

General Education Course Proposal

Proposed Course: CLS 005 Chicano Culture **Units** 3
Prefix No. Title

Department: Chicano and Latin American Studies **School:** Social Sciences

GE Category (Indicate one category only):

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

Existing Course ; **Revised Course** ___; **New Course** ___

Course Included in Current GE Program ___

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)
 A historical examination of Chicano culture from the pre-Columbian period to the present. The Customs, values, belief-systems, and their symbols are analyzed; important events and changes Occurring through time are emphasized

Enrollment limit per section: 40

Expected number of sections per semester-Year 1 4; **Year 3** 4-5

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

Suz Danyaly 12-1-99
 Department Chair Date

J Echeverri 4/26/00
 School Dean Date

Brandt Kehoe 2/18/00
 Associate Provost Date

John Ruzo 1/26/00
 School Curriculum Committee Date

Red Ann 2/18/00
 General Education Date
 Subcommittee

Forward Original and TWELVE copies to:
 Associate Provost for Academic Affairs, M/S 54

Attachment #2: General Syllabus
Proposed course: CLS 5 Chicano Culture

Instructor: Name
Office: Instructor's Office
Office Hours: Instructor's office hours (minimum of five hours per week)
Phone/email: Instructor's office phone and email address
Dept. Office: Social Science, Room 211A; department hours: M-F, 8:00-5:00
Dept. Phone: 278-2848

Course Description:

A historical examination of Chicano culture from the pre-Columbian period to the present. The customs, values, belief-systems, and their symbols are analyzed; important events and changes occurring through time are emphasized.

Goals and Objectives:

Specific course goals and objectives:

1. Students will examine the most significant theoretical approaches to an understanding of the cultural, ideological, political, social, and economic dimensions of the Chicano experience.
2. Students will be familiar with Dr. James Diego Vigil's model of cultural change, which consists of the concepts of class, culture, color, contact, conflict, and change. The student will also learn the following concepts: agricultural revolution, capitalism, modernization, urbanization, industrialization, colonialism, assimilation, acculturation, nationalism, nation-state formation, racism, nativism, and ethnocentrism.
3. Student will become familiar with the history of the Chicano people as well as the diversity within that experience based on regional and urban/rural differences.
4. Students will study major historical, political and social events that contributed to the incorporation of the Chicano into U.S. political and economic institutions.
5. Students will be able to identify major figures and social movements in Chicano history and their contributions.
6. Students will become familiar with current events and perspectives regarding the struggles and experiences of the Chicano people as they strive for their civil rights in today's society.

Sample Texts:

- Vigil, James Diego. From Indians to Chicanos: The Dynamics of Mexican American Culture. 2nd ed. (Prospect Heights, Illinois: Waveland Press, Inc., 1998).
- Martinez, Elizabeth. 500 Años del Pueblo Chicano/500 Years of Chicano History in Pictures. (Southwest Community Resources, 1991).
- Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Sample of Recommended Readings

- Montejano, David, ed. Chicano Politics and Society in the Late Twentieth Century. (Austin: University of Texas Press, 1999).
- Flores, Richard R., ed. Reflexiones 1999: New Directions in Mexican American Studies. (Austin: University of Texas Press, 2000). **(forthcoming)**
- Padilla, Yolanda C., ed. Reflexiones 1998: New Directions in Mexican American Studies. (Austin: University of Texas Press, 1999).
- Foley, Neil, ed. Reflexiones 1997: New Directions in Mexican American Studies. (Austin: University of Texas Press, 1997).

Fees: There are no fees associated with this course

Sample Assignments

Students will be evaluated according to the following requirements:

1. **Attendance.** Students will have to have at least 90% attendance during the semester. Their attendance record will determine the percentage of weight of this component in the general grade. (10%)
2. **Exams.** Students will have to complete a midterm, final, and four (4) vocabulary quizzes during the semester. The midterm and final will be essay exams. The midterm is worth 20% of the final grade and the final is worth 30% of the final grade. The four quizzes are worth 10% of the final grade.
3. **Research Paper.** Students will write an 8-10 page final research paper, evaluating and analyzing a topic or issue related to the Chicano experience. The research paper must contain a minimum of 7 sources from journals or books. The research paper will be graded based on content, format, style, mechanics, and a clear defined style manual such as MLA or APA. (30%)

Grade distribution: A total of 100 points are possible in the course

A= 100-90

B= 80-89

C= 70-79

D= 60-69

F= 50-59

Course Topics:

