

Chicano Studies 8: Mexicans in the History of the United States II: 1850 to the present. SN 3162.

Wednesdays, 6:50 pm – 10:00 pm; CSB 201

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 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 the Annotated Audiography four 4 page Chapter Summaries, a 4-part Oral History Project, and an SLO Assessment(see assignment explanations and 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.

Amaya, Metzti, ed. San Fernando Valley Oral History Project Handbook.

Maldonado, J.A. Chicano Studies 8 CD- **Contact the Pacifica Radio Archives (800) 735-0230**

Class Schedule

Week 1: February 10: Introduction to Xican@ Studies and History.

(President's Day February 14 and 17th- campus closed)

Week 2: February 17: Pre-Cuahtemoc Roots and The European Invasion.

ORAL HISTORY PROJECT # 1 QUIZ DUE (Final Project Option 2)

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

Week 3: February 24: A) The Colonial Period and Independence. _B) The Louisiana Purchase, Manifest Destiny, and White Supremacist Ideologies.

FIRST CHAPTER SUMMARY DUE.

Week 4: March 3: The Spanish Borderlands During the Mexican Period: 1821 -1848 and The Texas Revolt.

AUDIOGRAPHY # 1 DUE

Week 5: March 10: The U.S. War against Mexico and The Legacy of the Treaty of Guadalupe Hidalgo.

ORAL HISTORY PROJECT # 2 BIOS DUE (Final Project Option 2)

Week 6: March 17: Chicano Resistance in the 19th Century: Social Banditry and The Rise of Chicano Barrios.

SECOND CHAPTER SUMMARY DUE

Week 7: March 24: The Mexican Revolution, World War I and The First Wave of Migration of the 20th Century.

AUDIOGRAPHY # 2 DUE

Week 8: March 31: The Great Depression and Early Labor Organizing, World War II.

THIRD CHAPTER SUMMARY DUE.

Grading will be as follows:

Oral History Project	30%
Audiography	20%
SLO Assessment	10%
<u>Summaries (10 pts x 4)</u>	<u>40%</u>
TOTAL	100%

Week 9: April 7. SPRING BREAK!!

Week 10: April 14: The Age of Consensus
AUDIOGRAPHY # 3 DUE

Week 11: April 21: The Chicano Movement Pt I.
ORAL HISTORY PROJECT # 3 FINAL SELECTION DUE (Final Project Option 2)

Week 12: April 28: The Chicano Movement Pt II
FOURTH CHAPTER SUMMARY DUE.

Week 13: May 5: The Demise of the Civil Rights Movement.
AUDIOGRAPHY # 4 DUE

Week 14: May 12: The Rise of the Hispanic Generation.

Week 15: May 19: Anti-Immigrant Hysteria at the turn of the Century.
AUDIOGRAPHY # 5 DUE

Week 16: May 26: Chicanos and the War on Terror.
Review for Final EXIT INTERVIEWS
Memorial Day, May 26, Campus closed
ORAL HISTORY PROJECT # 4 VIDEO DUE (Final Project Option 2)

Week 17: June 2: Obama: Lies, Betrayal, and the Rise of Fascism in America
Final Exams Week.
SLO ASSESSMENT DUE

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Professor JA Maldonado
Spring, 2014

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.

ANNOTATED AUDIOGRAPHY (20%)

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	4
improper citations/annotation	12
<u>Student information</u>	<u>4</u>
TOTAL	20

STUDENT LEARNING OUTCOMES ASSESSMENT (10%)

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.

Write a critical essay (4-6 pages) analyzing United States history as viewed through the experience of Mexican-descended peoples. Examine the evolution of this community from the end of the US War against Mexico to the present. Assess the impact of war and its aftermath on these communities. Evaluate the involvement of this community in labor and Civil Rights movements, and continued flows of migration from Mexico and their effect on these communities. Examine the contributions of Mexican communities to the development and growth of the United States.

Students are rated on the 10 point scale below for each of the following:

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

9-10: Outstanding: student demonstrates and can communicate a college-level analysis and understanding of: the history of the United States as viewed through the experience of Mexican descended peoples, assess their evolution and major contributions, assess 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 grasp but limited ability to communicate the information above. 5-6: average: Can articulate but has limited analysis of the above concepts; 3-4: below average: has difficulty articulating above concepts; 1-2: Unsatisfactory: answers hardly intelligible; 0: no attempt made.

CHAPTER SUMMARIES 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. 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

CHAPTER SUMMARIES 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)

EXTRA CREDIT-OPTIONAL (10% POSSIBLE)

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.

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