GECC Assessment of Social Sciences Goals
For Introduction to Chicana/o Culture CHST 101-77
Winter Quarter 2010
Instructor: Martín Meráz-García, Assistant Professor

Goal being assessed:

Students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse concerning the course content.

Objective: Students will analyze multiple perspectives on a given issue related to the course content.

Instrument(s) for Assessment Criteria:

Several instruments were used to assess student’s perspectives on various issues ranging from immigration, race, class, gender, identity, language, religion, labels, art, music and other aspects of culture.

The instruments used to assess the above mentioned goals included journals, exams and a research paper on a cultural event that is presented the last week of the quarter. For example, students have analyzed and written about poems, art and music as a way to communicate different perspectives on various issues of culture or other class content as mentioned above.

The exams are composed of multiple choice, true and false, fill in the blank and essay questions. The composition of the exam allows the instructor to gauge the student’s ability to synthesize issues and class content from multiple perspectives and at different levels.

The journals required students to reflect their thoughts and reactions to the readings, discussions and other topics we covered in class. This format allows the instructor to assess the student’s ability to make connections between reading material, class lectures, class discussions and daily experiences and interactions of students in their daily lives.

The research paper is an opportunity for students to explore a cultural event that they may be unfamiliar with or probe deeper into a cultural event, celebration or traditions that some of our students may already be familiar with. They are required to include peer reviewed sources and to present it at the end of the quarter to the entire class so that everyone can benefit from the knowledge gained.

Summary:
Students who enrolled for this class have misconceptions about various issues related to Chicana/o Latina/o culture. Most of these beliefs are rooted in stereotypes created by various sources including the educational system, various media outlets and popular culture.

My course introduces them to perspectives that they have not yet been exposed to including the cultural, economic and political contributions of Chicana/o Latinos in the United States. Because our students come in with very strong beliefs on some of these issues, frustration and a strong resistance to the material being taught is often experienced by our students at the beginning of the quarter.
However, as we move through the quarter and present the various pieces of evidence through the readings, lectures, documentaries, music and art, students begin to filter and process information differently.

**Interpretations of results:**

Despite the fact that student enrolled in my class having very strong and narrow views on some of the issues mentioned above, by the end of the class they were able to conceptualize these concepts at different levels and from different perspectives. In other words, students were able to appreciate the complexities of these issues once material was introduced that indicated these issues had other angles that the media outlets had not discussed or introduced. Even though I did not do a pretest and post test to verify these views before and after, the change in the thought process of our students is evident in the journals I read. For example, the following quote from one of my student's journal indicates how this thought process evolved towards the end of the quarter. "I see this course will be a challenging one...in the sense...that it will make me think about topics that I have never considered before and challenging the way I have seen things my entire life." "It is true that the word 'illegal' conjures thoughts of...criminal, poor, and unwanted. Some people in class debated that stereotype, saying that it does not conjure those images, but I believe it does for MOST Americans...we have been talking a lot about myths and truths about immigration...I was unaware that undocumented workers still paid so much into taxes. I thought you could not pay taxes unless you had a social security card." These are common themes that emerge from the journals that suggest students are analyzing multiple perspectives on not just one issue, but on several issues related to the course content. I have included the final exam that students take for this class as one of the many instruments/tools that I used to assess my student's progress in achieving the stated objective.

**Actions Proposed to Further Enhance the Goals/Objective of this Course:**

Due to the time constraint, it is impossible to cover every single aspect I believe to be important in one quarter. However, there are a couple of perspectives including the gender, gay/lesbian/transgender perspectives that I would like to emphasize more. These issues are already being addressed by assigning more recently published works by different writers addressing these perspectives.
Introduction to Chicana/o Culture; Anthropology
CHST 101; ANTH 161

Final Exam

DO NOT WRITE ON THE EXAM!!! This exam is double sided; be sure to read the questions and all of the options carefully before selecting your answer. Record your answers in your blue/green book. The essay questions are worth 5 points. Good luck!!!