Topic 1: Introduction: Interpreting the Chicano Past

(Approx. 1 week)

Introduction. Vigil, James Diego, From Indians to Chicanos. 2nd ed. (Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 1. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 2: Pre-Columbian Mesoamerica (Approx. 1 week)
Chapter 1. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Topic 3: Aztec Thought and Culture (Approx. 1 week)
Chapter 2. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Topic 4: Iberian Roots and Conquest (Approx. 1 week)
Chapter 3. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).
Chapter 2. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 5: The Spanish Borderlands during the Spanish Colonial Era (Approx. 1 week)
Chapter 4. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).
Chapter 3. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 6: The Bourbon Reforms and Independence (Approx. 1 weeks)
Chapter 5. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Topic 7: Early Nineteenth-Century Mexico and the Borderlands (Approx. 1 week)
Chapter 6. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).
Chapter 4. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 8: Manifest Destiny and the Conquest of the Southwest (Approx. 1 week)
Chapter 7. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Topic 9: Mexican Americans After the Mexican War, 1848-1860 (Approx. 1 week)
Chapter 5. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 10: The Construction of an Underclass, 1860-1910 (Approx. 1 week)
Chapter 6. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 11: Struggle and Strife: Social Conditions of Chicanos, 1910-1930 (Approx. 1 week)
Chapter 8. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).
Chapter 7 & 8. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

History. (New York: Houghton Mifflin, 1999).

Topic 12: Chicanos in the Great Depression and World War II, 1930-1945 **(Approx. 1 week)**

Chapter 8. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 9 & 10. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 13: The Cold War and the Struggle for Chicano Power, 1945-1974 **(Approx. 2 weeks)**

Chapter 9. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 11 & 12. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Topic 14: The Chicano Experience in Contemporary America **(Approx. 1 week)**

Conclusion. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 13 & 14. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

General Information:

1. **Attendance policy.**
2. **Missed quizzes, make-up work, late paper policy.**
3. **Cheating and plagiarism:** Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished work of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

Information for disabled students: If you are disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course are made.

Classroom conduct - Student are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the Catalog and the Schedule of Courses.

Dropping the class - As per university policy, students may withdraw from the class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is not a serious and compelling reason to drop. The overscheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.

Scheduling Caveat: The above schedule and procedures for this course, accurate at the time of writing, are subject to change in the event of extenuating circumstances.

Attachment #3: Typical Syllabus
Proposed course: CLS 5 Chicano Culture

Instructor: Dr. Carlos Pérez
Instructor's Office: Science Building, Room 152
Office Hours: Monday, Wednesday, and Friday, 12:00-2:00 p.m.
Phone/email: 278-8352 cperez@csufresno.edu
Dept. Office: Social Science, Room 211A; department hours: M-F, 8:00-5:00
Dept. Phone: 278-2848

Course Description:

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- Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

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- Montejano, David, ed. Chicano Politics and Society in the Late Twentieth Century. (Austin: University of Texas Press, 1999).
- Flores, Richard R., ed. Reflexiones 1999: New Directions in Mexican American Studies. (Austin: University of Texas Press, 2000). **(forthcoming)**
- Padilla, Yolanda C., ed. Reflexiones 1998: New Directions in Mexican American Studies. (Austin: University of Texas Press, 1999).
- Foley, Neil, ed. Reflexiones 1997: New Directions in Mexican American Studies. (Austin: University of Texas Press, 1997).

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Grade distribution: A total of 100 points are possible in the course

A= 100-90

B= 80-89

C= 70-79

D= 60-69

F= 50-59

Course Schedule and Reading Assignments:

Dates indicate time by which reading should be completed

Week 1: Introduction: Interpreting the Chicano Past

Introduction. Vigil, James Diego, From Indians to Chicanos. 2nd ed. (Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 1. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Short Essays: Gilbert G. González and Raúl Fernández, *Alternative Approaches to*

Chicano History

Alex M. Saragoza, *Recent Approaches to Chicano History*

David G. Gutiérrez, *Chicano/a Historians and the Revision of Western History*

Week 2: Pre-Columbian Mesoamerica

Chapter 1. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 2. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Short Essays: Carlos G. Vélez-Ibáñez, *Cultural Roots of Ancient Southwest Indians*

Carroll L. Riley, *The Indians of the Southwest in 1492*

Week 3: Aztec Thought and Culture

Chapter 2. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

First Quiz

Week 4: Iberian Roots and Conquest

Chapter 3. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 2. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: A Franciscan Friar Describes the Land and People of New Mexico, 1541

