

CHICANO STUDIES 100
INTRODUCTION TO CHICANO STUDIES
MD-104
12:45pm to 2:10pm
FALL 2017

PALOMAR COLLEGE
1140 WEST MISSION ROAD
SAN MARCOS, CA 92069

CONTACT INFORMATION

Gary Castañeda

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Please allow at least 24-48 hours for a response

OFFICE HOURS

Office hours: See syllabus schedule

COURSE READINGS

Vigil, James Diego. 2012. *From Indians to Chicanos: The Dynamics of Mexican-American Culture*. Long Grove: Waveland Press, Inc.

Additional readings available on Blackboard

COURSE OBJECTIVE

1. Identify the role of Mexican Americans and/or Chicanos/as in the development of US history
2. Recognize the historical continuum of Mexican immigration and its causes
3. Discuss the historical, social and political conditions underlying underdevelopment in Mexico.
4. Examine the historical and political challenges among Mexico in the international system.
5. Evaluate the impact of Chicano and/or Mexican American presence in the US.
6. Develop better understanding and awareness of Chicana/o community needs and circumstances.

I hope that at all times you will feel comfortable to ask questions and add whatever thoughts or opinions you might have about the given topic at hand. I want to have a fun and free atmosphere where we can all engage in an open dialogue. Have no fear! Speak your mind. Please feel free to contact me any time during the semester if you have any questions or problems relating to the class.

STUDENT LEARNING OUTCOMES AND GOALS

1. Students will learn about some of the pre-Colombian cultures of Mesoamerica.
2. Students will learn about Mexican culture, history, and politics from colonial times to the present.
3. Students will learn about the development of Mexican Americans and/or Chicanos/as in the United States.
4. Students will learn about contemporary issues affecting Mexican Americans and/or Chicanos/as in the United States.
5. Ideally, students will care more about issues affecting Mexican Americans and/or Chicanos/as in the United States.

ASSIGNMENTS AND GRADES

#	Assignments	Due Dates	Points
1.	Class Participation	Daily	50 points
2.	Syllabus Quiz	August 26 th	20 points
3.	Exam #1	September 28 th	100 points
4.	Presentation Topic	October 14 th	10 points
5.	Presentation Article Summary	October 28 th	20 points
6.	Exam #2	November 2 nd	100 points
7.	Presentation Materials and Reports	December 2 nd	20 points
8.	Exam #3	December 14 th	100 points
9.	Point Total		500 points

Grading Scale		
450-500 points	90-100%	A
400-449.99 points	80-89.99%	B
350-399.99 points	70-79.99%	C
300-349.99 points	60-69.99%	D
0-299.99 points	0-59.99%	F

GRADING AND PARTICIPATION

- Class participation
 - Worth 1.56 points for each session.
 - Participation includes active note-taking and speaking during class discussions.
 - Students are expected to attend every class meeting, arrive on time, and stay throughout the class period in order to receive participation credit (***no partial credit for any reason***).
 - Attending students receive bonus participation credit if the professor is late to class.
- Exams are 50 multiple choice questions, worth 100 points total, and not comprehensive.
- Student Responsibilities
 - Coming to class having already read the appropriate week's material.
 - Knowing the submission dates for all assignments, exams, etc.
 - Regularly checking the appropriate e-mail accounts for class and personal messages from the professor.
 - Regularly checking grades on Blackboard for errors.
- Assignments
 - Must use proper citation formats. Handouts are available on Blackboard.
 - Must be submitted via Blackboard to the proper hyperlink.
 - Cut and pasted into e-mails or Blackboard **are not acceptable**. Try different web browsers or computers if there are problems with Blackboard submissions.
 - Make-ups are held only in cases of **demonstrated** medical emergencies, religious holidays, or college business. A full two weeks' notice is **required** for appropriate situations.
- Pass/No Pass Grading Options (for graded classes)
- You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a Petition for Pass/No Pass to Admissions & Records. This option for

grading is nonreversible once selected. The petition form is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions.

