

Prof. Javier Rangel
CRN: 20315 ROOM: 313A T: 6:30-9:40
Horas de consulta: TBA

Span 262/Hum 162: Intro to Chican@ Studies
Correo electrónico: javier.rangel@imperial.edu
Phone: Ext. 760-355-6442 Oficina: 1711

Syllabus

I. Course Description

Chicano Studies as a Discipline analyses the role of the Chican@ in the United States. Special emphasis on the Chican@ cultural values, demographics and socio-cultural organization, socioeconomic organization, issues and concerns in the area of education and linguistics, politics, and legislation, as well as issues of representation through literature, art, folklore, and music.

II. Course Objectives

1. To provide students with sufficient knowledge and understanding of Chican@ history in the United States.
2. To provide students with sufficient knowledge and understanding of Chicano Culture, customs, traditions, and values.
3. To acquaint students with Chican@ / Latin@ issues in the area of the arts, education, politics.
4. Students will demonstrate understanding of the process of acculturation and assimilation (as well as the processes of hybridity and transculturation).
5. It is expected that, through group discussions, students will show inter-cultural understanding through group discussions, presentations, and exams.
6. Students will develop a critical perception of Chican@ migration, and immigration in the Western Hemisphere.
7. Students will demonstrate knowledge and understanding of Chican@ community issues.

III. Student Learning Outcomes (SLO's): By the conclusion of this course the student should be able to research, analyze, identify and examine the culture, values and contributions of Mexican American to the United States through writing
Assessment Tool: Research Paper

Institutional Outcome: ISLO1, ISLO2, ISLO5

IV. Required Texts:

*Chicano Studies : Survey and Analysis

[Dennis J. Bixler-Marquez](#), [Lorenzo G. Lafarelle](#), [Carlos F. Ortega](#), [Rosalia Solorzano Torres](#) (Kendall Hunt Pub Co; 3 edition (May 30, 2008)

***Canicula: Snapshots of a Girlhood En la Frontera**

Author: [Norma Elia Cantu](#)

Film: "Chicano: The History of the Mexican American Civil Rights Movement" (pts 1-4). Available at the Instructional Media Library, Powel 270. (You will view parts 1 through 4).

Film: **The U.S. Mexican War (1846-1848)**

NOTE: IF YOU MISS A FILM VIEWING SESSION THERE IS A STRONG POSSIBILITY THAT MAY NOT BE ABLE TO MAKE IT UP. THE INSTRUCTOR WILL NOT LEND YOU HIS PERSONAL COPY FOR YOUR PRIVATE VIEWING.

A Note on Reading

Reading is a practice that is common to all great civilizations. Most mentioned are the ancient civilizations of the Middle East and North Africa. However, many Indigenous American civilizations (the Maya, Aztecs, Teotihuacanos, Toltecas, Soque, and Incas, among others) also independently produced systems of writing and mathematics, with the Maya independently producing and applying the concept of Zero to architecture, cosmology, and calendar systems). Still, writing is a learned behavior. It is a skill that requires regular use to maintain efficiency. You need to read your assignments regularly and to have read the material by the beginning of the week for which it is assigned. Films viewed in class are to be considered required ♦texts♦, so notes should be taken and films should be ♦read♦ for their content.

V. Grading

Competence will be measure by tests, class participation, assessment of written critiques, and/or by actively participating in group projects.

Grading will be based on book critiques, section exams, reading summaries, class participation, experiential learning project. In order to participate, students must attend class.

Section Exams (5)	30%
Reflection Papers *	20%
Experiential Learning Project.....	23 %

Book Critiques (1)	10%
Class participation **	10 %
My Community Essay	7%

VI. My Community

This is your first week paper. You are to write a paper of not less than three (3) and not more than five (5) pages. It should be typed/printed. In this essay you are to describe yourself and your community. What kind of community do you think of as your ♦ primary ♦ or ♦ most important ♦ community. This may be your church, an ♦ on-line ♦ community, your peer (friendship) group, your local neighborhood or barrio, or your family. Your community may be many things. Please be clear and answer the following questions. What is your community? Who are you within your community? How do others perceive you, how would they describe you? What do you need from your community? And, what does your community need from you? Please be detailed. **Do as well on this assignment as you can. You should turn this assignment in on the second day of class. If you enter the class late, you must turn the assignment in on the following Tuesday or you will be dropped from the class.**

VII. PARTICIPATION/ATTENDANCE

ATTENTION: Attendance is the basis for participation, but it is not the only factor. . **Attendance is mandatory.** EVERYTIME YOU ARE ABSENT YOU WILL BE PENALIZED THREE (3) PERCENTAGE POINTS FROM YOUR TOTAL GRADE.

