

## Introduction to Chicano Life **CHICANO AND LATINO STUDIES 101**

Dr. Grace Delgado  
Office Hours: Mondays 1-2: Wednesdays 5-7  
& by appointment

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**Course Description:** This course introduces students to the study of Chicano culture and politics in the Southwest US during the 20<sup>th</sup> century. This course stresses globalization, transnationalism, and inter-ethnic relations in the shaping of the U.S. Latino experience. We will survey general social science and humanities literature of the Chicana/Chicano experience to examine these general themes: 1) the cultural formation and transformation of Chicano communities; 2) the relationship between culture and society; 3) the dynamic role of women in the shaping of Chicano culture; 4) the place of Mexican immigrants in US society.

*This course is also a hybrid course* meaning that your learning will combine traditional face-to-face classroom lectures and discussions with online class instruction. At CSULB, this means you will be using Beachboard, an e-learning environment that utilizes online quizzes, the virtual chatroom, and discussion boards. This instruction is professor-led. You must have an email address to remain in this class—no exceptions.

### **Learning Outcomes:**

1. Students will understand that information is organized and accessible in recognizable patterns and will gain awareness of how information is created and disseminated in popular and scholarly form. The student accesses needed information effectively and efficiently.
2. Students will have the ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem
3. Students will formulate a manageable research topic, translate it into a research question, and from it, design a thesis statement
4. Students will apply university-level research methods to final written assignment

**Course Expectations and Participation:** You can expect an intellectually provocative experience from this course. Lectures illuminate topics as well as provide an intellectual platform for students to critically engage. Class discussions will focus on student-generated questions. I expect that you fully engage each lecture and discussion. It is critical that you keep up with every aspect of this course daily.

**Full participation is required at all times. Attendance is mandatory.**

**Paper Assignment #1 and Midterm Exam:** These written assignments will examine course themes. The first paper, two to three pages in length, will require that you answer one question out of three. This paper is due on Friday of the SIXTH week. The midterm will be an in-class multiple choice exam during the ELEVENTH week. Paper topics and exam questions will be distributed one week before the due date.

**Quizzes and Response Papers:** There are three quizzes throughout the semester. Each quiz will measure your knowledge of the readings, lectures and videos. These quizzes will be administered via Beachboard and in class. Two response papers will measure your ability to write analytically on particular topics.

**Final Research Project and Oral Presentation:** This assignment will require scholarly research and investigation. You will construct a research topic from a list of various themes provided by the instructor during the 12<sup>th</sup> week of the course. You will produce a research paper 6 to 7 pages in length. As the semester progresses, you will receive more assistance and direction on this project. Your research project is considered the final examination and will be due on FRIDAY of finals week.

**The grade distribution is as follows:**

Paper #1	10%
Midterm exam	15%
Quizzes (2)	10%
Website Evaluation	10%
How to Write a Winning Research Paper	10%
Final research project (final exam)	20%
Oral Presentation	15%
Class discussion and attendance	10%

***All coursework must be completed to receive a letter grade.***

**No extensions will be given for any assignment.**

**Incomplete Grades, Making Up Exams and the Drop Policy:** If it should be the case that you need an incomplete (“I”) grade for the course, you may be granted one only if you present the appropriate paperwork to me two weeks before the end of the term. Only students who have completed all the coursework to date with a passing grade may receive an incomplete grade. However, incomplete grades are highly discouraged.

Likewise, if you should decide to drop the course, you may only do this with the signature authority of me, the department chair and the dean of the college. The University policy for dropping courses is set forth on page 19 of the “Spring 2005 Schedule of Classes.” You must follow University procedures outlined in the schedule of classes when adding and dropping courses. Students are obligated to withdraw officially

from their courses although they have not attended. To drop after February 7, you must obtain approval from Professor Delgado and the chairperson of the Chicano and Latino Studies Department (Dr. Victor Rodriguez—F03-310).

Make-up exams will be arranged **only** in extraordinary cases. You must also have a verifiable reason for missing the exam (note from doctor, minister...). In case of a missed examination, you must contact me no later than a week after the original exam date to discuss the nature of your situation.

### **Required Texts for Purchase at the CSULB Bookstore**

Rodolfo Acuna. *US Latino Issues* (Greenwood Press, 2003)

Lawrence J. Taylor and Maeve Hickey. *Tunnel Kids* (Tucson: University of Arizona Press, 2001).

### **Web Reader—See Beachboard**

<b>Week One</b>	<b>Introducing Chicano/a Life</b>
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### **January 24**

#### **Welcome to the Course Technology Survey**

#### **Readings**

1. Rodolfo Acuna: US Latino Issue, Introduction and Chapter 1
2. “Beachboard Support” (Reader)
3. “Chronology of Mexican American History—Chicano Teaching Resources” (Reader)
4. “Are Chicanos the Same as Mexicans?” (Reader)
5. “Who Is a Chicano?” (Reader)

**Assignment: obtain your CSULB email account and ACTIVE password at the North Campus Computing Center**

### **January 26**

#### **Lecture: What is Beachboard?**



**Assignment: obtain email csulb.edu account & fulfill assignment requirements on CHLS 101 Beachboard site—due Monday, January 31.**