7. Incomplete grades
 - a. Students seeking a grade of Incomplete must consult with me no later than the week prior to finals (you may wish to specify a date within this week). A grade of Incomplete will only be considered for unforeseeable, emergency and justifiable reasons at the end of the term, and only upon agreement of conditions for completing coursework.
8. Course Repetition
 - a. The maximum number of enrollments for regular courses is **THREE**. All grades, including withdrawals (W), are included in the count.
9. Extra credit
 - a. Extra credit is generally not offered in this course. Any extra credit given will have additional instructions provided. Extra credit cannot harm any grade only improve it if done. Extra credit will not alter the Grading Scale either.
10. Grade Appeals
 - a. Students should feel free to speak to the professor if they feel they have not received a fair grade and think it should be changed. However, ***have a clear argument as to why*** the grade should be changed. ****Please Note!**** A request to review a grade means that it may be improved but may also be lowered or simply left the same!
 - b. Grade appeals must be done within one week after they have been returned to students. ***No grades will be reviewed after that one week.***
 - c. Students must have a personal meeting with the professor before contacting other parties regarding class and grade disputes

ATTENDANCE AND TARDINESS POLICY

1. Class ***attendance is required***. A sign-in sheet is sent around every class.
2. The instructor reserves the right to drop students for excessive absences and lack of participation on the part of the student. Excessive absence is defined as missing 20% or more of the class hours or meetings (in this class 10 hours or 7 class sessions). Students with extenuating circumstances and the ability to make up missing coursework must contact the instructor beforehand in order to request possible extension of allowable absences. The instructor's decision is final. Students who stop attending are still responsible for processing the drop from the course.

CLASS CONDUCT

1. Please at all times observe appropriate class behavior and common courtesy.
 - a. No personal chit-chat (talking, passing notes, responding to phones, etc.).
 - b. No inappropriate behavior (sleeping, text messaging, doing other class work, etc.).
2. Students are expected to adhere to the Student Code of Conduct at all times. Students who violate the Student Code of Conduct may be removed from class by the faculty for one week (5 instructional days).
3. Incidents involving removal of a student from class will be reported to the college disciplinary officer for follow up.
4. Laptops are banned from class use unless otherwise indicated by the professor.

5. In order to ensure compliance with class policies (e.g., responding to messages, submitting assignments, complying with other class policies) students may be...
 - a. Blocked by the professor from...
 - i. Access to Blackboard and its class resources. Accessing Blackboard, documents, or assignments in anyway once a student has been blocked is grounds for further action determined by the professor.
 - ii. Taking exams.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. Examples of academic dishonesty include, but are not limited to using “cheat notes” during an exam, copying answers of another student, allowing another student to copy your work either inside or outside of class, and using work from previous semesters. In addition, submitting the same paper to two classes is also considered cheating because the work is not original for both classes.

In written work, no material may be copied from another without proper quotation marks, citations, or appropriate documentation. This means that you ***must use*** proper citation formats for your papers.

Any work of academic dishonesty, plagiarism, or other form of cheating will be given an automatic zero (0) and referral to the administration for further punishment.

DISABILITY RESOURCE CENTER (DRC) STATEMENT

Students with disabilities who may need academic accommodations should discuss options with Disability Resource Center (DRC) and/or the professor during the first week of class. Any accommodations granted in the middle of the semester do not apply retroactively to previous assessments.

ACCESABILITY OF COURSE MATERIALS

Every effort has been made to make this course accessible to all students, including students with disabilities. If you encounter a problem accessing anything in this course, please contact me immediately. Students with disabilities should email me and also contact the college’s Disability Resource Center (DRC).

CLASS PRESENTATION REQUIREMENTS

Required Research

1. Teams of 2-4 students will select an issue related to Mexican Americans and/or Chicanos/as from the pre-Colombian era to independence and do a 20-minute presentation for the class.
2. Do not try to come up with a topic off the top of your head. **Do some research first** and then determine the topic once an academic, peer reviewed article or book of interest to the team has been found. Base the presentation off that central peer-reviewed article or book.

Process

1. A **presentation topic** from the team (team grade).
 - a. Provide the full citation for the central article or book selected.
 - b. In a paragraph, explain the basic research issue to be addressed in the presentation.
 - c. Presentation topics must be reapproved if changed.
2. A **two-page reading summary** is required from each team member (individual grade).
 - a. Each team member must find an academic, peer-reviewed book or journal article relating to the agreed upon presentation topic (a **different** source for **each** team member).
 - b. One team member may use the central book or article for the reading summary.
 - c. Article summary guidelines will be posted to Blackboard.
 - d. Class readings are not acceptable for this part of the assignment. Students must do their own research.
 - e. Class readings may be used for the presentation once the other assignment requirements are satisfied.
 - f. All students must submit a summary. Students not submitting a summary one week before the presentation materials are due will be dropped from their team and not permitted to participate in the final presentation.
3. **Copies of the presentation materials** and a **single team report** (team grade).
 - a. The teams must submit electronic and hardcopy printouts of PowerPoint presentations (lined for my commentary) or any other materials they will use in the presentation.
 - b. The teams also need to submit a final report specifically detailing who did what research, who prepared which slides, and whatever other work was done. A brief outline with percentages of this is fine.
 - c. Individuals may also submit reports independently if they wish to comment about something privately.
 - d. **No changes** to the presentation (e.g., PowerPoint presentations) may be made once the class has submitted their materials.

