CHICANO STUDIES 7

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

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3 Units: UC/CSU Transferable: Requirements: None

Course Description
In order to fully understand the socio-political roots of the Mexican-American/Chicano community in the United Sates, it is imperative Chicano scholars examine the roots of our experience in North America. This class is an introductory history course of the Mexican community in the United States. This class will emphasize Pre-Cuauhtémoc society to the Conquest of Mexico, through the Treaty of Guadalupe Hidalgo and its impact on the communities of Mexicans living in the Southwest during the era of Manifest Destiny.

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 pre-Cuautemoc (pre-Columbian) societies to the end of the US War against Mexico. The student will assess the impact of the European invasion, colonization, and the US war against Mexico on the communities of Mexicans in the United States.

Institutional Learning Outcomes:

The Institutional Effectiveness Committee has been tasked by the LAMC Academic Senate Curriculum Committee to coordinate the drafting of general education student learning outcomes and discipline specific learning outcomes. The Curriculum Committee, in delegating this task, is responding to two institutional motivations for assessment of student learning outcomes. The first is a desire on the part of the college to improve student learning, a responsibility that is central to its mission. The second is a related desire to assure the public of the quality of education at the institution. It further recognizes the mandate from the Western Association of Schools and Colleges that institutions assess themselves in a systematic manner designed to improve the effectiveness of teaching and learning.

General Education outcomes formulated for the purpose of assessment are not directly related to the General Education requirements for the A.A. Degree or General Education Requirements that are part of the certification process for transfer to the CSU system. Rather, general education outcomes established to assess the quality of education at LAMC are a reflection of the belief that students who complete a specified course of study at the college should be able to demonstrate competency in a broad range of abilities that are the charge of higher education.

Written and Oral Communication

Students will demonstrate the interactive nature of communication involving speaking, writing, listening and reading. Evidence will be the student's ability to make a clear, well-organized verbal presentation employing appropriate evidence to support the arguments or conclusions and to write a clear, well-organized paper using documentation and quantitative tools when appropriate.

Information Competency

Students will demonstrate information competency by combining aspects of library literacy, research methods and technological literacy. It includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. Evidence will be the ability to find, evaluate, use, and communicate information in all its various formats.

Problem Solving

Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.

Math Competency (Quantitative Reasoning)

Students will demonstrate quantitative reasoning by identifying relevant data (numerical information in mathematical or other contexts), selecting or developing models appropriate to the problem which represents the data (organized representations of numerical information, e.g., equations, tables, graphs), obtaining and describing results and drawing inferences from data. Evidence will be the ability to extract appropriate data from a problem, to arrange data into tables and graphs or to select or set up an equation or formula, to obtain correct results, to describe trends and features in those results and to make predictions or estimates while drawing qualitative conclusions about the original situation.

Aesthetic Responsiveness

Students will demonstrate aesthetic responsiveness by taking a position on and communicating the merits of specific works of art, music and literature and how those works reflect human values. Evidence will be written or oral communications that articulate a personal response to works of art, explain how personal and formal factors shape that response and connect works of art to broader contexts.

Ethics and Values applied to decision-making

Students will demonstrate facility in making value judgments and ethical decisions by analyzing and formulating the value foundation/framework of a specific area of knowledge in its theory and practice or in a professional context. Evidence will be the ability to identify own values, infer and analyze values in artistic and humanistic works as well as scientific and technological developments and to engage in values-inflected and ethical decision-making in multiple contexts.

Global Awareness

Students will demonstrate global perspectives by generating theoretical and pragmatic approaches to global problems within a disciplinary or professional context. They will develop responsibility toward the global environment in others. Evidence will be the ability to analyze global issues from multiple perspectives, to articulate understanding of interconnected local and global issues, and apply frameworks in formulating a response to global concerns and local issues.

Texts
Wetherford, *Indian Givers*
Chicano Studies 7 Reader

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
Students With Disabilities: If you need special assistance, please contact our Disabled Student Services at www.lamission.edu/dsps/ or office INST 1016 or 818.364.7732

EMERGENCIES: Please program your cell phones with the Campus Sheriff's No. 818.364.7843.

EMERGENCY PROCEDURES
Remain Calm
Follow the plan
Listen carefully to all directions
Follow directions
Campus Sheriff Substation: (818) 364-7843

Any late work is unacceptable. NO LATE WORK.

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 Etudes classroom.

For Online Courses

Course Assignments: The assignments for each class and the due dates are located at due dates for each class. If there is a "conflict" between the due dates and the Etudes class assignments, quizzes, forums, text and materials, the Etudes materials will "over rule" if there are differences with the due dates.

Grades:

Participation	10	pts each
Assignments & Quizzes	10	pts each
Mid-term 1	50	pts
Mid-term 2	50	pts
Final	50	pts

Any late work is unacceptable. NO LATE WORK.

Online/Hybrid: Students must complete all tasks for the first week in the semester or students may be excluded from class. Etudes.org is your portal. Log in immediately.

Student Responsibility: See pages 48-54 in your Spring 2014 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 etudes.org classroom.

Disabled Student Programs & Services (DSP&S)
818.364.7732
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.

