The Chicano in Contemporary United States Society

This course introduces the student to the complexity and diversity of contemporary Chicano society in the United States. The impact of American values in 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 (Discussions)
Mexican Americans: A Sociological Introduction by Philip E. Lampe (Ebook)
Online Articles (MyEcc)

Course Assignments
5 Scholarly Article readings (each entry 20 pts) (100 points)
5 Chapter Summaries: Lampe. (each entry 20 pts) (100 points)
Midterm Essay (100 points)
Video Responses 5 (each journal is worth 20 pts) (100 points)
Family/ Community Research Project (85 project, 15 presentation) (100 points)
Final (100 points)
Total points (600 points)

Course Objectives:

1. Identify and describe the various theories utilized to interpret the status of contemporary Chicano society in the United States.

2. Evaluate Chicano group diversity and its impact on cultural, and racial self-identity labels.

3. Analyze the diverse components of the primary intellectual influences that shape modern Chicano and Mexican American behavior.

4. Evaluate the "marginal man" concept and how it relates to the Mexican American experience in the United States.

5. Identify and analyze the influence of the American Way of Life on traditional Chicano family and religious values in today's society.

6. Discuss the changing characteristics of Mexican American families including marriage patterns, gender and extended family ties.

7. Explain and discuss the various dimensions of feminism among Chicanas in the United States including the intellectual and cultural influences that shape this philosophy.

8. Outline and assess the complexity of machismo and the varied perceptions held by Americans, Mexicans, Chicanos and Chicanas regarding its origins, purpose and role in culture.

9. Identify and evaluate the importance historically of the American educational system in the deMexicanization of cultural values among Chicano children enrolled in public schools.

10. Analyze the factors that have contributed to the rise of gang behavior among Mexican American adolescents and describe the consequences to family and community life in the barrios of the Southwest.

11. Discuss the importance and role of ethnic studies programs as a vehicle for college success among Chicano students since its establishment as a discipline during the Chicano civil rights movement.

12. Identify and evaluate the consequences of political empowerment at local, state and national levels since the 1970s by Mexican Americans.

13. Discuss the group's relations with immigrants and other minorities with emphasis on economic and political issues.

14. Assess the economic disparity between barrio and non-barrio Chicanos and Mexican Americans and how this influences educational opportunities and health conditions among the group.
**Student Learning Outcomes:**

**SLO #1** Concepts of Race and Ethnicity Upon completion of Ethnic Studies 3, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze the socioeconomic and political factors that confront Chicanos(as) as they interact in American society.

**ADA Statement:** El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

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**Week 1**

**Thursday 5:**

Introduction to the course

Framework of Analysis: Historical Overview

Define Ethnic Studies. Who are the Chicano/as?

**Workshop:** How to Summarize Course Readings

**Friday 6:**

**Read:** “Teaching Chicano Sociology A Response to the Academic Stock-Story about Ethnic Studies” *(No summary)*

**Workshop:** How to Read Drink Cultura

Discussion: Drink Cultura, Chief Wachuseh

**Week 2**

**Monday 9:**

Race and Self Identity issues

Race and Ethnicity: Key Concepts and Historical Context

Discussion: Drink Cultura, Con Safos

**Read:** Lampe: Introduction: 1- 17pg. *(No summary)*
Tuesday 10:
Racial and Cultural Stereotypes
Development of Racial Group & Racial Group Relations Today in the U.S
**Readings:** Race and Race Theory by Howard Winat and Michael Omi, (*1st summary*)
Race and Class in the Southwest: A Theory of Racial Inequality by Mario Barrera (*2nd summary*)
Discussion: Drink Cultura, Mando, La Luz and Esmelta

Wednesday 11:
Anti-Spanish, Anti-Mexican, “Black Legend”
Notion of white as American
Discussion: Drink Cultura, The Great Taco War
**Group discussion:** The Social Impact of Stereotypes and Labels

Thursday 12:
Melting pot theory & Immigrant Mythology
Discussion: Drink Cultura, The desert
**Readings:** “Sociological Criminology and the Mythology of Hispanic Immigration and Crime” (*3rd summary*)

Friday 13:
Discussion: Drink Cultura, The Joy of Jalapenos
**1st Video Response:** Uneasy Neighbors
**1st Chapter Summary:** Lampe, Chapter 1 Ancestral Development (1519-1848)

Week 3
**Monday 16:**
Discussion: Drink Cultura, A Mixed Tex-Cal Marriage
Cultural elements of Chicano Experience
**Chicano typologies, Mexicanism, Chicanismo, Americanism**
Tuesday 17:
Alienation and negative Self-image