MULTIPLE CHOICE

1. September 16 celebrates:
   a) Posadas
   b) Cinco de Mayo
   c) Mexican Independence
   d) Salvadorian Independence
   e) None of the above

2. The Bracero Program allowed Mexican Workers to do the following:
   a) The right to organize
   b) A 401K retirement plan
   c) Paid roundtrip expenses
   d) a & c
   e) None of the above

3. According to a Congressional hearing, from 1996 to 2003 undocumented immigrants have paid approximately _____ in federal taxes to the IRS.
   a) 300 million
   b) 800 million
   c) 50 billion
   d) 100 billion
   d) None of the above

4. The corrido titled La Persecucion de Villa (Villa’s persecution) by Antonio Aguilar, a Charro from Zacatecas discussed:
   a) A historical event in 1848 after the Mexican American War
   b) A historical event during the Mexican Revolution of 1910
   c) An event in which the U.S. sent army troops to capture Pancho Villa
   d) both b & C

1 Page
e) None of the above

5. The Bridging Culture text discussed the concept of triple oppression, which meant:

   a) Race, class & gender discrimination
   b) Reverse discrimination
   c) Discrimination based on nationality
   d) All of the above
   e) None of the above

6. Undocumented immigrants despite not being legally able to work in the United States still pay into:

   a) Medicare & social security
   b) A 401K
   c) Labor & industries
   d) All of the above
   e) Only a & c

7. According to the presentations on cultural events, a typical beverage(s) you would expect to find during *día de los muertos* can include:

   a) Angel bread
   b) Pan de muerto
   c) Atole
   d) Skulls made of candy
   e) All of the above

8. Between 1997 and 2002, “Hispanic” owned businesses grew by:

   a) 11%
   b) 21%
   c) 31%
   d) 35%
   d) None of the above

9. *Los Tres Reyes Magos* is celebrated on the following day.

   a) January 6
   b) December 24
c) December 12
d) February 28
e) None of the above

10. Cinco de Mayo celebrates:
   a) Mexican Independence day
   b) The U.S. invasion of Mexico
   c) The battle of Puebla against France
   d) None of the above

11. The documentary titled “Every Child is born a Poet” addressed several issues facing Chicana/o in the U.S. including:
   a) Dealing with multiple identities and struggling to fit in
   b) Using artistic expressions to addressed social problems
   c) Described the life of Piri Thomas
   d) All of the above
   d) None of the above

12. In 2001 undocumented workers made up approximately __________ of the agricultural workforce.
   a) 18%
   b) 28%
   c) 38%
   d) 58%
   d) None of the above

13. The Aztec culture presentation future dancers who performed the following dances:
   a) El jarabe tapatio
   b) The dance of fire
   c) La Negra
   d) El Tilingo Lingo
   d) None of the above

14. The term Aztlán as described in your readings symbolizes:
   a) The Image of a cave representing the origin of men
   b) Place where injustice sickness and evil do not exist
   c) Spiritual union of Chicanos (a mythical place)
   d) Territory lost to the U.S. after the 1846 war
   e) All of the above
15. Chicanos reject labels imposed by the government or the media because:
   a) It is their way of saying they're superior to other cultures
   b) They're a bunch of radicals who have nothing better to do
   c) It denies people's individual culture, history & lived experiences
   d) None of the above

**TRUE/FALSE**

16. Culture is so strong in the Chicano/Latina community that even if we were to seal the border completely and not allowed a constant flow of immigrants into the U.S. they would still be able to retain their traditions including their language and religious beliefs.
   a) True
   b) False

17. *El Sarape* depicted Mexican Art in a small town by the name of La Joya in the State of California.
   a) True
   b) False

18. *Bracero* means to work with high tech machinery in order to be productive and increase the yield of crops being harvested.
   a) True
   b) False

19. Mario T. Garcia profiles of migrants suggest that they value greatly the ability to communicate in English because this means higher paying jobs whether in the U.S., their native country or in other parts of the world.
   a) True
   b) False

20. The typical foods you would expect to see prepared during the celebration of Los Tres Reyes Magos include bacon and eggs, salsa, burritos and chips.
   a) True
   b) False

21. According to *Memory Community and Activism* farm workers have always enjoyed the protection of labor laws and support by State officials.
   a) True
b) False

22. According to documentary titled “The Wedding” and presentations on Quinceañeras, Padrinos/Madrinas was a term used to described family or friends who serve important roles in the ceremony and help with the various cost associated with these cultural events.

a) True
b) False

23. Popusas are a typical Mexican dished enjoyed during the Cinco de Mayo celebration.

a) True
b) False

24. According to Memory Community and Activism farm workers have always enjoyed the protection of labor laws and support by State officials.

a) True
b) False

25. Chicana/os celebrate mother’s day on May 10th regardless of the day it falls into.

a) True
b) False

26. According to the documentary titled “Letters From the Other Side,” Piñatas do not necessarily have a meaning they are simply used to entertain young children so that adults can enjoy the fiestas.

a) True
b) False

27. Dia de la Candelaria (AKA candle mass) takes place on February 2, as a way to celebrate the end of the Christmas season with the host of the fiesta being the person who found the Jesus figurine in the Rosca de Reyes.

a) True
b) False

28. The topic of my presentation during the Chicana/o History month was about Braceros in the Pacific Northwest.

a) True
b) False
FILL-IN-THE-BLANK

29. Define Rosca de Reyes ________________________________

30. Define the term curandera ______________________________

31. Define the term corrido ________________________________

32. Define the term Narcocorrido __________________________

33. Define the term cumbia ________________________________

34. Define the term Duranguense __________________________

35. The middle name of your professor for this class is ________________

ESSAY QUESTIONS

Select one of the essay questions below and answer it to the best of your abilities. In order to get full credit, be sure to address every point you are being asked, provide examples and any other details you believe are relevant.