You will be dropped* from this class on your fifth **unexcused absence** and for excessive tardiness. If YOU fail to officially withdraw, and stop coming to class you will receive an <<F>> NO EXCEPTIONS.

*Participation is graded using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a 10%.

Grade	Criteria
0	Absent.
3%	<ul style="list-style-type: none"> · Present, not disruptive. · Tries to respond when called on but does not offer much. · Demonstrates very infrequent involvement in discussion.
5%	<ul style="list-style-type: none"> · Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. · Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). · Does not offer to contribute to discussion, but contributes to a moderate degree when called on. · Demonstrates sporadic involvement.
8%	<ul style="list-style-type: none"> · Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. · Offers interpretations and analysis of case material (more than just facts) to class. · Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. · Demonstrates consistent ongoing involvement.
10%	<ul style="list-style-type: none"> · Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). · Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. · Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. · Demonstrates ongoing very active involvement.

VIII . Exams

Exams are designed to challenge the student's critical/analytical thinking skills.

There will five (5) section exams. There will be an exam at the end of every section covering all readings up to that point. Each exam will include the lectures, films, reading assignments, and class discussions. Exams will combine a variety of strategies: essay questions, multiple choice and / or true or false, and concept identification. For true/false sequences, the

student will have to explain why the question is true or false. If the explanation is sound, the answer is correct, and vice versa.

Exams should be included in the student portfolio.

Except for medical reason, **NO MAKE-UP** exams will be given. Student must provide proof of doctor's appointment. NOTE: students will not be given any special hand-outs for exam preparation. The PowerPoint presentations serve that purpose. Study those notes and read the sections essays assigned in order to be successful in this class.

Book Critique. Students will write one book critiques during the course of the semester. The book critiques will be based on your analysis of The Republic of East L.A. and Canícula. Use the instructions below when writing your critiques. Critiques should be included in the student portfolio.

IX. Reflection Papers.

Suggestions and Guidelines for Writing Reflection Papers

Why do I have to write a reflection paper?

Four reasons:

1. First and foremost, they are a way to make sure you keep up with the readings. I find that if students aren't required to hand something in each week, they will simply not do the readings. The reflection papers kind of "force" you to make sure you keep up with your responsibilities in the class.
2. Reflection papers are a way for you to develop your own ideas and thoughts on topics we read about and discuss. It helps you build your critical thinking skills.
3. Writing on a weekly basis will help you improve your writing skills.
4. Reflection papers serve as a basis for class discussion on the day they are due – so I will know everyone has something to talk about because each person wrote about something!

What is a reflection paper?

The reflection papers you will be handing in to me are your chance to add your own thoughts and analysis to what you have read. I do **NOT** want you to summarize the readings - I already know what the content of the readings is. You don't need to regurgitate it back at me. What you **SHOULD** do is use the readings as a "jumping off" point to write on your thoughts about the reading (see list of tips below).

Reflection papers are worth 20% of your total grade and are used for discussion during the class they are due. As such, you need to have your reflection paper typed and **printed** and in front of you on the day it is due. This is part of being prepared for class and your class participation grade will be lowered if you aren't prepared to share your ideas with the class when a reflection paper is due. **If you don't have your paper in front of you in class on the day it is due, it will be considered late.**

You should be writing your reflection paper on the reading you did. If there are numerous readings, you need to discuss every single article or chapter intelligently. Regardless of how many articles you write about, **you are still expected to have all the readings done that are due.**

How to get full credit for your reflection papers

- Make sure everything is grammatically correct, spelled correctly and makes linguistic sense. This is the biggest thing I will take off points for in most cases. You may have great ideas in your paper, but if I can't understand what you are trying to communicate due to horrible grammar and spelling, you will not get credit
- Go into **detail** in explaining yourself and your ideas. I am looking for depth of thought in your writing. Show me you truly understand the concepts in the reading.
- **Don't** summarize the readings. You may refer to something in the reading, but I **don't** want the entire reflection paper to be a summarization of the reading. Instead, comment on your thoughts regarding the reading - do you agree or disagree with what was written? Why or why not? Did the reading make you question or think about something else? What questions were you left with after doing the reading? Can you relate the reading to something going on in the media today? Does the author of a given reading have a valid and logical argument? If an article details a study that was done, was the study done in a manner that is valid?
- Double space your papers.
- Staple your papers if more than one page long.
- Hand your papers in **on time**. If your paper is late, you won't get **any** points. NO EMAIL SUBMISSIONS. They will not be accepted.

