Chicano Studies 8: Mexicans in the History of the United States II: 1850 to the present. SN 0159.
Wednesdays, 6:50 pm – 10:00 pm; CSB 105
Los Angeles Mission College. Professor José A. Maldonado
Office Hours: Tuesday, Wednesday, and Thursday 5 pm – 6:30 pm, Wednesday 10 am – 2 pm, and by appointment
Instructional Building, Faculty Offices, # 1; (818) 833-3412; maldonja@lamission.edu

SYLLABUS

This course traces the historical evolution of Mexicans and their institutions since 1850. It surveys the contributions of the Mexican-American to the United States with particular emphasis on the Southwest. The course will examine the history of persons of Mexican descent (Chicanas and Chicanos) living within the borders of the present-day United States from the US War against Mexico and its aftermath to the present. The purpose of the course is to provide students with a broader knowledge of the history of Mexican-descended peoples. This course will define the historical context within which this population carved out its space and developed and adopted survival strategies in the face of European (and European-American) invasions, including the many challenges that these invasions posed. The course will be divided into two sections: 19th century (1810-1920) and 20th century to the present (1920-2013). Grading will be based on one Mid-Term Examination, a Final Examination, and four 4 page Chapter Summaries (see attached for further explanation on the Summaries). In addition, students must five sets of discussions questions based on your readings, and submit your Annotated Audiography (see assignment guidelines below). **NOTE-- Check the Schedule Below for the assignment Due Dates. LATE ASSIGNMENTS WILL NOT BE ACCEPTED. NO EXCEPTIONS!**

Required Text:
Acuña, Rudolfo. *Occupied America. A History of Chicanos*. Sixth Edition.
Maldonado, J.A. Chicano Studies 8 CD- **Contact the Pacifica Radio Archives (800) 735-0230**

Class Schedule

Week 1: February 4:
Introduction to Xican@ Studies and History.

Week 2: February 11: Pre-Cuauhtemoc Roots and The European Invasion.
DISCUSSION QUESTIONS # 1 DUE- Syllabus Quiz
(Presidents' Day February 15-18, campus closed)

Week 3: February 18: A) The Colonial Period and Independence. B) The Louisiana Purchase, Manifest Destiny, and White Supremacist Ideologies.
FIRST CHAPTER SUMMARY DUE.

Week 4: February 25: A) The Spanish Borderlands During the Mexican Period: 1821 -1848. B) The Texas Revolt.
AUDIOGRAPHY # 1 DUE

Week 5: March 4: A) The U.S. War against Mexico and its Aftermath. B) The Legacy of the Treaty of Guadalupe Hidalgo.
DISCUSSION QUESTIONS # 2 DUE

Week 6: March 11: A) Chicano Resistance in the 19th Century: Social Banditry. B) The Rise of Chicano Barrios.
MID TERM STUDY GUIDES DISTRIBUTED.
SECOND CHAPTER SUMMARY DUE

Week 7: March 18: A) The Mexican Revolution and World War I. B) The First Wave of Migration of the 20th Century. Review for Mid-Term.
AUDIOGRAPHY # 2 DUE

Grading will be as follows:

Discussion Questions	10%
Audiography	20%
Mid Term	15%
Final Exam	15%
Summaries (10 pts x 4)	40%
TOTAL	100%

Week 9: March 29- April 5: SPRING BREAK.

Week 10: April 8: The Great Depression and Early Labor Organizing, World War II.
THIRD CHAPTER SUMMARY DUE.

Week 11: April 15: The Chicano Movement Part I.
AUDIOGRAPHY # 3 DUE

Week 12: April 22: The Chicano Movement Part II.
DISCUSSION QUESTIONS # 3 DUE

Week 13: April 30: A) The Demise of the Civil Rights Movement. B) The Rise of the Hispanic Generation.
FOURTH CHAPTER SUMMARY DUE.

Week 14: May 6: Anti-Immigrant Hysteria at the turn of the Century.
FINAL EXAM STUDY GUIDES DISTRIBUTED
AUDIOGRAPHY # 4 DUE

Week 15: May 13: Chicanos and the War on Terror. Review for Final
DISCUSSION QUESTIONS # 4 DUE

Week 16: May 20: EXIT INTERVIEWS
AUDIOGRAPHY # 5 DUE

Week 17: May 27: Final Exams Week.
DISCUSSION QUESTIONS # 5 DUE
Memorial Day, May 27, Campus closed.

Jose A. Maldonado
Chicano Studies 8- *Mexicans in the History of the United States, II, 1850 to the Present*
Spring, 2013

Summaries Of Selected Chapters

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. I DO NOT WANT A DETAILED ACCOUNT OF EVERYTHING THE AUTHOR IS SAYING. This is not an exercise in how well you can repeat every detail. This is an exercise in being able to identify principle, key points in a 20 – 30 page scholarly history paper (which is essentially what each of your assigned readings are), critically analyze them, and communicate your findings.