1. Provide a summary of the chapter titled “Testimonio de Un Tejano en Oregon.” In your answer be sure to provide details of some of the major themes you found in this chapter and how they relate to Chicana/o culture.

2. Provide a brief summary of the chapter titled “Mexicanos and the Catholic Church.” In your answer be sure to provide the major themes that emerged from this chapter and how it relates to Chicana/o Culture as well as issues of institutional racism and discrimination.

3. Describe the cultural celebration of Las Posadas. In your answer be sure to provide details of what takes place during this holiday, the approximate date of this celebration, types of preparation and the overall meaning and connection to Chicana/o culture.

4. Describe the importance of art, poetry, music and other artistic expression in Chicana/o culture. In your answer be sure to describe how these forms of expression have been used to resist oppression, discrimination as well as the struggles, institutional and social prejudices Chicana/o have experienced over time. (Be sure to include examples of the presentations of your classmates)
Introduction to Chican@ Latin@ Culture
CHST 101 and ANTH 161
Eastern Washington University, Winter 2010

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Email: mgarcia1@mail.ewu.edu
Phone: (509) 359-2404
Office Hours: Monday-Thursday 9:00-10:00 a.m. Or by appointment
Class Time: 11:00-11:50 a.m. MTWRF Room: Monroe Hall 302

Course Description

This course will provide students with an overall understanding of the origins and characteristics of the Chicano/Latino culture found in the United States. Specific components that will be addressed include issues of cultural identity, customs, language, family and the arts. On a more micro level, this course will provide students with an insight of the economic and cultural contributions of Chicanas/os Latino/as in the Pacific Northwest. Note: This course satisfies EWU's cultural diversity requirements.

Text Required


Course Requirements

Active and informed participation in class. I have designed this course under the assumption that individuals learn best and help others learn whenever they take an active role in class discussions and in their own education as a whole. For the purposes of this class "Participation" includes the following: be on time and ready to participate in class discussion, ask and answer questions, bring materials, whenever possible that can enhance the understanding of the issues being discussed, take notes and be an actively engaged listener. The more you participate, the better this class will be.

Your participation will be assessed based on your ability to improve the learning environment for the benefit of yourself and your classmates by asking questions related to the subject matter and by offering appropriate insights. Students who earn the highest participation grades will be those who (1) clearly show they have read, thought about and understood the materials assigned for each class meeting by actively participating in class discussions; (2) clearly indicate that they have considered the opinions of their classmates and have built on their ideas to create new insights about the subject matter; (3) have the ability to build a connection between the assigned material, ideas from previously assigned
work, and ideas drawn from other courses; and (4) preserve a cordial and professional classroom environment for the benefit of all.

There will be a total of four assignments, a midterm and a final for this course:

1. **Paper on Chicano/Latino Culture**: Write a 4-6 pg. paper on a topic related to Chicana/o Latino/a culture. The paper should be double space 12-point font and must be about an authentic Chicana/Latino cultural event. The topics acceptable as a cultural event can include El Dia de los Muertos, Quinceañeras, Weddings, Cinco de Mayo, Dia de la Independencia, Chican@ Art, Chican@ music, etc. Your final paper must be augmented with at least three Academic peer review sources (journals). You are encouraged to use audio visuals in your presentations including photos, videos, art, music, poetry, skits (must be approved by instructor), etc. This paper will account for 20% of your grade and must be presented in class during the last two week of the quarter.

2. **Exams**: There will be a midterm and a final exam. The exams will cover readings, class discussions, documentaries, guest speakers, lectures and any other materials assigned. The mid term and final exam will account for a total of 40% of your grade.

4. **Journal**: You will be required to keep a weekly journal reflecting your thoughts and reactions to the readings, discussions and other topics we cover in class. The journal should also reflect your observations related to Chicana/Latino culture in various settings on campus, in the residence halls, football games, intramural sports, etc. Your journal should also include your reactions to news events, social interactions among your peers and other characteristics or dynamics you may encounter in other social or academic settings. **Note**: Everything you write in your journal will be kept under strict rules of confidentiality. The journal will account for 25% of your grade and will be collected every two weeks throughout the quarter. The journal entries must be typed, double space with a 12-point font.