- Length of reflection papers should be at **least** 1 page long. A 1 page paper should be extremely well-written and concise (in other words, not just rambling about nothing for the sake of getting a page worth to hand in). Most students tend to write about 2 pages.

Please include the following information at the top of each reflection paper:

Your Name

Date Due

Class & Semester

Reading Reflection #?

Readings Commented On:

X. Attendance is important. I will keep a record of attendance throughout the semester. Attendance will be taken at the beginning of every class. NOTE: **5 % PTS WILL BE DEDUCTED from the overall grade FOR EVERY UNEXCUSED ABSENCE.** Student must provide a note from his/her doctor. **Furthermore, 5 unexcused absences will merit dismissal from the course.**

XI. Experiential Learning Project:

What is experiential learning? Experiential learning is learning through reflection on doing, which is often contrasted with rote or didactic learning. Experiential learning is related to, but not synonymous with, experiential education, action learning, adventure learning, free choice learning, cooperative learning, and service learning. While there are relationships and connections between all these theories of education, importantly they are also separate terms with separate meanings. ^[3] Experiential learning focuses on the learning process for the individual (unlike experiential education, which focuses on the transactive process between teacher and learner). An example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. Experiential learning requires no teacher and relates solely to the meaning making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, for a genuine learning experience to occur, there must exist certain elements. According to David Kolb, an American educational theorist, knowledge is continuously gained through both personal and environmental experiences. ^[4] He states that in order to gain genuine knowledge from an experience, certain abilities are required:

1. the learner must be willing to be actively involved in the experience;
2. the learner must be able to reflect on the experience;
3. the learner must possess and use analytical skills to conceptualize the experience; and
4. the learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience. ^[citation needed]

Procedure:

This will be a group project.

1. The group will develop a **plan of action** that addresses a specific issue or topic (see below). **ONLY 3-5 STUDENTS PER GROUP.** The group will also execute the plan.
2. The group will report its findings periodically (see schedule). Consequently, your reportage will construct a plan or journal of your project' execution.
3. **The purpose of the journal** is to chronicle your learning process and to detail your proposed project. Therefore, the journal will be evaluated on whether you address specific issues dealt with in class. (facebook/myspace) **Meaningful reports are 1 to 2 pages in length. The journal in turn will become a guideline on how to better or improve that specific topic being addressed.**

5 journal entries minimum.

(AT THE END EACH MEMBER WILL DETAIL HIS/HER PARTICIPATION IN THE GROUP'S PROJECT IN A 1-2 PAGE REPORT ATTACHED TO THE FINAL REPORT. THE GROUP REPORT INCLUDES THE INDIVIDUAL REPORTS. IT IS THE INDIVIDUAL STUDENT'S RESPONSIBILITY TO INCLUDE IT. EXPERIENTIAL LEARNING RUBRIC

The log will include:

*Student Names

*Meeting times

* Community contacts (make sure to get addresses or phone numbers)

* Bibliography or verification of outside sources.

*Steps taken so far

*Steps taken toward execution of your plan?

*Duties and responsibilities of each group member.

