

Chicano/a History & Culture
CHS 350/HIST. 350

CATALOGUE COURSE DESCRIPTION

“An examination of the settlement and culture of Mexicanos in the United States to the present. Particular attention is given to the relationship of the political and economic institutions of the United States.”

EXPANDED COURSE DESCRIPTION

This course will explore the history and culture of Mexican Americans in the United States from the mid-nineteenth century to the present. Particular attention is given to the role of U.S. political and economic institutions in shaping the Mexican American experience in Ventura County, Southern California and the southwestern United States. In addition, we will examine the ways in which men and women of Mexican descent coped, mobilized and resisted individually and collectively against larger oppressive forces. The main topics to be covered include conquest and colonization, capitalist development and class inequality, immigration and migration, work and labor resistance, race and gender issues, ethnic identity, sports and popular culture.

STUDENT LEARNING OUTCOMES

Upon completion of the course the student will be able to:

1. Identify and analyze indigenous civilizations that existed in North America prior to the European conquest.
2. Record the historical migration of peoples and commerce within North America, that being present-day Mexico and the United States Southwest, prior to the European invasion.
3. Discuss the astronomical, technological, mathematical, and agricultural developments of early Native American civilizations.

4. Compare the religious worldviews of the various indigenous North Americans, the Spanish, and of Euro Americans, and how this came to affect social relations between these peoples.
5. Illustrate within the context of the cultural syncretism of European and indigenous peoples, how European America political, commercial, and legal values and institutions came to influence Chicana/o culture.
6. Analyze the nature of the historical dynamics of social stratification between Chicanas/os and European Americans beginning from the United States' conquest of the Southwest in 1848 to the present.
7. Study the factors of class, culture, and race that shaped relations between European Americans, African Americans, Asians, Native Americans, and Chicanas/os in what is today the United States from the period of the European conquest to 1995.
8. Examine the Chicana/o family and the effect of political economy on gender roles.
9. Appraise the expansion of the Chicana/o culture into the Southwestern part of the United States and the early nineteenth century intrusion of the dominant culture into this area.
10. Analyze/examine the role western institutions have had on the Chicana/o and how the Chicana/o has historically reacted; zoot suit riots, Texas blowout, and L.A. walkouts.

REQUIRED TEXTBOOKS

1. Camilla Townsend, Malintzin's Choices: An Indian Woman in the Conquest of Mexico (University of New Mexico Press, 2006).
2. Martha Menchaca, Recovering History, Constructing Race: The Indian, Black and White Roots of Mexican Americans (University of Texas Press, 2001)
3. Miroslava Chavez-Garcia, Negotiating Conquest: Gender and Power in California, 1770s to 1880s (University of California Press, 2004).
4. George Sanchez, Becoming Mexican American: Ethnicity, Culture

and Identity in Chicano Los Angeles, 1900-1945 (Oxford University Press, 1993).

CLASS REQUIREMENTS

● Attendance

Class attendance is an essential component of our class. It is to your benefit to come to class regularly. You are allowed two excused absences with no questions asked but after two absences your total participation points will be affected by 1 point per absence. If you miss due to medical reasons please bring a doctor's note. Students are responsible for notifying the Instructor in advance to receive an excused absence. It is the student's responsibility to contact the professor or another student for any missed assignments.

● Class Participation

The sharing, exchanging, and appreciation of people's ideas and experiences are part of the process that builds classroom community and produces active and critically aware global citizens. Hence, class participation is an essential component of our class and requires attendance and pre-class reflection on the course materials. To foster active participation, we should come to class prepared with questions or comments from the readings. We all have important contributions to make to our class, so, there will be room for varying types of participation. This includes: large class discussion, group-level facilitation, Blackboard discussions, and two-person facilitation of current events. Check the daily schedule for type of class participation.

Large Class Discussion: Students are encouraged to participate in class discussions. Questions related to readings will be posted on Blackboard and/or distributed in the beginning of class.

