CHICANO STUDIES 8

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

3 units CSU/UC Transferable

Requirements: None

Mr. John J. Morales

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Office: Instructional Bldg. Off, #2

Office Hours: M - Th 7:00 a.m.-7:15 a.m. (CSB-107), M 10:20 a.m.-1:00 p.m. T 10:20 a.m.-11:00 a.m. (INST Bldg.)

And by appointment; E-mail: moralejj@lamission.edu or profetkt4@yahoo.com

Online Course Address: http://moodle.lamission.edu/course/category

Course Description

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.

STUDENT LEARNING OUTCOMES

The student will learn United States history as viewed through the experience of Mexican-descended peoples. Students will be able to trace the evolution of this community from the end of the US War against Mexico to the present. Students will analyze the contributions of Mexican communities to the development and growth of the United States.

Required Texts:

Occupied America, by Rodolfo F. Acuna (7th ed.)

The Revolt of the Cockroach People, By, Oscar Zeta Acosta

Class Requirements:

Computer

Texts, SCANTRONS, #2 pencils

All assignments MUST BE TYPED IN **MLA style**.

WordPad and Works are NOT acceptable. Also, the new versions of Office are set to save files with a .docx extension. Learn how to change that to the standard, cross-platform .doc extension. All assignments must be submitted as .doc or .rtf file attachments; all work must be submitted to the MOODLE course site. You must be fully familiar with working with text files and attachments in order to succeed in this course.

Any late work is unacceptable. NO LATE WORK.

Online/Hybrid

Student Responsibility: See pages 48-53 in your Spring 2013 Class Schedule: General Policies Rules and regulations

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 , "Dear Online Student" and "Study Guide" which are a comprehensive collection of materials for our program. Students are held fully responsible for information contained at this central location. 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.

Disabled Student Programs & Services (DSP&S)

818.364.7732

DSP&S can support students with verifi able 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.

Standards of Student Conduct and Disciplinary Action (See pages 50-53 of Spring 2013 Schedule)

Emergency Information: Sheriff's Station 818.364.7843 (see page 57 of Spring 2013 Schedule)

Grading Rubric for Report Papers/Essays

Chicano Studies 7, 8, 37, 47, 52, 54

Qualities & Criteria	Poor (0-8)	Good (8-9)	Excellent (9-10)
Format/Layout Presentation of the text Structuring of text Follows require-ments of length, font and style	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
Content/Information All elements of the topics are addressed The information is technically sound Information based on careful research Coherence of information	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.

Qualities & Criteria	Poor (0-8)	Good (8-9)	Excellent (9-10)
Quality of Writing • Clarity of sentences and paragraphs • No errors in spelling, grammar and use of English • Organization and coherence of ideas	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.	The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.
References and use of references • Scholarly level of references • How effective the references are used in the essay • Soundness of references • APA style in reference list and for citations	Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 4 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.	Most of the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	All the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.

Overriding criterion: 0riginality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.

Biography Rubric

Name:_____Date: _____Period:_____

Subject of Biography:_____

Criteria

Pts

Possible

Pts

Earned

Comments

Birth Date/Birthplace 1

Death Date/ Place of

Death 1

Early Influences

(Must include 3 events that influenced the individual.)

1

Education (Must include its role or significance in later life.)

1

Major Accomplishments

(Must provide dates if applicable.)

2

Significance (Must explain why this individual is worthy of note in their field of expertise.)

1

Contemporaries (Must include at least three individuals along with their occupations/roles.)

1

Grammar and Spelling

(Each error results in one point off.)

1

Neatness

Points Earned: _____/10 Points

There will be NO MAKE UP EXAMS

You are expected to read texts and materials. Participation equals discussion.

Weekly Outline

Week: 1 Introduction Mesoamerica

Week: 2 Pre-Cuauhtemoc Roots

Week: 3 Europe and the Old World

Week: 4 Pre-Invasion/ The Aztecs

Week: 5 European "Discovery of New World," Subsequent Exploration, Invasion, Expansion

Week: 6 Colonial Era and Independence

Week: 7 American Revolution/ Exploration and Continental Expansion/The Mexican Republic

Week: 8 Texas Revolt/Expansion into Mexico's Northern Frontier The U.S. War against MX

Week: 9 Chicano Resistance Social Banditry

Week: 10 Mexican Revolution and WWI/Migration Wave

Week: 11 The Great Depression/Repatriation/Early Labor Organizing/ WWII

Week: 12The Greatest "Generacion," Sailor Riots

Week: 13 Chavez Ravine and "Los Doyers"/Communism

Week: 14 The Chicano Movement

Week: 15 Anti-Immigrant Hysteria

Week: 16 The 21st Century and Chicanos as Decade of Struggle and Hope

Week: 17 Final Exam

Grades:

Forums/Responses (Online/Hybrid Only)

Participation	10 pts each
Assignments	10 pts each
Quizzes	10 pts each
Mid-term	50 pts
Final	50 pts

There will be NO MAKE UP EXAMS.

You are expected to read texts and materials. Participation equals discussion.

SYLLABUS SUBJECT TO CHANGE.