This course introduces the students to the complexity and diversity of contemporary Chicano society in the United States. The impact of American values on the socialization of Mexican Americans will be assessed with particular emphasis on political, economic, social, cultural and educational institutions.

**Class format and expectations**
Class will include lectures, discussions, group activities, and films. Your active engagement in class is essential for a productive and successful semester.

**Participation and attendance**
Open and critical discussion is important for a thorough understanding of the course material. Thus you are expected to be present and actively participate during the class. Your participation grade will consist of your preparation for and involvement in class discussions and activities, and include your contribution to a constructive and productive educational environment for yourself and the class. Therefore, excessive absences or tardiness (3 or more times) will have a negative effect on your grade. In addition, to be actively engaged in class, all electronic devices (cell phones, MP3 players, iPods, laptops, etc.) must be turned off during class. Permission to use a laptop during class, you must be requested from me beforehand.

**Course Text**
Drink Cultura, Jose Burciaga
Online article (MyEcc)

**Course Assignments**
Midterm Essay (Multiple choice) (100 points)
Scholarly Article readings, 5 journal responses (each entry, 20 points each) (100 points)
Video journals 4 (each journal is worth 25 pts) (100 points)
Family/ Community research project (100 points)
Group Activity (100 points)
Final (100 points)
Total points (600 points)

**Grading Scale:**

Extra Credit: To be announce

**SLO**
The Chicano in Contemporary United States history. In a written or oral assignment, students will reveal an understanding of important concepts of race and ethnicity and will successfully apply theoretical frameworks of race relations to assess past and/ or present issues in American society.
Course Objectives
1. Evaluate Chicano group diversity and how this impacts self-images and self-identities in racial and cultural terms.
2. Identify the influence of the “American way of life” on Chicano family and religious values.
3. Analyze the “marginal man” concept and how it relates to the Mexican American experience in the United States.
4. Assess the socialization role of the educational system in the de-Mexicanization of the Chicano youth.
5. Evaluate the various political theories that synthesize the Chicano political condition in the United States.
6. Explain the various responses to Feminism in the Chicano/Chicana experience in the United States.
7. Explore and assess the group’s relations with immigrants and with other racial minorities.
8. Identify the cultural ethos of Mexicanism, Americanism, and Chicanismo.

Introduction and Framework of Analysis: Historical Overview
Define Sociology
Describe developing sociological perspectives, sociological research, and culture.

Readings: “Teaching Chicano Sociology A Response to the Academic Stock-Story about Ethnic Studies”, “Sociology of Chicanos or Chicano Sociology A Critical Assessment of Emergent Paradigms”

Race and Ethnicity:
Race and Self Identity issues
Race and Ethnicity: Key concepts and historical context

Racial and Cultural Stereotypes
Development of Racial Group Relations in the U.S
Racial Group Relations Today in the U.S
Anti-Spanish, Anti-Mexican, “Black Legend”,
Notion of white as American

Melting pot theory

Immigrant mythology

Group discussion: The social impact of stereotypes and labels

Readings: “Race and Race Theory”, “Sociological Criminology and the Mythology of Hispanic Immigration and Crime”
Video: Uneasy neighbors

Cultural elements of Chicano Experience

Chicano typologies

Mexicanism

Chicanismo

Americanism

Alienation and negative Self-image

Short Video: Los Vendidos

Readings: Cultura: The Joy of Jalapenos, Cultura: Pinatas, Cultura: Return to the Motherland, Cultura: He who has Two masters Disappoints one... or both

Midterm

Stratification, Class and Inequality

Readings: The Iconography of Chicano Self-Determination: Race, Ethnicity, and Class

The Family

Describe marriage and the Family.

Mexican versus Chicano

“Chicano Family- Chicano aged”

Role-playing

Cultural (Gente Decente Versus Gente Baja)

Marriage patterns

Sex Roles

Readings: Cultura: A Mixed Tex-Cal Marriage, Cultura: Childhood, Imagination and the Art Process


Video: La Linea

Gender

Machismo
Myths and Misconceptions
Relativity and Degrees of Machismo

Readings: “Chicano Family- theorizing justice”, Chicano family Societal Change and Change in family

**Feminism**

Stages and categories
Barrio and Non barrio Divergence


**Religion: Traditional Religious values and Secular Humanism**

Religious background culture
Indigenous, Mexican, Chicano, American culture


**Education**

De- Mexicanization
Americanization
Socialization Impact

**Educational Issues**

Drop-out rates

Bilingual- Bicultural education
Access to Higher education
Ethnic Studies

Readings: “Run to Freedom Chicanos and Higher Education”, All the things I learn in school weren’t necessarily true, ”Cultura: La Cate, Cultura: Chief Wachuseh, Cultura: Pendejismo

Video: Fear and Learning at Hoover Street Elementary

**Politics and the Chicano experience: Groups and organizations**

Theoretical Models
i. Describe groups and organizations
ii. Describe the social change and social movements
Assessing Participation in the American Political system
iii. Describe government, political power, and war.