Small Group Discussion: Students will be placed in small groups in

randomly and asked to answer specific questions related to readings will be posted on Blackboard and/or distributed in the beginning of class.

Group Facilitation - You will work in groups of 4-5 to prepare and facilitate a class discussion on one of the course chapters. Each group will be asked to prepare a list of questions to be distributed or shown on Powerpoint to all of the members of the class. These questions should be based on the assigned reading and might include inquires about the author's arguments, data, methodology, and the significance of the research findings. Think creatively about ways to engage our class in discussion. You are encouraged to meet with me as a group to discuss your facilitation plans. Facilitations should be designed for 30-40 minutes.

Current Event/Issue Discussion - Each student will pair up with one other student and select a current event/issue that relates to Chicano/a history and culture and share it with the class. First, you must identify the source (newspaper article, website, Youtube video) of your current event/issue. Second, explain how the current event/issue relates to Chicano/a history and culture. Third, offer your opinion, evaluation and critique of the current issue/event. You must bring in a copy to pass around to the class along with the appropriate citation, or you can present it via PowerPoint. Lastly, be prepared to any student and instructor's questions. Each presentation will take about 10-15 minutes of class time. Students will need to sign up for their current event/issue presentation by the second week of the semester.

Blackboard Discussion: Please check your Blackboard regularly to participate in discussions, respond to reading questions, check updates, check your progress in grade book, read class

announcements and look for syllabus changes and extra credit opportunities. If you do not regularly check your dolphin email account, please go into Blackboard and forward all of your email to the account that you regularly check. Blackboard discussions will occur throughout the semester and they will be moderated by instructor with questions from readings, videos or current events/issues. Your Blackboard comments need to connect to and react to class readings, discussions and other related/relevant issues. Each posting needs to be well thought out and well informed.

● **Take Home Exams :**

There will be **FOUR** take-home exams with essay questions related to each book and related readings, videos and class/Blackboard discussions. Each answer must be typed, double-spaced and a minimum of 2 pages and maximum of 4 pages. The take home exam will help evaluate student's progress throughout the semester and to emphasize the importance of "keeping up" with the readings, lectures, videos and discussions. All take home exams are due on the due date specified on the syllabus. No late assignments will be accepted without prior approval of the instructor. Please submit all assignments in hard copy or upload via Blackboard. Please do not e-mail assignments to instructor without permission.

● **Final Project & Presentation**

Each student will be required to choose a Final Project (See Options 1, 2, 3 below) and present their project in five minutes during the last week of the semester. Students are required to indicate which option they will choose by the end of September. For the final project presentation follow these steps:

- 1) Please indicate your name and state the Final Research Option and Topic you chose and why?
- 2) Briefly Summarize your Main Thesis/Research Question

- 3) So what? Why is your topic important to Chicano/a History and Culture?
- 4) Reveal something new that you learned in doing the Research Project Option that was not covered in class.

Option 1: Roots Paper

Students will write an 8-10 paper on your family's roots in Mexico and their immigration and settlement experience in the United States. Trace your maternal and/or paternal forbears' immigrant experience. The paper should use personal interviews, photographs, letters, newspapers and other first-hand accounts. Discuss their lives before and during migration, what happened after they settled in a foreign land, and how they constructed and re-constructed their cultural identities over time. Each paper is required to incorporate themes, concepts, and topics from the course readings. Move beyond description and discuss what you can learn about your ancestors' changing relations to American society. Also discuss your family's influence on your own ethnic identity person. More specific guidelines will be posted on Blackboard. You will be asked to present your paper for 5 minutes during the last week of the semester.