Submissions and late assignments

1. All late submissions lose 20% each calendar day.
2. Assignments incorrect submitted will lose points as if late (e.g., wrong hyperlink, etc.)

Presentation Requirements

1. PowerPoint or other aids (e.g., transparencies, Word outlines, etc.) are suggested but not required.

2. Presentation topics and changes **must be approved**. Do not do any additional work until the presentation topic is approved and returned. Teams without an approved topic will not be permitted to present.
3. Apply the theoretical approaches discussed in the class and course readings.
4. What is the **single central argument** of the presentation?
 - Be clear about exactly what the presentation is trying to explain.
 - Why is this interesting or important?
 - What are the data or evidence?
 - What are the conclusions?
5. Do not wait until the very end of the presentation to state the presentation arguments and conclusions. Outline the arguments and conclusions at the beginning of the presentation and keep it going throughout the presentation.
6. The quality of the analysis, not a summary of the material, will be one of the most important factors in determining the grade (take a clear, firm stand).
7. Be neutral and maintain “academic distance” (i.e., do not take a partisan stance “for” or “against” something).
8. Do not personalize the presentations (e.g. “We think”).
9. Rely on academic, peer-reviewed sources rather than random internet sites found through Google or Yahoo.
10. Wikipedia is banned as a source.
11. Presentations **must** use proper citations throughout the presentation.
12. List all of the citations (“Notes”) and sources (“Bibliography”) at the end of the presentation.
13. All teams must be prepared to present even if not scheduled to present.
14. Teams not reaching the minimum time requirement cannot receive anything higher than 70 points for the final assignment grade.
15. **Adherence to all the points above, not a single issue or two, will determine the final grade (form and content matter). Failure to follow any of these basic instructions is grounds for a lower grade.**

Tentative Schedule (subject to change)

Week One

August 22nd: Pre-Colombian Societies: Mexico from the First Mexicans to the Classic Period

August 24th: Pre-Colombian Societies: Mexico from the First Mexicans to the Classic Period

Required Readings

Vigil, Introduction and Chapter 1

Recommended Readings

Skidmore, Thomas E. 1998. "Studying the History of Latin America: A Case of Hemispheric Convergence." *Latin American Research Review* 33 (1): 105-127.

Week Two

August 29th: Pre-Colombian Societies: The Aztec World

August 31st: Pre-Colombian Societies: The Aztec World

Required Readings

Vigil, Chapter 2

Recommended Readings

Hickerson, Nancy P. 1998. "How Cabeza de Vaca Lived with, Worked Among, and Finally Left the Indians of Texas." *Journal of Anthropological Research* 54 (Summer): 199-218

Week Three

September 5th: New World Encounters and Conquest: Cortez and the Conquest of the Aztecs

September 7th: New World Encounters and Conquest: Cortez and the Conquest of the Aztecs

Required Readings

Vigil, Chapter 3

Recommended Readings

Grunberg, Bernard. 1994. "The Origins of the Conquistadores of Mexico City." *The Hispanic American Historical Review* 74 (2): 259-283.

Week Four

September 12th: 19th Century Mexico in Historical Perspective

September 14th: 19th Century Mexico in Historical Perspective

Required Readings

Vigil, Chapter 4

Recommended Readings

Archer, Christon I. 1994. "Insurrection—Reaction—Revolution—Fragmentation: Reconstructing the Choreography of Meltdown in New Spain during the Independence Era." *Mexican Studies/Estudios Mexicanos* 10 (1): 63-98.

Pani, Erika. 2002. "Dreaming of a Mexican Empire: The Political Projects of the 'Imperialistas.'" *Hispanic American Historical Review* 82 (1): 1-31.

Week Five

September 19th: 20th Century Mexico in Historical Perspective

September 21st: 20th Century Mexico in Historical Perspective

Required Readings

Vigil, Chapter 5

Recommended Readings

Pastor, Manuel and Carol Wise. 2005. "The Lost Sexenio: Vicente Fox and the New Politics of Economic Reform in Mexico (Policy Issues)." *Latin American Politics and Society* 47 (Winter): 135-160.

Week Six:

September 26th: Film – "The U.S.-Mexican War" (2006, 100 min.)

Office Hours: Cafeteria, 11:00am-12:00pm

September 28th: Exam #1

Required Readings

Vigil, Chapter 6

Recommended Readings

Parks, Henry Bamford. 1969. "The Secession of Texas." In *A History of Mexico*. Boston, MA: Houghton Mifflin Company.