Standards of Student Conduct and Disciplinary Action (See pages 50-53 of Spring 2014 Schedule)

Emergency Information: Sheriff's Station 818.364.7843 (See page 57 of the Spring 2014 Schedule)

Grading Rubric for Report Papers/Essays
Chicano Studies 7, 8, 37, 47, 52, 54

Evaluation Rubric for All Papers[1]

Item	A /B (9-10 Points)	C (7-8 Points)	D (5-6 Points)
Content	The content is superior	The content is average	The content is below average. The paper is mostly a summary of the reading.
Thesis	Your thesis is excellent, and your paper follows the thesis.	Your thesis is average, and your paper somewhat follows the thesis.	Your thesis is below average, and your paper does not follow the thesis.
Introduction and Conclusion	Your introduction and conclusion are on point, and the reader can easily follow your line of reasoning from start to finish.	Your introduction or conclusion are on point, and the reader can somewhat follow your line of reasoning from start to finish.	Your introduction and conclusion are not on point, and the reader cannot easily follow your line of reasoning from start to finish.

Support	Your argument relies on evidence from the reading or research rather than on emotion.	Your argument relies on some evidence from the reading or research rather than on emotion.	Your argument relies heavily on emotion rather than on fact. Evidence from the reading is lacking.
Grammar and Punctuation	Your grammar and punctuation were excellent with minimal errors.	Your grammar and punctuation were average with errors that did not get in the way of the meaning of your paper.	Your grammar and punctuation were below average with errors that get in the way of the meaning of the paper.
MLA Format	You used signal phrases along with in-text citations if required. Your works-cited page, if required, was excellent. Your heading and headers are correct. You used 12 font.	You forgot an occasional signal phrase, or an occasional in-text citation. The works-cited page, if required, was average. Your heading and headers are mostly correct. You used 12 font.	You mostly forgot to include signal phrases. The in-text citations were sometimes missing. The works-cited page, if required, was not MLA. Heading or headers are not correct. You did not use 12 font.
Outline	Follows MLA	Mostly follows MLA	Not yet an outline – or missing.
Paper Length	Meets the requirement	A little short of the requirement	Does not meet the requirement
Did You Cite Required Class Materials as well as outside sources?	Thorough use of required materials and outside sources	Average use of required materials and outside sources	Inadequate use of required materials and outside sources

[1] Jill Dahlman, University of Hawaii at Manoa College of Languages, Linguistics, and Literature
Here are the questions I ask myself as I grade your paper:
Is the paper the correct length?
Are there the correct number of sources?
Is it in MLA format with in-text citations and works cited page?
Is topic related to course material (with lots of citations of the course material), and does the paper answer the prompt?

Is there a clear thesis?

How are the grammar and punctuation?

Is the content logical and well organize?

Biography Rubric Criteria:
Birth Date/Birthplace
Death Date/ Place of
Death
Early Influences
Education
Major Accomplishments
Significance
Contemporaries
Grammar and Spelling
Points:10

There will be NO MAKE UP EXAMS
You are expected to read texts and materials. Participation equals discussion.

Weekly Schedule:
Week: 1 Introduction to Xican@ Studies, History M and Mesoamerica
Week: 2 Pre-Cuauhtemoc Civilizations to Olmecs
Week: 3 The Formative and Pre-Classic Eras: The Olmec,
Week: 4 Classic Era: The Maya, Teotihuacan and El Tajin
Week: 5 Post-Classic Mexico: Toltecs, Mixtecs, and Aztecs
Week: 6 Mexicayotl: Introduction to Aztec Culture, Language, and Philosophy
Week: 7 Europe to 1492 the Spanish and Portuguese Expeditions
Week: 8 The Invasion of the Caribbean
Week: 9 The Invasion of Mexico
Week: 10 The Colonization of Mexico, Encomiendas, Repartimientos, and the American Holocaust
Week: 11 Nueva Espana Gender Politics and Christianization-The Mission System
Week: 12 The Bourbon Reforms, The Enlightenment, and the Road to Independence
Week: 13 The Roots of White Supremacy
Week: 14 The Wars for Latin American Independence and the Inter-war Period
Week: 15 Texas Secession and the U.S. War against Mexico
Week: 16 Final Exams

Class Requirements
1. Books, Computer (online courses) Scantrons, #2 Pencils
2. Attendance is required at all lectures. Students with **three** unexcused absences may be dropped from the class. *
3. Attendance and participation is also required in discussion.*
4. In-class assignments will be included in the attendance and participation portion of the grade.*

5. All assignments must be typed in MLA style. Bibliographies must be included for all assignments. Must use at least 2 sources for each assignment.
6. Note: * ONLINE CLASS (*Numbers 2-4 do not apply to the online courses; those of you in the online course, if you do not complete all of the assignments and quizzes and pass them or you do not participate in the forums in the 1st 3 weeks, I may exclude you from the class before the deadline to drop expires.)

Any late work is unacceptable. **NO LATE WORK.**

There will be **NO MAKE UP EXAMS.**
You are expected to read texts and materials. Participation equals discussion.

SYLLABUS SUBJECT TO CHANGE.