**January 31**

**Lecture: Chicanos, Latinos, Hispanics and the 2000 Census**

**Readings**

1. “Hispanic Americans’ New Clout” (Reader)
2. Bureau of the Census, 1994; “Hispanic Poverty, 1999” (Reader)
3. “US-Born Hispanics Increasingly Drive Population Developments” (Reader)
4. “Latino Growth in Metropolitan America: Changing Patterns, New Locations” (Reader)
5. Rodolfo Acuna, *US Latino Issues*, Chapter 2

**February 2**

**Beachboard**



**Assignment: Response Paper (Due at 5 PM via email attachment)**

**February 7**

**Lecture: Mexicans and Mexican Americans in the US—1848 to 1962**

**Readings**

1. PBS Website: The US-Mexican War—all



**Video excerpt: Chicano!: The History of the Chicano Civil Rights Movement**



**February 9**

**Lecture: César Chávez and the United Farm Workers**

**Readings**

1. The Story of César Chávez (Reader)
2. César Chávez Chronology (Reader)



3. Website: The United Farm Workers’ Official Site

**Week Four**

**Viva La Huelga!**

**February 14**

**Meet in Class**

**Lecture: Viva La Huelga!**

**Quiz 1 (content will cover weeks 1-4)**

**February 16**

**Lecture: No Class—**

**Week Five**

**El Movimiento**

**February 21—No class: President's Day**

**February 23—In class**

**Lecture: Chicano Student Militancy**

1. Juan Gómez-Quiñones, *Mexican Students por La Raza* (Reader)
2. Ignacio García, "The Ethos and Its Legacy" (Reader)
2. Alma García, ed. *Chicana Feminist Thought*, Chapters Six, Seven, Nine (Reader)

**Paper 1 Questions Distribute to Students**

**Week Six**

**Chicanismo and Chicanisma**

**February 28**

**Lecture: Cultural Nationalism and the Chicano/a Movement**

**Readings**

1. Alma García, ed. *Chicana Feminist Thought*, Chapters 15-21 (Reader)
2. Alma García, ed. *Chicana Feminist Thought*, Chapters 57-61, 81 (Reader)
3. Alma García, “The Development of Chicana Feminist Discourse” (Reader)

**March 2**

**Meet in Class**

**Lecture: The Chicano Blowouts—Lincoln and Wilson High Schools**

**Paper Topic 1: Due Friday, March 4 (5 PM) in F03-308**

**Week Seven**

**Art as Social Narrative**

**March 7**

**Lecture: Chicano/o Art Expression—Cultural and Sexuality**

**Readings**

1. Neumaier, Dianne. “Judy Baca: Our People Are The Internal Exiles,” (Reader)
2. Goldman, Shifra M. “How, Why, Where, and When It All Happened: Chicano Murals of California,” in *Signs from the Heart: California Chicano Murals*, (Reader)

**March 9**



**Beachboard--Review External Links (SPARC website)**



**Quiz 2—response to SPARC and Judy Baca**

**Week Eight**

**Music as Social Narrative**

**March 14**

**Lecture: The Latinoization of US Music: from Gloria Estevan to Enrique Iglesias**

**Readings**

1. Website 

**March 16**

**Library Presentation: Meet at Spidell Classroom, first floor of Library**

**March 21-25 Spring Recess (classes are not in session)**

**Week Nine**

**US-Mexican Borderlands**

**March 28**

**Lecture: La Frontera**

**Readings**

1. Lawrence Taylor and Maeve Hickey, *Tunnel Kids*, Chapters 1 to 4

**March 30**

**No Class—Catch up on the readings**

**Readings**

1. Lawrence Taylor and Maeve Hickey, *Tunnel Kids*, Chapters 5 to 8
2. Articles addressing water stations and border deaths (Reader)

**Week Ten**

**Globalization and Migration**

**April 4**

**Lecture: The Feminization of Labor—the Maquiladoras and *Domésticas***

**Readings**

1. Acuna, Chapter 4
2. Website



**April 6—Beachboard for Midterm Review**

**Week Eleven**

**Immigration and Education**


**April 11**

**Midterm Today: Multiple Choice 50 questions**

**April 13**

**Lecture: Major Issues in Latino Education**

**Readings:**

1. Website 
2. Acuna, Chapter 3

**Week Twelve**

**Gendered Immigration**

**April 18**

**Lecture: Women, Children, and Migration**

**Readings**

1. Acuna, Chapter 7
2. “Debate over Immigration,” (Reader)

**April 20**

**Beachboard—Topic: “Should illegal immigrants be given amnesty?”**



***Week Thirteen***

**The New Nativism**

**April 25**

**Lecture: Walls and Mirrors—Responses to Recent Latino Immigration**

**Readings**

1. “The Need for Strangers: Proposition 187 and the Immigration Malaise,” (Reader)
2. “Latino Immigrants and Improving Educational Status,” (Reader)

**April 27**

**Beachboard**



1. Acuna, Chapter 8

***Week Fourteen***

**Research Methods and Oral Presentations**

**May 2**

**Lecture: Response Paper 2 (bring reader to class)**

**May 4**

**Lecture: Oral Presentations and the Research Paper**

<i>Week Fifteen</i>	<b>Class Presentations</b>
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**May 9**

**Oral Presentations**

**May 11**

**Oral Presentations**

<i>Week Sixteen</i>	<b>Final Examination Week</b>
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**Monday: 10:15-12:15**

**Final Project: Due Friday, May 20 (12 Noon)  
F03-308**