Spain Asserts Control over the Indians of Nueva Galicia, Mexico, 1570

The Pueblo Indian's Call for War, 1680

Teodoro de Croix Reports on Pacifying the Indians in California, 1781

Colonel Don Antonio Cordero Describes the Apaches, 1796

Short Essay: Antonia I. Castañeda, *Sexual Violence and the Politics of Conquest in Alta California*

Week 5: The Spanish Borderlands during the Spanish Colonial Era

Early Mexicano Communities on the Northern Frontier, the Spanish Colonial Period to 1821

Chapter 4. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 3. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: Bishop Tamarón Visits New Mexico, 1760

Captain Pierre Marie François de Pagès Reports on Early Settlements in Texas, 1767

Survivor María Ana Montielo Recounts the Uprising at Yuma, Arizona, 1781

Jean François La Pérouse Describes the Mission Indians of Carmel, California, 1786

Justice of the Peace Cornelio Vigil Restores a Land Grant to New Mexican Citizens, 1842

Short Essays: Antonia I. Castañeda, *Gender, Race, and Culture in the History of the California Frontier*

Gerald E. Poyo and Gilbert M. Hinojosa, *Spanish Texas and Borderlands Historiography*

Week 6: *The Bourbon Reforms and Independence*

Chapter 5. Vigil, James Diego, From Indians to Chicanos. 2nd ed. (Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Second Quiz

Week 7: *Early Nineteenth-Century Mexico and the Borderlands*

Early Mexicano Life and Society in the Southwest, 1821-1846

Chapter 6. Vigil, James Diego, From Indians to Chicanos. 2nd ed. (Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 4. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: Eulalia Pérez Recalls Early California, 1823

Captain Frederick W. Beechy Describes the California Missions, 1826

General Manuel Mier y Terán Reports on the Texas-Coahuila Territory, 1828-1829

Eulalia Yorba Gives an Eyewitness Account of the Siege of the Alamo, 1836

Olibama López Recalls Pioneer Life in Colorado's San Luis Valley in the Early Nineteenth

Century Joshua Gregg Paints a Picture of La Tules

Ralph Emerson Twitchell Offers an Opinion of La Tules

Short Essays: David J. Weber, *Mythmaking and the Texas Revolution*

Holly Beachley Brear, *Creating the Myth of the Alamo*

Deena J. González, *La Tules of Image and Reality*

Week 8: *Manifest Destiny and the Conquest of the Southwest*

Chapter 7. Vigil, James Diego, From Indians to Chicanos. 2nd ed. (Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Midterm Exam

Week 9: *Mexican Americans After the Mexican War, 1848-1860*

Chapter 5. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: The Treaty of Guadalupe Hidalgo Establishes Borders, 1848

Secretary of State James Buchanan Reacts to the Treaty of Guadalupe Hidalgo, 1848

John Rollin Ridge Reflects on the Life of Joaquín Murieta, 1850

A California Newspaper Condemns Violence Against Mexicans, 1856

William W.H. Davis Comments on the Customs of the Spanish-speaking New Mexicans, 1857

John Hittel Reviews Mexican Land Claims in California, 1857

Juan Cortina Calls Texas Mexicans to Armed Resistance, 1859

Short Essays: Leonard Pitt, *The Origins of Nativism in California*

Antonia I. Castañeda, *Anglo American Stereotypes of Californians*

Arnoldo De León, *Life for Mexicans in Texas After the 1836 Revolution*

Week 10: *The Construction of an Underclass, 1860-1910*

Conflict and Community Among Mexican Americans in the Southwest, Late Nineteenth and Early Twentieth Centuries

Chapter 6. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: Mexico's Investigative Commission Reports on Violence and Theft Along the Texas-Mexico Border, 1873

Miguel Antonio Otero Remembers New Mexico, 1880

Las Gorras Blancas Announce Their Platform, 1890

The Californio "First Families" Are Recalled, 1891

Gregorio Cortez Is Immortalized in Song, 1901

Short Essays: Deena J. González, *The Unmarried Women of Santa Fe, 1850-1880*

Sara Deutsch, *Chicano/a Frontier and Regional Communities in the Southwest*

Movie: *The Ballad of Gregorio Cortez*

Third Quiz

Week 11: *Struggle and Strife: Social Conditions of Chicanos, 1910-1930*

Chapter 8. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 7 & 8. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: Victor S. Clark Comments on Changes in Mexican Immigration to the United States, 1908

