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
Mexican Americans: A Sociological Introduction by Philip E. Lampe (Via MyECC)
Online Articles (MyEcc)

Course Assignments
5 Scholarly Article readings (each entry 20 pts) (100 points)
5 Chapter Summaries (100 points)
Midterm Essay (Multiple choice) (100 points)
Video journals 5 (each journal is worth 20 pts) (100 points)
Family/Community Research Project (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**

Introduction to the course

Framework of Analysis: Historical Overview

Define Ethnic Studies:

Who are the Chicano/as?

**Workshop:** How to Summarize Course Readings

**Read:** “Teaching Chicano Sociology A Response to the Academic Stock-Story about Ethnic Studies” *(1st article summary)*

**Week 2**

Race and Self Identity issues

Race and Ethnicity: Key Concepts and Historical Context

Racial and Cultural Stereotypes

Development of Racial Group & Racial Group Relations Today in the U.S

**Read:** Lampe: Introduction: 1 - 17pg.

**Readings:** Race and Race Theory by Howard Winat and Michael Omi,

Race and Class in the Southwest: A Theory of Racial Inequality by Mario Barrera

*(2nd article summary)*
Week 3
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
1st Video Response: Uneasy Neighbors
1st Chapter Summary: Lampe, Chapter 1 Ancestral Development (1519-1848)
Read: “Sociological Criminology and the Mythology of Hispanic Immigration and Crime”
(3rd article summary)

Week 4
Cultural elements of Chicano Experience
Chicano typologies, Mexicanism, Chicanismo, Americanism
Alienation and negative Self-image
2nd Video Response: Los Vendidos
2nd Chapter Summary: Lampe: Chapter 2 Nascent Ethnic Development (1848-1929)
Readings: Drink Cultura: The Joy of Jalapenos, Pinatas, Return to the Motherland, He who has Two masters Disappoints one… or both (Class discussion)

Week 5
The Family
Mexican versus Chicano
Cultural (Gente Decente Versus Gente Baja)
Marriage patterns & Sex Roles
Readings: Drink Cultura: A Mixed Tex-Cal Marriage, Childhood, Imagination and the Art Process(Class discussion)
Week 6

Readings for Group Discussion on the Chicano Family

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”


4th Video Response: La Linea (family dynamics)

Week 7

Machismo: Myths and Misconceptions

Relativity and Degrees of Machismo

Readings: “Chicano Family- theorizing justice”,

“Chicano Family Societal Change and Change in Family” (4th article summary)

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

Midterm

Week 8

Workshop: How to do a Family/ Community Research Project

Religion: Traditional Religious values and Secular Humanism

Religious Background Culture: Indigenous, Mexican, Chicano, American culture

Read: Drink Cultura: Passive Resistance, The Desert, A magazine for the Dead (Class discussion)

Readings: The Role of Religion on the Health Practices of Mexican Americans

Chicano Family- religion and fertility (5th article summary)
Week 9
Education & Educational Issues
De-Mexicanization, Americanization & Socialization Impact
Drop-out Rates
Bilingual- Bicultural Education
Access to Higher Education & Ethnic Studies
5th Video Response: Fear and Learning at Hoover Street Elementary
Read: Run to Freedom Chicanos and Higher Education (Discussion)
Read: Drink Cultura: La Cate, Chief Wachuseh, Pendejismo

Week 10
Politics and the Chicano Experience
Groups and Organizations: Social Change and Social Movements
Political Leadership in the Chicano Communities of the United States
Urbanization and Population Demographics
Read: Drink Cultura: The Last Supper of Chicano heroes, Ernesto Galarza
4th Chapter Summary: Lampe, Chapter 4 Ethnic Discontent and Organization (1946-1962)
Readings: The Iconography of Chicano Self-Determination: Race, Ethnicity, and Class (Discussion)

Week 11
Deviance, Crime, and Social Conformity
Social Interaction, Socialization and the Life Cycle
Group Relations with Other Minorities in the United States
Read: Drink Cultura: Dear, Residence and Territoriality in Chicano Gangs, Tiburcio Vasquez: A Chicano Perspective, Mando, La Luz and Esmelta, Memoirs of a Juarez Nightlife, Con Safos,(Class discussion)
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,
Week 12
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.
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

Week 13
Health
Conventional and Unconventional Medicine
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 14
Mass Media and Chicano Popular Culture
Primary Source Analysis: Chicano Music (selected songs from Chicano artist’s)
Read: Lampe, Chapter 6 Ethnic Inclusion (1980-2012)

Week 15
Family/ Community Research Project Presentations
Review for Final

Week 16
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.