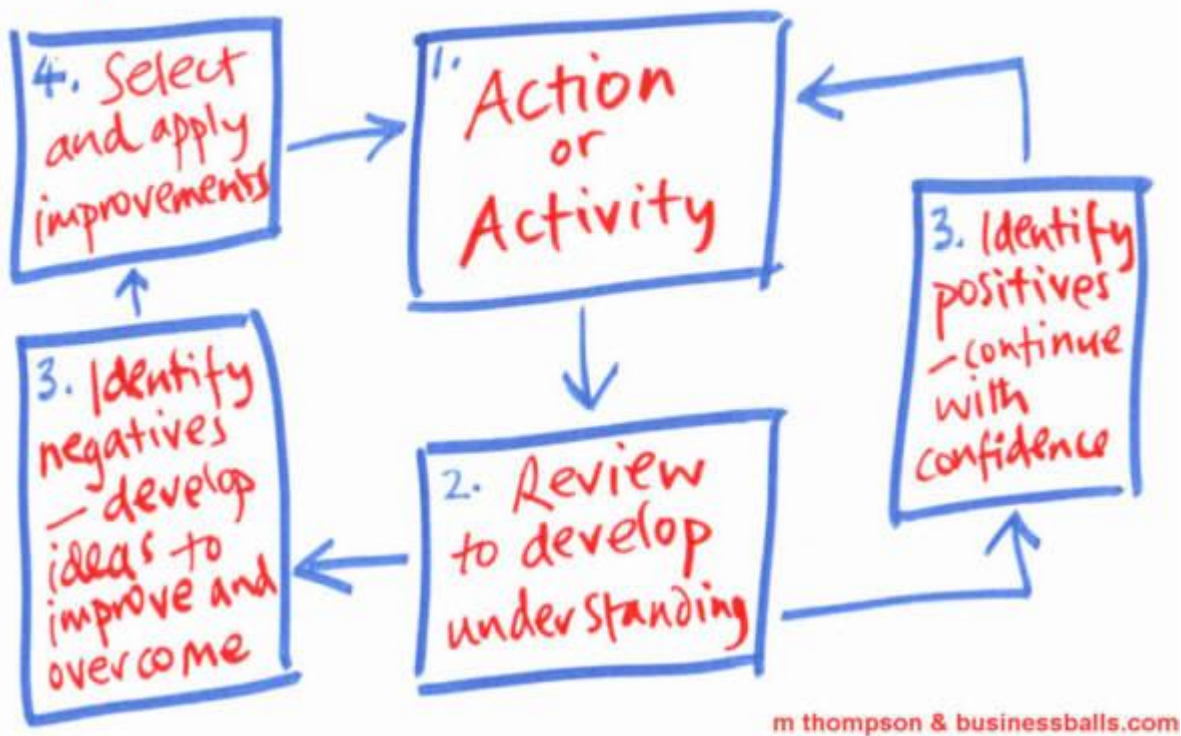
*Description of issue or topic addressed

*Analysis of issues encountered (1-2 pages)

*How were issues solved?

*What have you learned so far from this experience?

Experiential Learning Concept



Participants are free to choose from the following activities.

- 5 de Mayo Reading Marathon (a reading of Sandra Cisneros' The House on Mango Street).
- Bilingual Short Story Workshop.
- Folk Medicine: traditional folk remedies (use of plants, beliefs, etc.)
- Oral testimonial project: The Chicano Movement in the Imperial Valley.
- Sustainability: Community-Based Solar/alternative Energy Initiative for the Imperial Valley.
- Start a M.E.C.H.A association.
- Start a LATINA GUIDING LATINA group.
- University of California medical research clinic.
- Start a community garden project.
- Start an internet radio station.

XII. ACADEMIC INTEGRITY

Cheating and plagiarism can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, project, or assignment to a failing grade in the course at the discretion of the instructor subject to certain conditions. The instructor may also summarily suspend the student for the class meeting when the infraction occurred as well as the following class meeting; extreme cases can result in extended suspension of expulsion as stipulated by the college's Disruptive Student Behavior Policy.

Students will treat each other and the professor with verbal and nonverbal dignity and respect. Do not use profanity under any circumstances. Offensive behavior of any kind will not be accepted. SEE STANDARDS OF STUDENT CONDUCT BELOW.

NOTE: THIS COURSE REQUIRES THAT STUDENTS BECOME SENSITIVE, UNDERSTANDING AND TOLERANT OF EACH OTHER'S POINT OF VIEW IN REGARD TO ETHNICITY, RACE, GENDER, RELIGION, AND SEXUAL PREFERENCE. OFFENSIVE LANGUAGE AND/OR BEHAVIOR OF ANY KIND IS UNACCEPTABLE IN THIS CLASS.

Students with Disabilities Statement.

Students with disabilities, registered and documented with the Office of Disabled Student Services, shall be allowed the use of audio recorders upon presentation of a Disabled Student Services accommodation letter to the instructor. The instructor may also require an Audio Recording Lecture Agreement form, available from the Office of Disabled Student Services, be signed by the student before allowing recording.

Disabled Student Programs and Services is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, health problems and to students that are deaf and hard of hearing. The program provides priority registration, counseling, class scheduling, tutoring, mobility assistance, interpreting, alternate text production, adaptive physical education, special parking, and health and wellness assessments.