Political Leadership in the Chicano communities of the United States

Describe urbanization and population

Readings: Cultura: The Last Supper of Chicano heroes, Cultura: Ernesto Galarza

Describe deviance, crime, and social conformity

Social interaction


Video: Blood in Blood Out (Note: View at Home) http://www.youtube.com/watch?v=3-zeKzwNqVg

Social interaction: Group Relations with Other Minorities in the United States

Describe socialization and the life cycle.


Video: Mi Vida Loca (Note: View at Home) http://www.youtube.com/watch?v=WY7cFXsZ01I

Economic: labor and Unions

Social structure: group and institutions
Describe work and economics life
Chicano’s in the U.S.” a history of exploitation and resistance.

Readings: Cultura: My Ecumencial Father, Cultura: Beggars and Pordioseros

Short Video: No Grapes

Health

Readings: Education Why Susto, The Failure of Comprehensive Health Services to Serve the Urban Chicano, Susto Revisited Illness as Strategic Role, Chicano Family- Mental health

Mass media and Chicano popular culture

1. Mass Popular Culture


Final
Family History Project: How to conduct an Oral History

http://dohistory.org/on_your_own/toolkit/oralHistory.html

Guidelines will be posted online via MYECC. Instructor will provide further instruction.

All students will have the opportunity to contribute to understanding the social history of the greater Los Angeles community by researching and writing the life history of a single individual. The essay will place the life experience within the social context of the major themes and issues of Los Angeles social- history. Students will utilize an oral history approach with the instructor providing further guidance regarding the interviews and their analysis.

Scholarly Article Review Guidelines

The purpose of a scholarly article review is to assess the strengths and weaknesses of the particular assigned readings. In the article review, you also report on the content of the article, in addition to explaining what you found to be its most valuable contributions or shortcomings. (You need to do this without resorting to the first person [“I”]. Since readers assume that as a reviewer you are expressing your own opinions, it is unnecessary to preface your statements with “I think,” or “in my opinion...”).

To understand your own reaction to the article, you must first read it carefully and critically. Take notes while reading and/or highlight/mark passages.

A standard structure for a scholarly article includes:

* relating the author’s main point – or thesis – at the beginning.

* describing the author’s viewpoint and purpose for writing the article, noting any aspects of the author’s background that are important for understanding his or her perspective. (The acknowledgement section is often a great place to find out more about the author).

* noting the most important evidence the author presents to support his or her thesis and evaluating its persuasiveness.

* concluding with a final evaluation of the article, possibly discussing who would find this reading useful and why.
*Maintain the same attention to structure and grammar that you would in any history paper – i.e. your review must have an introduction, a main body, and a conclusion. Your introduction should discuss your thesis, and the conclusion should summarize your argument. The body should develop your thoughts and support your thesis with specific examples from the text.

**SCHOLARLY ARTICLE REVIEW DOs**

- Tell the reader which book you are reviewing
- Determine the thesis of the book
  * What is the major thesis, or argument, the book makes?
  * What is the author trying to prove?
  * Are there any more “narrow” sub-arguments that support the overall thesis?
- Determine the articles evidence
  * What evidence does the author use?
  * On what sources and secondary literature is the article based? How are they used?
- Analyze the readings critically
  * What are its strengths and weaknesses?
  * What was good about it?
- Use direct quotations sparingly; Use either footnotes or endnotes
- Revise your review

Leave your review aside for a day, and then get back to it and read it with a fresh eye. Aim for clarity and concision as you make your first revisions. No history paper – whether a book or article review, a short essay, or a research paper – is “finished” after the first draft!

**SCHOLARLY ARTICLE REVIEW DO NOTs**

- Do not merely summarize the Scholarly readings
- Do not use the passive voice
- Do not use such phrases as “I thought it was interesting,” “In my opinion”.
- Do not overuse phrase such as “The author says/argues….“.