

General Education Course Proposal

Proposed Course: CLS 3 Intro to Chicano/Latino Studies Units 3
Prefix No. Title

Department: Chicano & Latin American Studies School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___; A2 ___; A3 ___; B4 ___
Breath: B1 ___; B2 ___; C1 ___; C2 ___; D X; E ___
Integration: B ___; C ___; D ___; International/Multicultural ___

Existing Course X; Revised Course ___; New Course ___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Introduction to the historical and contemporary experiences of Chicanos and Latinos in American society. Their contributions to the United States and their current economic, political and social status are discussed. Also, models regarding ethnic minority interactions with mainstream societies are studied.

Enrollment limit per section: 40

Expected number of sections per semester-Year 1 4; Year 3 4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

<u>Juan C. Garcia</u> Department Chair	<u>4-1-98</u> Date	<u>J. Ed...</u> School Curriculum Committee	<u>5/13/98</u> Date
<u>Elton Guenther</u> School Dean	<u>5-15-98</u> Date	<u>Pedro...</u> General Education Subcommittee	<u>12/15/98</u> Date
<u>Brandt Kehoe</u> Associate Provost	<u>12/22/98</u> Date		

INTRODUCTION TO CHICANO STUDIES

General Syllabus

CLS 003

Semester.....

Prof.....

Office.....

Office Hours.....

Phone Number.....

DESCRIPTION

This course is designed to provide a broad and comprehensive overview of the Chicano/Latino experience in the United States. The course will explore the breath of experiences that include history, culture, political struggles, labor and community issues that explain the Chicano/Latino increasing presence and vitality in this country.

The main objective is to develop the knowledge and sensitivity about the uniqueness of this experience and the contributions that this important segment of this society has made. At the same time, the course will explore the misconceptions, stereotypes and basic problems confronted by Chicano/Latinos in the United States.

Finally the course will provide an insight explaining the growth, vitality and opportunities that this community is creating at a time of change and globalization of economies and experiences.

OBJECTIVES

1. To provide the knowledge of conceptual frameworks to understand minority experiences, especially Chicano/Latinos in the United States. To distinguish common and differing social, political, cultural and economic processes undergone by this community in the United States.
2. To provide insights about the diversity of this community, the richness of its culture, the complexity of their experiences, as well as an analysis of the main problems confronted throughout time.
3. To study the contributions made by different sectors of this community, as well as the challenges ahead.
4. To explore social, economic and political problems affecting this community, as well as the long term impact that their status in this society has created in today's reality.
5. To develop a basic understanding of the relationships between Latin America and the United States, as its relates to Chicano/Latino experiences in this country.

EVALUATION

Every student in the class must have a clear understanding of the demands that a course like this requires:

Attendance: Every Student will have to complete an attendance of 90% of all session during the semester. Grades will be influence by lower attendance. Attendance below 70% is inadmissible. (15% of the grade will be based on attendance. Those below 70% will have a Fail grade)

Exams: During the semester students will have four (4) partial exams and a final exam. One of the exams (final) will be all essay with a minimum of 1500 words. Each exam will count for 20% of this portion with the exception of the final that will count for 40%. (50% of the grade will be based on this component). Unless there are extremely compelling reasons, instructors for this course will not accept make-up exams.

Research Paper: A brief paper on a selected topic from a set of topics offered by the instructor will be required for this course, 8 pages (3,200 words) of narrative, one cover page and one bibliography page. Topics such as those outlined below are typical for this course:

“Latinos and Acculturation: The Three Generation Theory and its application to Chicano/Latinos”

“Subordination and Political Citizenship among Chicano/Latinos”

“Chicanos and Inequality: The Dual Split Labor Market and its consequences among Latinos”

“Internal Colonialism and Chicanos in the Southwest”

“Chicano Youth and Educational Achievements: Case Studies in Fresno”

Exploring Identity: Issues of Family, Gender and Equality”

“Farm Workers in California: The struggle towards equality and representation”

25% of the grade will be based on this component. First draft is due during mid-term, and the final version is due a week before final exam.