Parks, Henry Bamford. 1969. "The War with the United States." In *A History of Mexico*. Boston, MA: Houghton Mifflin Company.

Pinheiro, John C. 2001. "'Extending the Light and Blessings of Our Purer Faith': Anti-Catholic Sentiment Among American Soldiers in the U.S.-Mexican War." *Journal of Popular Culture* 35 (2): 129-152.

Week Seven

October 3rd: The Historical US-Mexican Border

October 5th: The Historical US-Mexican Border

Required Readings

Vigil, Chapter 7

Recommended Readings

Hernández, Sonia. 2001. "The Legacy of the Treaty of Guadalupe Hidalgo on *Tejanos* ' Land.'" *Journal of Popular Culture* 35 (September): 101-109

Week Eight

October 10th: Economic Development US-Mexican Border

October 12th: Economic Development US-Mexican Border

Required Readings

Vigil, Chapter 8

Recommended Readings

Andreas, Peter. 1996. "U.S.-Mexico: Open Markets, Closed Border." *Foreign Policy* 103 (Summer): 51-69.

Bae, Chang-Hee Christine. 2003. "Tijuana-San Diego: Globalization and the Transborder Metropolis." *The Annals of Regional Science* 37: 463-477.

Fussell, Elizabeth. 2000. "Making Labor Flexible: The Recomposition of Tijuana's Maquiladora Female Labor Force." *Feminist Economics* 6 (November): 59-79.

Heyman, Josia McC. 2001. "U.S. Ports of Entry on the Mexican Border." *Journal of the Southwest* 43 (Winter): 681-700.

Week Nine

October 17th: The Chicano Movement

October 19th: The Chicano Movement

Required Readings

Vigil, Chapter 9

Recommended Readings

Garcia, Alma M. 1989. "The Development of Chicana Feminist Discourse, 1970-1980." *Gender & Society* 3 (June): 217-238.

Hennessy, Alistair. 1984. "The Rise of the Hispanics I: Chicanos." *Journal of Latin American Studies* 16 (May): 171-194.

Week Ten

October 24th: Mexican Americans / Chicano/as and US Politics

October 26th: Mexican Americans / Chicano/as and US Politics

Required Readings

Vigil, Chapter 10 and Conclusion

Recommended Readings

Pew Hispanic Center. 2016. "2016 Campaign: Strong Interest, Widespread Dissatisfaction." <http://www.people-press.org/2016/07/07/6-hispanic-voters-and-the-2016-election/> (Accessed August 22, 2017)).

Week Eleven

October 31st: Film

Office Hours: Cafeteria, 11:00am-12:00pm

November 2nd: Exam #2

Week Twelve

November 7th: Mexican Immigration

November 9th: Mexican Immigration

Required Readings

Cornelius, Wayne A. 2005. "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004." *Journal of Ethnic and Migration Studies* 31 (July): 775-794.

Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141 (March-April): 30-45.

Week Thirteen

November 14th: Drug Trafficking

November 16th: Drug Trafficking

Required Readings

Willoughby, Randy. 2003. "Crouching Fox, Hidden Eagle: Drug Trafficking and Transnational Security – A Perspective from the Tijuana-San Diego Border." *Crime, Law & Social Change* 40: 113-142.

Week Fourteen

November 21st: Thanksgiving break (no class)

November 23rd: Thanksgiving break (no class)

Week Fifteen

November 28th: The Environment on the US-Mexican Border

November 30th: The Environment on the US-Mexican Border

Required Readings

Carruthers, David V. 2007. "Environmental Justice and the Politics of Energy on the US-Mexico Border." *Environmental Politics* 16 (June): 394-413.

Week Sixteen

December 5th: Presentations (Teams #1-4)

December 7th: Presentations (Teams #5-8)

Required Readings

Week Seventeen

December 12th: Presentations (Teams #9-12)

Office Hours: Cafeteria, 11:00am-12:00pm

December 14th: Exam #3

**** Please read and sign the following statement if after reading the entire syllabus and you decide to stay in this course. ****

I have carefully read the entire syllabus for CS 100, Introduction to Chicano Studies, taught by Professor Gary Castañeda. I understand the course policies and expectations and assume responsibility for knowing each of the following:

1. Class attendance and tardiness policies.
2. Class conduct expectations (behavior).
3. Class assignment and grading policies.
4. Class assignment and exam dates (i.e., the due dates for everything).
5. Penalties for late, un-submitted, or improperly done work.
6. Campus and class policies regarding academic honesty and plagiarism.

By signing this agreement, I agree to abide by the policies as stated in the syllabus.

Signature : _____
Sign

Print Name : _____
Print

Date : _____
Date