

**CHS 443: History of the Chicano People in California**

Fall Quarter 2009

Instructor: Francisco E Balderrama, Ph.D.

Section 01--- Monday and Wednesday: 9:50 to 11:30,  
King Hall D 4047

Section 02--- Monday and Wednesday: 6:10-7:50

King Hall B 4017

**The syllabus is subject to change due to extenuating circumstances****CSU Employee Furloughs – Impact on Classes**

This year across this campus and around the CSU system some class days will be cancelled because of furloughs. A furlough is mandatory un-paid time off; faculty and staff on each CSU campus are being “furloughed” two days per month. These cancelled class days are marked on your syllabus below. It is important to recognize that these days off are not holidays. Instead, they are concrete examples of how massive state budget cuts have consequences for you as students and for me as a faculty member.

The CSU has suffered chronic underfunding for at least 10 years. This year the budget cuts are the worst in the history of our university system — \$584 million or 20% of our budget. The CSU administration is attempting to deal with these cuts with huge increases in your student fees (32%), eliminations of your classes, and lay-offs of faculty and other university employees. In addition to paying higher fees, you will be affected by reduced services and classes. The library will have shorter hours. Many campus support services will be decreased or eliminated. It will be more difficult to get signatures to meet deadlines. Classes you need may have been cut from the class schedule or are full. If you would like to take action, or simply learn more, I strongly recommend you contact the California Faculty Association on campus.

**Office Hours for Student Advisement****KH C3059**Monday and Wednesday: 11:30 to 12:00; 2:30 to 4:00  
and by appointment

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**Description:** History of the Chicano People in California since the Paleo-Indian past to the post-industrial present. The Chicano historical experience is examined from a national as well as a global context.

**Goals:** Chicano Studies 443 will provide students with a comprehensive examination of the Chicano People interacting with the larger society in shaping California history. Attention is given to presenting comparative perspectives in exploring how the history of Chicanos in California has mirrored the history of Chicanos/Latinos in other parts of the United States.

**Outcomes:** Students completing this course will understand the history of the Chicano in California from the Paleo-Indian past to the post-industrial present. Students also will develop critical thinking skills in analyzing historical evidence and theories.

**Active Learning:** CHS 443 will emphasize active learning strategies and activities by utilizing individual assignments or cooperative learning groups with discussions and oral reports.

**CTC Standards:** CHS 443 meets the Content Specifications in History and Social for Domain U.S./Content: The Rise of Industrial American 2.4, Domain California History/Content: The Pre-Columbian Period through the Gold Rush 3.1, and Domain California History/Content: Economic, Political, and Cultural Development Since the 1850s.

**Required Readings:**

William David Estrada, *The Los Angeles Plaza: Sacred and Contested Space*. Austin: University of Texas Press, 2008.

Stephen J. Pitti, *The Devil in Silicon Valley: Northern California, Race, and Mexican Americans*. Princeton: Princeton University Press, 2002.

Mary Helen Ponce, *Hoyt Street: An Autobiography*. Albuquerque: University of New Mexico, 2006.

Mary Helen Ponce, *Hoyt Street: An Autobiography*. Albuquerque: University of New Mexico, 1993 (Later editions are the same and fine)

**Class Format**

Class meetings will be structured upon readings, videos, recordings, discussions, and lectures. Lecture topics are scheduled for spotlighting important issues and themes treated in the texts as well as introducing new and different material. Students are advised to read the appropriate readings and contribute to any discussion whether in cooperative learning groups and general class discussions.

**Cooperative Learning Discussion Groups**

In addition to the traditional lecture-discussion format, all students will be assigned to a cooperative learning discussion group. The cooperative learning discussion is a successful approach for investigating course material, because all students are required to discuss the course's issues and themes with their fellow students. The instructor establishes the discussion agenda by providing specific in-class exercises for most class meetings. These exercises will not only aid students in studying the history of the Chicano in California but also to develop an understanding of historical thought and skills of critical analysis. In addition to the in-class exercises, the cooperative learning groups provide a forum to study for the essay assignments and final examination. The course's research and writing assignment also will be incorporated into the co-operative learning experience. More importantly, students also have the opportunity to assist their fellow students in learning the course material.

**Attendance and Participation: Advice and Suggestions**

Students are expected to attend lectures and participate in the discussions. Participation in the discussions will constitute a 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 readings. In fact, the success of a discussion to a large degree depends on the student's willingness to contribute her or her views and discuss those of others.

### **California Chicano Family History Project**

All students will have the opportunity to research and write a family history of a Chicano/Latino Family over the span of two to three generations. Students will place the family's history within the context of the major themes and issues of California Chicano History. Students will utilize an oral history approach with the instructor providing guidance and regarding the interviews and their analysis. Of course, appropriate secondary sources from the respective fields of Chicano, American, and Mexican history will be used to support the evidence gathered from the interviews. The paper will be **(9 to 12 printed pages in length)** will be presented in stages and the instructor will provide guidance throughout:

**Step #1:** Topic Statement (Single Paragraph), **Wed, October 7, 2009.**

**Step #2:** Working Bibliography (primary/secondary sources), **Wed, October 14, 2009.**

**Step #3:** Tentative Draft (First Page), **Mon, November 9, 2009.**

**Step #4:** Oral Report to Groups, **Wed, November 18, 2009.**

**Step #5:** Final Draft Due, **Mon, November 23, 2009.**

### **Discussion Leadership Reports**

All students will be assigned the role of discussion leader for two (2) specific meetings. The particular date and corresponding readings for individual students and the class will be assigned on **Wednesday, October 7, 2009**. Students also will receive a printed copy of the reading assignments at that time. Each student will submit a printed report (1 to 2 pages in length) on the assigned date. The reports will (1) identify the thesis or argument or interpretation, (2) offer a criticism of the thesis, and (3) offer questions for group and class discussions.