Option 2: Library Research Paper

Students will write an 8-10 page research paper using secondary sources on a topic related to the history and culture of Mexican Americans in the United States. A list of topics will be posted and distributed as well as guidelines on how to write a library research paper. The topic and sources will have to be approved by the instructor. Each student is required to submit their topic to instructor by **Thursday Sept. 29th**. A short bibliography with journal articles (min. of 3), books (min of 2) and newspaper sources (min. of 3) is due by **Tuesday Oct. 27th**. The final research paper is due **Thursday Dec. 10**.

Option 3: Multimedia Research Project

This option is for those students who are interested in using electronic/multimedia format to present their topic. You may make a film or video or a website related to major events, themes, and concepts in the field of Chicano/a History. The multi-media project must be accompanied by a 5-6 page narrative contextualizing the material presented in the multi-media project and situating the project within the field of Chicano/a history.

• Extra Credit:

There will be extra credit opportunities throughout the semester. There will be opportunities to earn Extra Credit points throughout the semester. Some examples include Latino Heritage Month events, museum exhibitions, theatrical performances, and film screenings. To earn extra credit you must write a short response on the presentation or film, or event you attended. Each Extra Credit is worth 3 points. No extra credit will be accepted after the last day of class.

GRADING POLICIES

The final grade system will be a “+/-” A, B, C, D, and F-scale. For individuals taking the course for credit/non-credit, a minimum C grade is needed for credit.

100% - 98% = A+

97% - 94% = A

93% - 90% = A-

89% - 87% = B+

86% - 84% = B

83% - 80% = B-

79% - 77% = C+

76% - 74% = C

73% - 70% = C-

69% - 67% = D+
66% - 64% = D
63% and below = F

Grade Calculation:

Attendance/Class Participation.....20%
Take Home Exams (4).....40%
Final Project & Presentation..... 40%

Academic Dishonesty

Academic dishonesty includes such things as cheating; plagiarism, inventing false information or citations, and helping someone else commit an act of academic dishonesty. If caught students we be punished according to university guidelines:

<http://senate.csuci.edu/2002-2003/SP02-01.pdf>

Disability Accommodation Services

Disability Accommodation Services (DAS) is dedicated to providing a broad range of quality support services to meet the needs of students with all types of physical, learning, psychological and/or sensory impairments that limit major life activities. Services are available to any student who finds his or her disability to be a barrier to achieving their educational goals. Only those students who identify themselves to the University and present appropriate written documentation of a disability are eligible for accommodation. Students with disabilities should contact the DAS office as soon as possible, even if they are not yet enrolled. All requests for accommodations require appropriate advance notice to avoid a delay in services. (V/TTY): (805) 437-8510. Fax: (805) 437-8529. accommodations@csuci.edu.

SPECIAL NOTES

-All dates, assignments and readings listed on this syllabus are subject to

change with notice.

-I expect that during class you will turn off your cell phones and other distracting electronic devices.

COURSE SCHEDULE:

WEEK 1:

Tuesday, Aug. 25: Introduction to the course

Thursday, Aug. 26: What is Chicano/a History?

Read: Ramon Gutierrez, "Community, Patriarchy and Individualism: The Politics of Chicano History and the Dream of Equality" [Blackboard: Course Documents]

Large Class Discussion

WEEK 2:

Tuesday, Sep. 1

Read Malintzin's Choices, Introduction & Chapter 1

Large Class Discussion

Thursday, Sept. 3

Read Malintzin's Choices, Chapters 2 & 3

Current Event/Issue Discussion: _____

Small Group Discussion

Blackboard Discussion

WEEK 3:

Tuesday, Sep. 8

Read Malintzin's Choices, Chapters 4 & 5

Large Class Discussion

Thursday, Sept. 10

Read Malintzin's Choices, Chapters 5 & 6

Current Event/Issue Discussion: _____

Small Group Discussion

WEEK 4:

Tuesday, Sep. 15 **Furlough Day**

Read Malintzin's Choices, Chapters 7 & 8

Watch: *Indigenous Always: The Legend of La Malinche and the Conquest of Mexico* (Blackboard External Links)