The Reverend Pedro Grado Addresses El Congreso Mexicanista, 1911

Flores de Andrade Recalls Her Revolutionary Activity as an Immigrant in El Paso, Texas, 1911

Samuel Bryan Analyses Increases in Mexican Immigration, 1912

"Los sediciosos" (The Seditious) Commemorates Mexican American Resistance in South Texas, 1915

The Reverend Robert N. McLean Assesses Protestant Religious Work Among Mexicans, 1923

The Reverend Robert N. McLean Reports on Colorado Mexicans, 1924

Anita Edgar Jones Surveys Mexican Life in Chicago, 1928

Ernesto Galarza Defends Mexican Immigrants, 1929

Merton E. Hill Outlines a Program for Americanizing the Mexicans, 1931

Elisa Silva Describes Mexican Immigrant Life in Los Angeles, 1920s

Short Essays: Mario T. García, *Mexican Immigrant Women in El Paso, Texas*

Emilio Zamora, *Mexican Voluntary Organizations of South Texas*

Zaragosa Vargas, *Mexican Immigrants in the Midwest*

Vicki L. Ruiz, *The Acculturation of Young Mexican American Women*

Week 12: *Chicanos in the Great Depression and World War II, 1930-1945*

Chapter 8. Vigil, James Diego, From Indians to Chicanos. 2nd ed.

(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 9 & 10. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999).

Document Briefs: U.S. Commissioner General of Immigration Reports on Mexican Immigration, 1931

Carey McWilliams Assails Mexican Repatriation from California, 1933

Frank C. McDonald Recounts Events Leading to Mediation of the California Cotton Pickers Strike, 1933

Elsie Chavez Chilton Recalls Relatives Working with the Civilian Conservation Corps Near Las Cruces, New Mexico, 1930s

Susana Archuleta Looks Back at Jobs with the Civilian Conservation Corps and the National Youth Administration in Northern New Mexico, 1930s
 Bert Corona Remembers the Civil Works Administration Camps in El Paso, Texas, 1934
 Philip Stevenson Describes the Deportation of Jesús Palleres, 1936
 Emma Tenayuca Reminisces About Labor Organizing in San Antonio, Texas, 1936-1938
 Raúl Morín Discusses Mexican Americans in Military Service, 1942
 The Coordinator of Inter-American Affairs Applauds the Mexican American War Effort, 1943
Los Angeles Times Appeals for an End to the Zoot Suit wars, 1943
 The Citizen's Committee for the Defense of Mexican American Youth Reports on the Sleepy Lagoon Case, 1943
 Beatrice Morales Clifton Recalls Her Experiences at a California Lockheed Plane Factory, 1944
 Carlos E. Castañeda Testifies on Job Discrimination Against Mexican Americans in War Defense Industries, 1945
Short Essays: Devra Anne Weber, *Oral History and Mexicana Farmworkers*
 María E. Montoya, *The Civilian Conservation Corps in Northern New Mexico*
 Stuart Cosgrove, *An Interpretation of the Causes of the Zoot-Suit Wars*
 Richard A. Santillán, *The Contributions of Mexican American Women Workers in the Midwest to the War Effort*

Week 13: *The Cold War and the Mexican-American Generation, 1945-1960*

Chapter 9. Vigil, James Diego, *From Indians to Chicanos*. 2nd ed.
 (Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 11. Vargas, Zaragosa. *Major Problems in Mexican American History*. (New York: Houghton Mifflin, 1999).

Document Briefs: *Méndez et al. v. Westminster School District* Addresses School Segregation, 1946

Isabel González Offers a Dismal Report on Mexican Americans, 1947

Beatrice W. Griffith Analyzes Eduardo Roybal's Election to the Los Angeles City Council, 1949

Hart Stilwell Warns of the Problem of Undocumented Mexican Immigration, 1949

The American GI Forum and the Texas State Federation of Labor Condemn Undocumented Mexican Immigration, 1953

Short Essays: Mario T. García, *The Asociación Nacional México-Americana (ANMA)*

Kitty Calavita, *The U.S. Government's Unofficial Role in the Bracero Program*

Fourth Quiz

Week 14: *The Struggle for Chicano Power, 1965-1974*

Chapter 12. Vargas, Zaragosa. *Major Problems in Mexican American History*. (New York: Houghton Mifflin, 1999).