Events: Every student will have to attend three community events (art, presentation, music, etc.). A written report will have to be submitted for each event. (10% of the final grade)

Required texts for the course:

Acuña, Rodolfo. Occupied America: A History of Chicanos (New York: Harper & Row), 1988.

Schaefer, Richard. Racial and Ethnic Groups (New York: HarperCollins College Publishers) 1997.

Moore Joan & Pachon Harry. Hispanics in the United States (Englewood Cliffs, NJ: Prentice-Hall) 1995.

Riding Alan. Distant Neighbors (New York: Bantam Books) 1987.

GROUND RULES FOR THIS CLASS:

1. All comments and opinions are respected and considered, as long as they are expressed in a considered and respectful manner. If this first condition is not met, the instructor has the prerogative of stopping and/or taking disciplinary action, including expulsion.
2. Be punctual, alert and energetic, and leave the class when the instructor so indicates. Not in the middle, or during recess or after.
3. If you have personal issues emerging regarding some of the topics that we are going to be addressing, please feel free to share them with the group, but don not act out on them. This is a safe environment for discussion and problem solving.
4. No excuses of any kind regarding exams, attendance and/or projects. No make up exams, no make up activities.
5. Dressing is informal but the instructor does not accept hats or caps to be used in the classroom.
6. No whining, complaining, and/or lamenting your bad luck for so much work.

7. I expect very much from my students. Your commitment is to obtain the best grade. By the way, the grade is earned by hard work. You are not entitled to it by birth and/or tuition.
8. You are going to be teachers, you need to begin using mirror awareness from now on (If I behave this way, what can I expect from my students if I transfer this behavior to my professional endeavors?)
9. Plagiarism is punished with expulsion at California State University, Fresno. Give those who worked hard in writing papers, articles, books the recognition they deserve for their honest and intelligent work.
10. Proper attitudes are absolutely essential for taking advantage of great experience. Be aware that your attitude, expectations and perceptions of the issues under examination are going to be permeating every single aspect of your life here and later in your professional life.

Schedule of Activities

Week One: Introduction to the course:
Description of content and requirements
Basic Concepts: Ethnicity and Race

Required Reading: **Schaefer, Richard.** **Racial and Ethnic Groups** (New York: HarperCollins College Publishers) 1997.
Chapter 1

Week Two: The Notion of Prejudice and discrimination
Schaefer, Richard. **Racial and Ethnic Groups** (New York: HarperCollins College Publishers) 1997.
Chapter 2 and 3.

Week Three: Issues of Class and Gender.
Moore Joan & Pachon Harry. **Hispanics in the United States** (Englewood Cliffs, NJ: Prentice-Hall) 1995.
Chapter 1 and 2

Week Four: Assimilation and Acculturation
Functionalism, Conflict-Based Theories and Labeling
Schaefer, Richard. **Racial and Ethnic Groups** (New York: HarperCollins College Publishers) 1997.
Chapter 3 and 4

First partial exam

Week Five: Hispanics in the United States: Diversity and Commonalties
Background and Experiences
Moore Joan & Pachon Harry. **Hispanics in the United States** (Englewood Cliffs, NJ: Prentice-Hall) 1995.
Chapter 3 and 4

Week Six: The Mexican Character and Experience
Riding Alan: **Distant Neighbors** (New York: Bantam Books) 1987.
Chapter 1 and 2

Second Partial Exam

Week Seven: The Chicano Experience
Background and Experience

Acuña, Rodolfo. Occupied America: A History of Chicanos (New York: Harper & Row), 1988.
Chapter 1

Week Eight: The Mexican American War and its consequences
Internal Colonialism and the Rise of Capitalist Hegemony in the Southwest
The case of California and Texas
Acuña, Rodolfo. Occupied America: A History of Chicanos (New York: Harper & Row), 1988.
Chapter 3 and 5

Week Nine: Labor and Discrimination in the Southwest
Acuña, Rodolfo. Occupied America: A History of Chicanos (New York: Harper & Row), 1988.
Chapter 7, 8 and 9

Third partial exam

Week Ten: Chicanos/Latinos Today
Acuña, Rodolfo. Occupied America: A History of Chicanos (New York: Harper & Row), 1988.
Chapter 10, 11 and 12

Week Eleven: Contemporary Issues in the Chicano/Latino Community:
The Chicano Civil Rights Movement
Lecture and Video

Week Twelve: Contemporary Issues in the Chicano/Latino Community:
Education, Labor and Family Issues
Reading: **Department of health and Social Services**
“Report on the Status of Hispanics in the United States” Washington D.C. 1997.