Blackboard Discussion

Thursday, Sept. 17

Read Malintzin's Choices, Chapters 9 & Appendix

Group Facilitation: _____

Distribute Take Home Exam #1

CHS Speaker Series: Dr. Lorena Oropeza (Time/Location TBA)

WEEK 5:

Tuesday, Sept. 22

Read Recovering History, Constructing Race, Intro. & Chapter 1

Large Class Discussion

Due Take Home Exam #1

Thursday, Sept. 24

Read Recovering History, Constructing Race, Chapters 2 & 3

Current Event/Issue Discussion: _____

Small Group Discussion

WEEK 6:

Tuesday Sep. 29

Read Recovering History, Constructing Race, Chapters 4 & 5

Current Event/Issue Discussion: _____

Large Class Discussion
Blackboard Discussion
DUE Final Project Option

Thursday, Oct. 1

Read Recovering History, Constructing Race, Chapters 6 & 7
Current Event/Issue Discussion: _____
Small Group Discussion

WEEK 7:

Tuesday, Oct. 6

Read Recovering History, Constructing Race, Chapters 8 & 9
Group Facilitation: _____
Distribute Take Home Exam #2

Thursday, Oct. 8: No Class

Read Recovering History, Constructing Race, Epilogue
Watch: *The forgotten roots (La raiz olvidada)* (Blackboard External Links)
Blackboard Discussion

WEEK 8:

Tuesday, Oct. 13

Read Negotiating Conquest, Preface and Chapter 1
Large Class Discussion
Due Take Home Exam #2

Thursday, Oct. 15

Read Negotiating Conquest, Chapters 2 & 3
Current Event/Issue Discussion: _____
Small Group Discussion
Blackboard Discussion

WEEK 9:

Tuesday, Oct. 20

Read Negotiating Conquest, Chapters 4 & 5

Current Event/Issue Discussion: _____

Small Group Discussion

Thursday, Oct. 22

Read Negotiating Conquest, Chapter 6

Current Event/Issue Discussion: _____

Large Class Discussion

Blackboard Discussion

WEEK 10:

Tuesday, Oct. 27

Read Negotiating Conquest, Afterword

Group Facilitation: _____

Distribute Take Home Exam #3

Due Final Research Paper Bibliography

Thursday, Oct. 29

Read Becoming Mexican American, Intro. & Chapter 1

Current Event/Issue Discussion: _____

Large Class Discussion

Due Take Home Exam #3

WEEK 11:

Tuesday, Nov. 3

Read Becoming Mexican American, Chapters 2 & 3

Current Event/Issue Discussion: _____

Small Group Discussion

Thursday, Nov. 5:

Blackboard Discussion

Watch: *Lemon Grove Incident* (Blackboard External Links)

WEEK 12:

Tuesday, Nov. 10

Read Becoming Mexican American, Chapters 4 & 5

Group Facilitation: _____

Blackboard Discussion

Thursday, Nov. 12 Furlough Day

Read Becoming Mexican American, Chapters 6 & 7

Blackboard Discussion

WEEK 13:

Tuesday, Nov. 17

Read Becoming Mexican American, Chapters 8 & 9

Watch: *Ballad of an Unsung Hero* (Blackboard External Links)

Current Event/Issue Discussion: _____

Small Group Discussion

Thursday, Nov. 19

Read Becoming Mexican American, Chapter 10 & 11

Group Facilitation: _____

Due Take Home Exam #4

Tuesday, Nov. 24: Furlough Day

Read Becoming Mexican American, Chapter 12

Watch: *Zoot Suit Riots* (Blackboard External Links)

Thursday, Nov. 26: Thanksgiving Holiday

WEEK 14:

Tuesday, Dec. 1: Final Project Presentations
Due Take Home Exam #4

Thursday, Dec. 3: Final Project Presentations

Final Project DUE: Thursday, December 10th before 6pm.