2nd Video Response: Los Vendidos

2nd Chapter Summary: Lampe: Chapter 2 Nascent Ethnic Development (1848-1929)
Discussion: Drink Cultura, Dear Mr. Consulate

Wednesday 18:
The Family
Cultural (Gente Decente Versus Gente Baja)
Discussion: Drink Cultura, All the things I learned in school weren't necessarily true

Thursday 19:
Mexican versus Chicano
Discussion: Drink Cultura, La Cuetlaxochitl and Return to the Motherland

Readings for Group Discussion on the Chicano Family (I will assign the groups)

Group 1: “Using Kin for Child Care Embedment in the Socioeconomic Networks of Extended Families”

Group 2: “A Reinterpretation of Male Dominance in the Chicano Family”

Group 3: “Child Behavior in Mexican American Chicano Families Maternal Teaching and Child-Rearing”

Group 4: “Complexity of Father Involvement in Low-Income Mexican American Families”

Group 5: “Father's Occupation and Son's Personality Findings and Questions for the Emerging Linkage”

Friday 20:
Marriage patterns & Sex Roles
Discussion: Drink Cultura, A magazine for the dead

3rd Video Response: La Linea (Family dynamics)

Midterm

Week 4
Monday 23:
Machismo: Myths and Misconceptions
Relativity and Degrees of Machismo
Discussion: Drink Cultura, He who has two masters disappoints one...or both
Discussion: Drink Cultura, Passive resistance

Readings: “Chicano Family- theorizing justice”, “Chicano Family Societal Change and Change in Family” (4th summary)

Tuesday 24:
Workshop: How to do a Family/ Community Research Project
Discussion: Drink Cultura, Reasons to celebrate El Cinco de Mayo

3rd Chapter Summary: Lampe: Chapter 3 Growth and Accommodation (1929-1946)

Wednesday 25:
Traditional Religious values and Secular Humanism
Religious Background Culture: Indigenous, Mexican, Chicano, American culture
Discussion: Drink Cultura, Childhood, imagination, and the art process

Readings: The Role of Religion on the Health Practices of Mexican Americans
Chicano Family- religion and fertility (5th summary)
Thursday 26:
Education & Educational Issues
De- Mexicanization, Americanization & Socialization Impact
Drop-out Rates
Bilingual- Bicultural Education
Discussion: Drink Cultura, Pendejismo

Friday 27:
Access to Higher Education & Ethnic Studies
Discussion: Drink Cultura, Piñatas
5th Video Response: Fear and Learning at Hoover Street Elementary
Read: Run to Freedom Chicanos and Higher Education (Discussion)

Week 5
Monday 30:
Politics and the Chicano Experience
Groups and Organizations: Social Change and Social Movements
Urbanization and Population Demographics
Political Leadership in the Chicano Communities of the United States
Discussion: Drink Cultura, Memories of a Juarez nightlife
4th Chapter Summary: Lampe, Chapter 4 Ethnic Discontent, and Organization (1946-1962)
Read: Drink Cultura: The Last Supper of Chicano heroes, and Ernesto Galarza
Tuesday 31:
Deviance, Crime, and Social Conformity
Social Interaction, Socialization, and the Life Cycle
Group Relations with Other Minorities in the United States
Discussion: Drink Cultura, La Cate

Readings: Inner-City Children's Exposure to Community Violence How Much Do Parents Know, The Chicano and the Law an Analysis of Community-Police Conflict in an Urban Barrio

Wednesday 1:
Economic: Labor and Unions
Social Structure: Group and Institution
Work and Economics Life
Chicano’s in the U.S. a History of Exploitation and Resistance
Discussion: Drink Cultura, Tiburcio Vásquez: A Chicano perspective

Thursday 2:
Short Video: No Grapes (Discussion)

5th Chapter Summary: Lampe, Chapter 5 Ethnic Reaffirmation, and Protest (1962-1980)

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

Friday 3:
Health
Conventional and Unconventional Medicine
Discussion: Drink Cultura, First Chicano actor hired by Luis Valdés

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
Week 5

Monday 6:
Mass Media and Chicano Popular Culture

**Primary Source Analysis:** Chicano Music (selected songs from Chicano artist’s)

Discussion: Drink Cultura,

**Readings:** “The Rise of Recorded Tejano Music in the Post-World War II Years, 1946-1964”

Read: Lampe, Chapter 6 Ethnic Inclusion (1980-2012)

Tuesday 7:
Family/ Community Research Project Presentations

Final

If you are encountering any difficulties during the semester, please let me know!

Family History Project: How to conduct an Oral History

[http://dohistory.org/on_your_own/toolkit/oralHistory.html](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.