Document Briefs: María Moreno Remembers Farmworker Life, 1965

Ernest Vigil Opposes Induction to Fight in Vietnam, 1968

Reies Lopez Tijerina Writes an Open Letter from the Santa Fe Jail, 1969

The Chicano Coordinating Council on Higher Education Discusses the Movimiento Estudiantil Chicano de Aztlán (MECHA), 1969

Armando Rendon Recalls the Winter Garden Project of the Mexican American Youth Organization (MAYO), 1969

César Chávez Speaks with Bob Fitch About La Causa, 1970

Lea Ybarra and Nina Genera Report on Chicano Mobilization Against the Vietnam War, 1972
Short Essays: Armando Navarro, *The Mexican American Youth Organization*
Margaret Rose, *The Significant Role of Chicanas in the United Farm Workers' Boycott*
Research Paper due

Week 15: *The Chicano Experience in Contemporary America*

Conclusion. Vigil, James Diego, From Indians to Chicanos. 2nd ed.
(Prospect Heights, Illinois: Waveland Press, Inc., 1998).

Chapter 13 & 14. Vargas, Zaragosa. Major Problems in Mexican American History. (New York: Houghton Mifflin, 1999)

Document Briefs: Grape Workers Issue Boycott Day Proclamation , 1969
José Angel Gutiérrez Calls for Political Action, 1970 La Raza Unida Convention Announces Its Priorities, 1972

Dolores Huerta Recalls Democrat and Republican Response to the Farmworker Issue, 1972

Vilma S. Martínez Testifies Before the U.S. Commission on Civil Rights About the Mexican American Legal Defense and Educational Fund (MALDEF), 1975

Juan Vásquez Discusses Willie Velásquez and the Southwest Voter Registration Education Project (SVREP), 1979

Frank del Olmo Characterizes Southern California's Latinos as "A People Living on the Bridge Between Two Worlds," 1983

Lety Martínez González Writes About Life as an Undocumented Mexican in California, 1990

Marta López-Garza Chronicles the Chicano Quest for Power in Los Angeles, 1992

Nina Schuyler Reports on the Mothers of East Los Angeles and Their Struggle for Their Community, 1992

George Ramos and Tracy Wilkinson Analyze the Los Angeles Riots, 1992

Rubén Martínez Describes the Fight Against Proposition 187, 1995

Frank del Olmo Explains What Latinos Have to Lose by Proposition 209, 1996

Short Essays: Ignacio M. García, *The 1972 Campaign of Ramsey Muñiz for Governor of Texas*

Tony Castro, *Gaining the Mexican American Vote in the 1972 Presidential Elections* Journalist

Mary S. Prado, *Mexican American Women's Activism in East Los Angeles*

Rodolfo F. Acuña, *The Struggle for Control of Los Angeles Government*

Elizabeth Martínez, *Latina Liberation*

Final Exam

General Information:

Attendance policy. Students will have to have at least a 90% attendance during the semester. Please keep in mind that a student's attendance record will determine the percentage of weight of this component in the general grade (20%).

Missed quizzes, make-up work, late paper policy. Make-ups for exams will be considered in **documented** cases of extreme necessity only. Written work will be penalized one-third of a grade (e.g. from A to A-) for each day past the due date.

Cheating and plagiarism: Cheating and/or plagiarism will not be tolerated in this course. University policy defines "cheating" as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means." University policy defines "plagiarism" as "a specific form of cheating which consists of the misuse of the published and/or unpublished work of another by representing the material so used as one's own work." Depending on the seriousness of the action, a student may be penalized by "F" on the assignment up to an "F" in the course and the filing of a Cheating/Plagiarism Report to be placed in the student's permanent academic record.

Information for disabled students: If you are disabled student, be sure to identify yourself to the University and the instructor so that reasonable accommodation for learning and evaluation within the course are made.

Classroom conduct - Student are responsible for following the University's policies regarding conduct of courses, including cheating, plagiarism, and classroom disruption. Policies can be found in the Catalog and the Schedule of Courses.

Dropping the class - As per university policy, students may withdraw from the class for any reason through the seventh day of instruction. After that time, students may drop a class only for "serious and compelling reasons." The difficulty of the class is not a serious and compelling reason to drop. The overscheduling of classes is not a serious and compelling reason to drop either; it is your responsibility, in consultation with your academic advisor, to register for an appropriate number of units. Medical reasons must be accompanied by a doctor's statement indicating inability to attend class. Similarly, a change in work schedule involving a continuing job obligation must be accompanied by a statement from the employer on company letterhead.

Scheduling Caveat: The above schedule and procedures for this course, accurate at the time of writing, are subject to change in the event of extenuating circumstances.