read the appropriate readings and contribute to any discussion whether in cooperative learning groups and general class discussions.

FORUM DISCUSSIONS

Forum Discussion due dates alternate with the written assignments (see class schedule). The link for these assignments will appear on the week they are due. You will have all week to review the questions, do the research and/or read the appropriate text(s), and submit your response. As with all other assignments, these are due by 7 pm on Sunday night. No late assignments will be allowed. Each forum discussion is worth 25 points.

Cooperative Learning Discussion Groups

In addition to the traditional lecture-discussion format, all students will be assigned to a

cooperative learning discussion group. The cooperative learning discussion is a successful approach for investigating course material, because all students are required to discuss the course's issues and themes with their fellow students. The instructor establishes the discussion agenda by providing specific in-class exercises for most class meetings. These exercises will not only aid students in analyzing the literature of the Mexican in the United States but also to develop an understanding of historical thought and skills of critical analysis. In addition to the in-class exercises, the cooperative learning groups provide a forum to study for the essay assignments, midterms, and final examination.

Attendance and Participation

: Advice and Suggestions

Students are expected to participate in the discussions. Participation in the discussions will constitute a part of the final grade. The following remarks are made with the intention of making discussions an important and meaningful experience for each student.

Online

discussions are not the same as casual conversations, bull sessions or therapy sessions. Discussions

often fail because students expect too much to come out

of discussions too easily. Discussions also are unproductive when students have

not read the assignments and thus have nothing to contribute. Students should be aware that discussion is more dema

nding and frustrating than copying down lecture notes. The

purpose of a discussion is to organize, integrate, analyze, interpret, and question the

lectures, readings, videos, and other course readings. In fact, the success of a discussion to a large degree depends on the student's willingness to contribute her or her views and

discuss those of others.

Midterm and Final Examination Essays

The course will have a midterm and final examination of essay questions. The essay questions are designed to permit the student his or her own analysis and interpretation with supporting evidence from the course material. The questions will be distributed a week before the examination is due.

Assessment:

Write a critical essay (6-8 pages) differentiating the various written and spoken art forms comprising Chicano literature: essay, novel, drama, short story, and poetry. Analyze the social context within which these works are written. Examine the impact of historical and political forces that give rise to literature written by Chicano writers who seek to define themselves and their communities within a social American context.

Grading System:

Grade A 90% or above

Grade B 80%-89%

Grade C 70% -79%

Grade D 60% -69%

Grade F below 60%

Note: Your grades are automatically weighted by moodle. Please check your grades under

"grades" on your personal profile. All students are encouraged to consult with the instructor especially if experience any difficulties!!! Buena Suerte!! Good Luck!