

CHS 111: CULTURAL DIVERSITY AND CHICANOS

Fall Quarter 2008

Section O1: Tuesday and Thursday, 9:50 to 11:30

Fine Arts 244

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This syllabus is subject to change in case of extenuating circumstances.

OFFICE HOURS FOR STUDENT ADVISEMENT

KH C 3059

Monday and Wednesday: 1:25 to 2:00; 5:00 to 6:00

Tuesday and Thursday: 11:30 to 12:00

Faculty Office Phone: (323) 343-2987

Chicano Studies Department Phone: (213) 343-2190

COURSE DESCRIPTION

Recent immigration patterns are changing the cultural and ethnic makeup of U.S. society. Los Angeles has become an experiment for interracial and intercultural cooperation with important national implications. This course investigates cultural diversity and Chicanos. It explores the role of Chicano, Anglo, Asian, Afro- American, and other Latinos as they impact on American democracy. Attention is also given to various gender groups. The course surveys different immigrant and cultural contributions with a focus on common goals and experiences. It examines local, national, and world social and physical environments. It also surveys selected works in literature and social science research to provide an interdisciplinary perspective on the strength of religious and cultural diversity in local and national public life. These issues will be presented in readings, lectures, videos, and discussions.

OBJECTIVES

Students will demonstrate **knowledge** of

1. Landmarks events in the relationship of Chicano and Latino groups with other racial and cultural groups.
2. Major events in the Spanish conquest of Mexico, the English conquest of America, and slavery on race relations today.
3. Refugee and immigrant experiences in California of people from Africa, Asia, Europe, and Latin America.
4. Cultural diversity reflected in selected works in literature.
5. Current social and political issues that impacted on minorities and women today.
6. The role of learning in building interracial, ethnic, language, and gender respect and tolerance.

Students will demonstrate the following **skills**:

1. Ability to identify major ideas and concepts on cultural diversity from assigned readings.
2. Ability to write essays on contributions of cultural diversity with logic, organization, and based on evidence presented in class or readings.
3. Ability to research and write a scholarly paper on a unifying theme of respect for cultural diversity.
4. Ability to make a competent oral presentation on tolerance and respect for cultural diversity in

class.

5. Ability to work with others from different racial and cultural backgrounds in small discussion groups.

6. Ability to listen actively to others from diverse cultural and gender backgrounds in class.

CLASS ATTENDANCE

Class attendance is extremely important because much of the material for this course is not spelled out in the texts but has to be provided through the lectures and discussions. Moreover, the development of student awareness and understanding comes through class participation and discussion.

REQUIRED READINGS

S. Dale McLemore and Harriet Romo, *Race and Ethnic Relations in America*. New York: Allyn & Bacon,

Sandra Cisneros, *The House on Mango Street*. New York: Vintage Books, 1989

Gary Soto, *Jesse*. New York: Scholastic Incorporated, 1994

The preceding textbooks (all in paperback) are available at the university bookstore as well as local bookstores for purchase. **There also will be a number of handouts especially charts to assist students in understanding important concepts and significant material.**

COOPERATIVE LEARNING DISCUSSION GROUPS

Along with the traditional lecture-discussion format, all students will be assigned to a cooperative learning discussion group. The cooperative learning discussion group is a fairly successful approach for investigating course material, because all students are required to discuss issues and themes with their fellow students. The instructor establishes the discussion agenda by providing specific in-class exercises for almost every class meeting. These exercises will not only aid students in studying the Chicano, but also to develop skills of critical analysis.

The cooperative learning groups also provide a forum to study for the midterm and the final examination. The course's major research and writing assignment, the Chicano Biography also will be part of the co-operative learning experience. More importantly, students also have the opportunity to assist their fellow students in learning the course material.

PARTICIPATION: ADVICE AND SUGGESTIONS

Students are expected to attend lectures and participate in the discussions. Participation in the discussions will constitute one part of the final grade. The following remarks are made with the intention of making discussions an important and meaningful experience for each student. Classroom discussions are not the same as casual conversations, bull sessions or therapy sessions. Discussions often fail because students expect too much to come out of discussions too easily. Discussions also are unproductive when students have not read the assignments and thus have nothing to contribute. Students should be aware that discussion is more demanding and frustrating than copying down lecture notes. The purpose of a discussion is to organize, integrate, analyze, interpret, and question the lectures, readings, videos, and other course materials. In fact, the success of a discussion to a large degree depends on the student's willingness to contribute his or her views and discuss those of others.

ESSAY ASSIGNMENTS

There will be three (2) essay questions (two to three printed pages in length) answering specific questions from the required readings. The essay questions will encourage the student to think critically of the readings and present his or her personal reaction or opinion. The essays will be evaluated in terms of writing as well as content supporting evidence. Students will receive the specific question the week before the deadline. The essays are due, without fail, at class time on the scheduled date. Late essays will not be accepted and students will receive an “F” for the particular assignments.