Fourth Partial Exam

Week Thirteen: Round table on Chicanos/Latinos in the U.S.
Students will organize Round tables on the following issues:
“Criminal Justice System and Latinos”
“Are we progressing or regressing?”
“What needs to be done?”

Week Fourteen: **Review and Questions**
 Paper Due

Week Fifteen: **Final Exam**

CONTRACT

I have read this syllabus and fully understand the requirements of this course. Also, I understand that failure to comply with them, as I read them and as they were explained to me will mean a failing or low grade. I understand that the instructor can evaluate my understanding of the material at any given time, and that I am going to be fully prepared to succeed. **I also understand that I should be in class on time (not late) and always, every single session. That is what I am paying for, and taxpayers are putting up with, so that I can get an education.**

But, since I am fully interested in my growth as a person and in completing successfully my educational goals, I'll do my very best to be an excellent student. I also understand that the instructor will provide me with advice and will address my problems as we go through this experience.

Signed.

Your name.....

Return this page, signed, to your Instructor.

INTRODUCTION TO CHICANO STUDIES

CLS 003
Prof. Manuel Figueroa-Unda
Office: SS 221
Office Phone: 278-5143
e-mail: manuef@csufresno.edu

DESCRIPTION

This course is designed to provide a broad and comprehensive overview of the Chicano/Latino experience in the United States. The course will explore the breath of experiences that include history, culture, political struggles, labor and community issues that explain the Chicano/Latino increasing presence and vitality in this country.

The main objective is to develop the sensitivity about the uniqueness of this experience, and the knowledge about the contributions that this important segment of this society has made. At the same time, the course will explore the misconceptions, stereotypes and basic problems confronted by Chicano/Latinos in the United States.

Finally, the course will provide an insight to the growth, vitality and opportunities that this segment of the population is creating in this time of change and globalization of the world economy and experiences.

OBJECTIVES

1. To provide the knowledge and conceptual frameworks to understand the Chicano/ Latino experience, as well as the common elements of other minorities social, political and cultural processes in the United States.
2. To provide insights about the diversity of this community, the richness of its culture, history, and an analysis of the main problems confronted throughout the years.
3. To study the contributions to the fabric of America made by Chicano/Latinos, as well as the challenges ahead as we enter into the XXI century.
4. To develop a basic understanding of the relationships with the problems, socioeconomic conditions existing in Latin America, in order to understand the reasons and causes of contemporary immigration from that area.

EVALUATION

Every student in the class should have a clear understanding of the demands that a course like this requires:

- a. **attendance:** every student will have to complete successful attendance of 90% of all sessions during the semester. Grades will be influenced by lower attendance. Attendance below 70% is inadmissible. 20 points
- b. **exams:** During the semester students will have four (4) partial exams and a final exam. Exams are going to be multiple choice with one or two essay questions. The final exam will be an essay with a minimum of 1500 words. 50 points

In this course the rule is NO MAKE UP EXAMS (unless you have a certified compelling reason).

- c. **events:** students will have to complete **three (3) events** that they must attend. The instructor will indicate the events that are going to be going on during the semester. Reports should be typed and a page long. 10points

d. **Preparedness:** students should be prepared and with the material already review for each session according to the schedule that is below.

e. **A basic research paper** (8 pages of narrative, one cover page and one bibliography page), first draft due during mid term period, and final version due a week before finals. 20 points

Topics for the paper can include issues such as:

“Latinos and Acculturation: The Three Generation Theory and its application to Chicano/Latinos”

“Subordination and Political Citizenship among Chicano/Latinos”

“Popular Culture and Resistance in the Latino Community”

“Internal Colonialism and Chicanos in the Southwest”

“Chicanos and Inequality: The Dual Split Labor Market and Latinos”

“Chicano Youth and Educational Achievement: An overview of Psychological and Social Perspectives on Achievement”

“Exploring Identity: Issues on Family, Gender and Equality”.