I offer here some suggestions. Read the introduction and the conclusion first. These tell you essentially what the author is trying to prove in that chapter. You can make your outline for each chapter's summary off of these. Then as you read the rest of the chapters, make sure to take notes relevant for each of the things that were mentioned in the introduction or conclusion. Then, carefully read the chapters. Where there is a footnote or endnote, read the footnote or endnote. In many cases in historical writings, the footnotes/endnotes offer additional critical author's notes and/or comments on the topic, or tell you the source of the information. Have you ever heard the saying "consider the source"? What do you think it means? It is referring to when someone makes an allegation, you must consider the particular experience, condition or situation or possible ulterior motivations that might lead that person to make those allegations. Someone never exposed to Mexican culture might make certain comments that might not sound offensive to them, but which would be an offensive stereotype to a Mexican. You can put whatever race/ethnicity you choose in place of Mexican. An ex-girlfriend or boyfriend tells the young bride- or groom-to-be nasty things about their fiancé. Who is making those allegations and why? If it is a government report, what led to that government report? Doesn't the government have enough things to worry about than to spend hundreds of thousands of dollars on a report? Somehow someone thought it was an important enough undertaking, and pushed for it to get done. WHY? Was there political pressure to look into that issue? From whom? Other politicians? Who was pushing them? Business? Community groups? Labor unions? Human rights groups? Of course, I don't expect you to actually do all of this research, but I do expect you to ask the questions! Take notes of any interesting findings. After you read the chapter, you should have sufficient notes to write a critical analysis of the chapter. When you sit down to write your summary, the format of the critique should be like this page, you may use MLA format, double-spaced, 1" margins, and the font should be either **10 – 12 point Times**

or **10 – 12 point Courier**. The paper should be arranged as follows: Introduction: in the first paragraph tell me the title of the chapter, name of the author, and the title of the book. For example: (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). Then, devote 3-4 paragraphs per chapter, 4-5 sentences per paragraph. For example:

"Temples of Doom" is an article written by Heather Pringle. The article was published in the March, 1999 issue of *Discover* Magazine. (in your case you would put the title of the chapter in quotes, and of course they will all be by Rudy Acuña and come from *Occupied America*).

Also in the first paragraph tell me what the theme of the chapter is, what it claims to prove or disprove. "In this chapter Dr. Acuna is trying to prove that…"

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/chapter 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-stick only to essential elements to summarize the argument of the chapter, not every detail!).

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. (again, make sure you are looking at evidence directly related to the author's principal argument in the chapter).

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 is 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. Repeat for each of the chapters in the group.

Finally, 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 them? Were they 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 summaries from the book *Occupied America* are due in this order (skip chapters 1 and 2):

1. **Read all 3 chapters and write a 4 page summary:**
   Chapter 3: A Legacy of Hate
   Chapter 4: Remember the Alamo
   Chapter 5: Freedom in a Cage

2. **Read all 3 chapters and write a 4 page summary:**
   Chapter 6: Sonora Invaded
   Chapter 7: California Lost
   Chapter 8: Immigration, Labor, and Generational Change

3. **Read all 3 chapters and write a 4 page summary:**
   Chapter 9: The 1920's: The Effects of World War I
   Chapter 10: Mexican American Communities in the Making
   Chapter 11: World War II: The Betrayal of Promises
   Chapter 12: "Happy Days": Chicano Communities Under Siege

4. **Read all 3 chapters and write a 4 page summary:**
   Chapter 13: Good-bye America
   Chapter 14: The 1970's and 1980's: The Deconstruction of the Sixties
   Chapter 15: Becoming a National Minority
   Epilogue: Is Antonio Banderas a Chicano?

Name (your information)
Chicano Studies 008 SN XXXX
Date

GRADING RUBRIC

Assignment Name (Chapter Summary # 1)

Assignment begins, no more than 8 lines down from where your name is. The paper must be on time, have the proper identifying information as shown above, 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 **JUST TO BE ACCEPTED**. 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, author(s) name(s) and titles of chapters/articles and book, and proper 1" margins (2 pts)
- Writing Proficiency: Each ***full*** page of narrative (2 pts)

***IF* you have met the above requirements, 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 and chapters being summarized, and the name of the author. (2 pts)
- The Body must include: 1) the individual article summaries and 2) a general analysis/critique of each (as shown in the assignment guide above). (2 pts)
- Conclusion: synthesis of your opinion of the work. (2 pts)
- spelling, punctuation, grammar, syntax, etc. (2 pts)

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Spring, 2013

Annotated Audiography

The CD required for this 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. SELECT 5 PROGRAMS. You should start listening to the CD and taking notes for this assignment IMMEDIATELY. SUBMIT YOUR ANNOTATED AUDIOGRAPHY FOR ONE PROGRAM EACH TIME (TOTAL OF 5 DUE BY THE END OF THE SEMESTER).

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 (3-4 sentences) summary of what is inside (the annotation). Consult the library, they have format guides with how to write citations for audio/video programs. You may also check MLA, Chicago Manual, Turabian, or any other writing guide for the proper formatting of the audiography.

Start by making yourselves a weekly schedule to listen to the selections and take 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.

GRADING RUBRIC:
There are a total of 8 programs on the CD (if there are more, choose 8).
Submit annotated bibliographies of two different programs for each assignment.
At the end of the semester, if all 8 programs are annotated you will start with 20 points. Then I will deduct points for the following:

improper page formatting	2
improper citations	6
Student information	2
TOTAL	10

DISCUSSION QUESTIONS

This is the participation portion of your grade. You will receive 2 points for each set of questions you turn in, provided they are legitimate intellectual inquiries into the lecture topics. For each assignment, you must submit 5 questions that you had in relation to the lectures/readings of the preceding weeks. FOR EXAMPLE: Discussion Questions for the first assignment should come from the lectures of week 1. Discussion Questions for the second assignment should come from the lectures of weeks 2, 3, and 4. The third set of Discussion Questions should come from the lectures of weeks 5, 6, and 7. The fourth set of questions should come from the lectures of weeks 8, 9, and 10. And the final set from lectures 11, 12, 13, 14 and 15.

Extra Credit-OPTIONAL up to 10%

Include all extra credit assignments in the portfolio as well, under a separate tab. 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:

Extra 2-page commentaries of audio programs (Pacifica CD):	2 pts each
Report on Community/On Campus Events:	2 pts each
Volunteer Hours with Proof:	1 point per Hour up to 10 hours maximum

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

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.

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