***House on Mango Street* (Thursday, October 16, 2008)**

***Jesse* (Thursday, October 23, 2008)**

CHICANA/CHICANO BIOGRAPHY

All students will have the opportunity to research and write a biography (life history) exploring the issue of cultural diversity and the Chicano experience in Los Angeles. All students also will construct a collage of the Chicana/Chicano biography project centering upon a major theme. The collage will give the student the opportunity to outline the major theme of the biography essay. Of course, students will find Gary Soto’s *Jesse* and Sandra Cisneros’s *The House on Mango Street* as especially helpful. The essay will be 9 to 12 pages in length. The instructor will be explaining the assignment and assisting students in completing the assignment. Moreover, the essay shall be presented in stages:

Step #1: Topic Statement (Single Paragraph), Thursday, September 25, 2008

Step #2: Working Bibliography (Primary/Secondary sources), Thursday, October 8, 2008

Step #3: Tentative Draft (First Page), Thursday, October 30, 2008

Step #4: Short Oral Presentations to Groups, Thursday, November 6, 2008

Step #6: Final Draft (Revised Completed Paper), Thursday, November 20, 2008

FINAL EXAMINATION

The course will have a final examination of essays. The essay questions are designed to permit the student to develop his or her own analysis or interpretation while demonstrating an understanding of the course material.

COURSE CALENDAR

Tuesday

Thursday

WEEK I

September 18

Course Introduction

Introducing Cultural Diversity and Chicano Studies: Biography Project: Oral History Approach

September 23

September 25

Colonial Foundations, Spanish, Mexican and American Conquests

Readings: Chapter 8 Mexican Americans: From Colonized Minority to Political Activists in *Racial and Ethnic Relations* ****Topic Statement for Biography Project Due****

WEEK II**September 30****October 2**

Forging a New Nation: 19th Century Mexican Marginalization and 20th Century Immigration

Readings: Door Chapter 1: Natives and Newcomers and Chapter 2: Together or Apart? Some Competing Views in *Racial and Ethnic Relations******Working Bibliography for Biography Project Due*******WEEK III****October 7****October 9**

Ethnic Groups, Tensions, and Conflict

Readings: Chapter 3: The Rise of Anglo American Society and Chapter 4: The Golden in *Racial and Ethnic Relations***WEEK IV****October 14****October 16**

La Chicana Experience

Readings: *The House on Mango Street* *****#1 Essay Due*******WEEK V****October 21****October 23**

Struggle for Equality

Readings: *Jesse****** #2 Essay Due*******WEEK VI****October 28****October 30**

Cultural Diversity in the Southwest

Readings: Chapter 10 Native Americans: The First Americans and Chapter 11 The Japanese Experience in *Racial and Ethnic Relations******Tentative First Page for Biography Project Due*******WEEK VII****November 4****November 6**

Cultural Diversity in California

Readings: Chapter 7 African Americans: Protest and Social Change and Chapter 12: Chinese, Asian Indian, Korean, Vietnamese, Filipino, and Middle Eastern Arab Americans in *Racial and Ethnic Relations******Oral Presentations of Chicana/Chicano Biography*******WEEK VIII****November 11****November 13****Veterans Day—University Holiday**

Cultural Diversity in Los Angeles

Readings: Chapter 8 Puerto Ricans and Mexican Americans: Identity and Incorporation in *Racial and Ethnic Relations***WEEK IX****November 18****November 20**

Cultural Diversity and the Chicano Future

Readings: Chapter 13: Vietnamese Americans, Arab Americans, and Resurgent Racism and

Chapter 14: The Future of Ethnicity in *Racial and Ethnic Relations*

*****Final Draft of Biographies Due*****

WEEK X

November 25

Final Examination Review

Distribution of Final

Examination

November 27

Thanksgiving Holiday-

Campus Closed

Final Examination: Take-Home Essays Due, Thursday, December 4 at 10:00 AM.

GRADING

The course grade will be based upon 500 points:

Chicana/Chicano Autobiography

Topic Statement	5
Working Bibliography	5
Tentative First Page	5
Oral Presentation	5

Final Revised Draft	120
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Essays

<i>House on Mango Street</i>	100
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<i>Jesse</i>	100
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Final Essay Examination	150
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Participation in Cooperative

Learning Discussion Group

Class Attendance/Participation	<u>10</u>
	500

This particular course will employ plus/minus as part of the grading system:

500-475/95% = A

474-450/90% = A-

449-440/88% = B+

439-420/84% = B

419-400/80% = B-

399-390/78% = C+

389-370/74% = C

369-350/70% = C-

349-325/65% = D+

324-300/60% = D

299- = F

******IF YOU ARE EXPERIENCING ANY DIFFICULTIES, PLEASE DO NOT HESITATE IN CONTACTING ME! **** Buena Suerte! Good Luck!**