We are located in the Mel Wendrick Access Center (Building 2100) (760) 355-6312 or (760) 355-4174 (TDD)

STANDARDS OF STUDENT CONDUCT

Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Free inquiry and free expression are indispensable to the achievement of these goals. As members of the College community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students at Imperial Valley College may rightfully expect that the faculty and administration will maintain an environment where there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on campus. As members of the College community, students shall be encouraged to develop the capacity for critical judgment and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner. Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Students shall observe the rules and regulations of the College and shall refrain from conduct which interferes with the College's teaching and administration, or which unreasonably interferes with the rights of others. Misconduct while on the college campus, or at a College-sponsored function for which students and student organizations are subject to disciplinary action includes, but is not limited to, the following: (1) Willful disobedience to lawful directions of College officials acting in the performance of their duties. (2) Violation of College rules and regulations, including those concerning student organizations, the use of College facilities, or the time, place and manner of public expression or distribution of material. (3) Dishonesty, such as cheating, or for knowingly furnishing false information to the college. (4) Willful persistent smoking where smoking has been prohibited. (5) Unauthorized entry to, or use of College facilities. (6) Forgery, alteration, or misuse of College documents, records, or identification. (7) Disruption of classes, administration, disciplinary procedures or unauthorized College activities. (8) Theft of, or damage to property belonging to the College, a member of the College community, or campus visitor. (9) Disorderly, lewd, indecent, or obscene conduct or expression. (10) Assault, battery, or the threat of force or violence directed toward any member of the College community or campus visitor. (11) Unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance and possession, use, or distribution of alcohol. (12) Possession, while on the College campus or at a college sponsored function, of any instrument or weapon of a kind commonly known as a blackjack, fire bomb, billy club, brass knuckles, dagger, or firearm (loaded or unloaded) such as a pistol, revolver, or rifle, or any knife having a blade longer than five (5) inches, any switch-blade longer than two (2) inches, or any metal pipe, bar, or instrument used, or intended to be used as a club, or to be used to threaten bodily harm. 28 IMPERIAL VALLEY COLLEGE GENERAL CATALOG 2008 – 2009 (13) Commission of any crime on campus, or commission of a crime off-campus, when such off-campus crime is of such a nature that the College needs to impose sanctions in addition to those imposed by the criminal authorities for the protection of other students, or to safeguard the academic process. Violation of such rules are subject to the following types of disciplinary actions. (1) Warning. (2) Reprimand. (3) Disciplinary action. (4) Restitution, reimbursement for damage or misappropriation of property. (5) Suspension or removal by instructor. (6) Expulsion The complete policy on Standards of Student Conduct, Disciplinary Action, and Due Process can be found in the Handbook for Faculty Advisors and Student Leaders in the Student Affairs Office or online at <http://student.imperial.edu>

XIII. Critiques.

When writing your film critiques, section critiques, (and service learning updates), consider the following:

These assignments are designed to expand and explore your critical and analytical skills.

You will provide evidence that links your claim with the essence of text (s). Use your readings as a reference point. You may opt to compare-contrast points within the readings, support your claims by outside readings, or use a literary method of exploration. Critiques must be 2-2 ½ pages long. Chicano Studies Survey and Analysis critiques must address all essays read for that particular section. You cannot focus on just one essay. I expect you to analyze and evaluate, **not just summarize.** A summary merely reports what the text said; that is, it answers only the question, "What did the author say?" A

critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions how? Why? And, how well? A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way.

Step 1. Analyze the text as you read the book or article(s) you plan to critique; the following questions will help you analyze the text:

- What is the author's main point?
- What is the author's purpose?
- Who is the author's intended audience?
- What arguments does the author use to support the main point?
- What evidence does the author present to support the arguments?
- What are the author's underlying assumptions or biases?

You may find it useful to make notes about the text based on these questions as you read.

Step 2. Evaluate the text after you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text:

- Is the argument logical?
- Is the text well-organized, clear, and easy to read?
- Are the author's facts accurate?
- Have important terms been clearly defined?
- Is there sufficient evidence for the arguments?
- Do the arguments support the main point?
- Is the text appropriate for the intended audience?
- Does the text present and refute opposing points of view?
- Does the text help you understand the subject?
- Are there any words or sentences that evoke a strong response from you? What are those words or sentences? What is your reaction?
- What is the origin of your reaction to this topic? When or where did you first learn about it? Can you think of people, articles, or discussions that have influenced your views? How might these be compared or contrasted to this text?
- What questions or observations does this article suggest? That is, what does the article make you think about?

Step 3. Plan and write your critique

Write your critique in standard essay form. It is generally best not to follow the author's organization when organizing your analysis, since this approach lends itself to summary rather than analysis.

Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the

Profesor: Javier Rangel
Primavera 2010
Español 262
CRN:

COURSE OUTLINE AGREEMENT

Course agreement contract: By signing this note understand and agree to comply with the information outlined in the course syllabus and with the instructions of conduct of the instructor.

Name :(print) _____

Signature: _____

Date: _____

Please return to the instructor on the second class meeting, after reading the syllabus carefully.