### **Midterm and Final Examination**

The course will have a midterm and final examination of essay questions. The essay questions are designed to permit the student his or her own analysis and interpretation with supporting evidence from the course material. The questions will be distributed a week before the examination is due.

**All Midterm Examinations are due on Wednesday, October 28, 2009.**

**Section 01 9:50 to 11:30\*\*\*The Final Examination is due on Wednesday, December 9th at 8:00 AM in King Hall C 3059.**

**Section O2 6:10 to 7:50\*\*\*The Final Examination is due on Monday, December 7<sup>th</sup> at 7:30 PM in King Hall C 3059.**

**Late examinations are not accepted and students will receive the grade of “F”.**

### **Course Calendar**

**Monday**

**Wednesday**

**Week I**

**September 28**

**September 30**

California Under Spanish Rule: Beyond the Fantasy Heritage

Readings: “Chapter 1: Devil’s Destiny” in *Devil in Silicon Valley* and “Chapter 1: Cultural and Historical Origins” in *Los Angeles Plaza*.

**Week II**

**October 5**

**October 7**

California Under Mexican Rule: Accommodation and Resistance

Readings: “Chapter 2: The Golden State” in *Devil in Silicon Valley* and “Chapter: The Rise and Decline of the Mexican Plaza” in *Los Angeles Plaza*.

**\*\*\*Family History Topic Statement Due**

**\*\*\*Distribution of Reading Assignments**

**Calendar for Discussion Leadership Reports and Class Reading\*\*\***

**Week III**

**October 12**

**October 14**

The Gold Rush and Marginalization of the Mexican Californio

Reading: “Chapter 3: Transnational Industries” in *Devil in Silicon Valley* and Chapter 3: From Ciudad to City in *Los Angeles Plaza*.

**\*\*\*Family History Working Bibliography Due\*\*\***

**Week IV**

**October 19**

**October 21**

The Mexican Californio and Mexican Immigrant during the Age of Industrialization

Readings: “Chapter 4: Residence in Revolution” in *Devil in Silicon Valley*, “Chapter 4: Homelands Remembered” in *Los Angeles Plaza* and “Chapter 1:

**Distribution of Midterm**

**Week V**

**October 26**

**October 28**

California Water, Land, and Mexican Labor

Readings: “Chapter 5: Revolution and Public Space” in *Los Angeles Plaza*

**Midterm Examination Due**

**Week VI**

**November 2**

**November 4**

Mexican Immigration and Community Life

Readings: Chapter 6: Reforming Culture and Community” in *Los Angeles Plaza*

**Week VII**

**November 9**

**November 11**

**University Holiday-Veterans Day**

Depression California: Mexican Deportation-Repatriation, New

Mexican/Dust Bowl Migration and Latino Hollywood

Readings: “Chapter 7: Parades, Murals, and Bulldozers” in *Los Angeles Plaza* and “Chapter 5: Striking Identities” in *The Devil in Silicon Valley*.

**\*\*\*Family History Tentative First Page Due\*\*\***

**Week VIII**

**November 16**

**November 18**

California Gold: From World War II to Post War Prosperity: Mexican Americans

Readings: “Chapter 8: Politics and Preservation” in *Los Angeles Plaza*,

**\*\*\*Family History Oral Report to Group \*\*\***

**Class Discussion: Mary Helen Ponce, *Hoyt Street: An Autobiography***

**Week IX**

**November 23**

**November 25**

**Faculty Furlough Day/No Class**

**\*\*\*Family History Final Draft Due\*\*\*\***

Dissenting California: Chicano Movements

Readings: “Chapter 8: Silicon Valley,” in *Devil in Silicon Valley*.

**Week X**

**November 30**

**December 2**

Post Industrial California: Mexican/Central American Immigration and

Readings: “Chapter 8: Silicon Valley,” in *Devil in Silicon Valley* and **Final**

**Examination Review**

**Week XI Finals Week**

**Section 01\*\*\*The Final Examination is due on Wednesday, December 9th at 8:00 AM in King Hall C 3059.**

**Section 02 \*\*\*The Final Examination is due on Monday, December 7<sup>th</sup> at 7:30 PM in King Hall C 3059.**

**Grading**

The course grading will be based upon a total of 500 points:

California Chicano Family History Project:

Topic Statement	5
Working Bibliography	5
Tentative First Page	5
Oral Presentation	5
Final Draft	120
Discussion Leader Reports (50 Points Each)	100
Midterm	100
Final Examination	150
Participation/Class Attendance	<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

All students are encouraged to consult with the instructor if experiencing any difficulties. Buena Suerte/Good Luck!!!