“Farm Workers in California: The Struggle towards Equality and Representation”

Grading schedule:

100-90 = A

89 -80 = B

79 -70 = C

69 -60 = D

59----- = F

All components for evaluation are required to complete the course.

Required reading:

Reader: CLS 003. Manuel Figueroa.

(Schaefer, Richard, **Racial and Ethnic Groups.** (New York: Harper & Row) 1988

Moore Joan & Pachon Harry, **Hispanics in the United States** (Englewood Cliffs, NJ: Prentice Hall) 1995

Riding Alan, **Distant Neighbors,** New York: Bantam Books) 1987.)

Acuña, Rodolfo: **Occupied America.** (New York: Harper & Row) 1993.

SEMESTER SCHEDULE:

Week One : Introduction:
Basic Concepts: Ethnicity, Race and Discrimination
Reader; Chapter 1

Week Two : The Notion of Prejudice and Discrimination
Multidisciplinary Perspectives on Prejudice
Multidisciplinary Perspectives on Discrimination
Examples.
The Notion of Stereotypes and Labeling
Reader: Chapter 2
Reader: Chapter 3

Week Three: **Issues of Class and Inequality: Gender and Ethnicity**
Required Reading: Fourth Chapter: "The Social Sciences and Ethnic Relations."
Functionalist, Conflict-Based and Labeling Theories.
Explaining Class , Gender and Ethnic Inequality from different perspectives

Week Four: American Ethnicity: Assimilationism and Conflict
 Theories and Perspectives on Assimilation, Ethnogenesis and Ethnic Identity
 Required Reading: Fifth Chapter: "American Ethnicity"
 and Sixth Chapter: "The Psychology of Prejudice and Discrimination"

First Partial Exam

Week Five: The Mexican Character and Experience.
 The Mexican Identity: Different realities and diversity within the Mexican community
 Required reading: Riding, Alan, **Distant Neighbors.**

Week Six: Hispanics in the United States
 The Chicano/ Latino Experience in the United States.
 Required Reading
 Reader: Last two chapters
 :Acuna's **Occupied America.** Chapter 1 and 2.

Second Partial Exam

Week Seven The Chicano Experience in Texas and California.
 Required reading: Acuna's **Occupied America.** Chapters 4 and 6.

Week Eight: Labor Experience and Discrimination.
 Required Reading: Acuna's **Occupied America.**

First Paper Draft Due

Week Nine Urban Chicanos and Latinos : A historical perspective
 Challenging America
 Required Reading: Acuna's **Occupied America.**

Week Ten: The Development of a Chicano/Latino cultural expression
From Mexico to the Southwest: The Corridos and Popular Music
 Required Reading: Moore and Pachon: selected chapters

Week Eleven: Chicano/Latinos today. Part I.
 Demographic Growth for Chicano/Latinos
 Regional Differences and Demographic realities
 Social Issues
 Required reading: Seventh Chapter of the Reader
 Acuna's **Occupied America**

Third partial exam

Week Twelve Chicano/Latinos today. Part II
 Education
 Health
 Required reading: Seventh chapter of the reader
 Report on Social Issues: Department of Health and Social Services.

Fourth partial exam.**Week Thirteen: Political Realities in the Chicano/Latino community. Part I**

Political Representation and Citizenship:

The Civil Rights Movement: From the 60s to the 90s.

Required reading: Seventh Chapter of the Reader

Week Fourteen : Political Realities in the Chicano/ Latino Community . Part II

The Legacy of the Civil Rights Movement and the Emergence of Mainstream Politics

Review and Questions

Week Fifteen: Round Table and Discussion**Week Sixteen: Final exam.**