4. **Active and Informed Participation.** Active and informed participation will account for 15% of your grade. Please read the syllabus carefully for details regarding this requirement.

**Evaluation**
All assignments will be evaluated in terms of their clarity and coherence, correct punctuation, grammar, and spelling as well as the specific expectations of the assignment. Assignments must be turned in on the date they are due. Written assignments must be printed, double-spaced, with page numbers and one-inch margins. Handwritten work will not be accepted for any out-of-class assignments. Late papers or assignments will not be accepted. Your grades will be assigned according to higher education standards, which include an assumption of basic English literacy with minimum spelling, grammatical and punctuation errors on assignments that are turned in for a grade.

Although this is not an English class, excessive punctuation, spelling and other form of grammatical errors will be penalized. If you need assistance in the process of writing your paper please visit the Writers' Center. You can schedule a 50-minutes session with a Professional Responder where you can brainstorm ideas for assignments, draft outlines and citation formats,
or discuss ways to revise drafts. For more information and to make an appointment visit www.ewu.edu/writerscenter or call 359-2779 Monday-Friday from 8am-5pm.

There may be opportunities for some “extra credit,” however; you should not rely on this to pass this class. There will be absolutely no special treatment for those who find themselves in a difficult situation at the end of the term; this would be unfair to those who have worked diligently throughout the quarter. My philosophy is that there is absolutely no benefit in providing you with an extra credit assignment at the end of the term when you could have spent your time wisely acquiring the knowledge and skills you would need to complete the assignments, exams and prepare for class discussions.

Discussion Policies
Participation in this class is considered mandatory with proper rules of courtesy and professionalism being observed. Among the best qualities of this course is the ability of students to openly exchange ideas regarding the materials assign for class. Do not get the false impression that the interpretation of the instructor about a topic or the material assign for class is necessarily the best or the only one available. Feel free to challenge these ideas or to disagree, but be ready to defend your argument against those of the instructor or your peers. You must remember that when there isn’t much discussion or disagreement on a topic it is because only one person is doing the thinking or perhaps even the reading.

Participation in this class also involves the ability to listen and consider different points of view and be respectful of others. Therefore, any activity that deviates from this standards including reading newspapers, magazines, being logged onto the internet when you’re not supposed to, utilizing personal electronic equipment, sleeping and whispering to the person next to you is considered disrespectful and will not be tolerated. As students, you should feel free to confront anyone who is engaged in this type of disrespectful behavior. After all, this is your educational experience and you need to take some ownership of it.

Course Policies
Attending class is imperative in creating a collaborative classroom environment in which the exchange of information and ideas flourish, hence leading to a positive educational experience for yourself and your peers. Therefore, when missing class you’re not only negatively affecting your education, but that of your classmates.

For clarification purposes, attending class is defined as being in class the entire period or until class is dismissed. Late arrivals or early departures are extremely disruptive and they should be avoided or minimize at all cost. Students who anticipate having a time conflict or scheduling problems should drop this course. In the event that you miss class, you are responsible for getting notes or other materials that you might have missed from other students, not from the instructor. I welcome students who want to discuss course topics or assignments during office hours, but I will not repeat privately the information I have gone over in class.

Students who show disrespect for the class in any of the following ways will be asked to leave the classroom:
• Being unprepared for class.
• Engaging in inappropriate behavior including private conversations with classmates, making inappropriate comments, continuous tardiness or early departures from class.
• Engaging in activities unrelated to the topic being discussed including reading materials that are unrelated to this class, studying for tests or doing homework for this or other classes.
• Failing to follow the policies already stated in the syllabus.

It is important that you notify me immediately if you have a difficulty or emergency that would interfere with the timely completion of your assignments. Please raise any concerns about course assignments in class, so that others may benefit from hearing the answers. If the office hours that I have posted in this syllabus do not work for you please let me know and I’ll be happy to find a time that would work for you. I can be reached by phone or by email; please include the course title in the subject line of all email correspondence.

Accommodations

Reasonable accommodations are available for any student with a documented disability. Please notify me during the first week of this course, of any accommodations needed. Late notification may cause requested accommodations to be unavailable. All disability accommodations should be approved through the Disability Support Services (DSS) in Tawanka 124. For more information, contact DSS by phone at 359-6871 or send an e-mail to dss@mail.ewu.edu. To receive accommodations, students must have documentation of their disability on file with the DSS. The Student must complete and sign an Accommodation Form with a DSS staff member and take it to each instructor for signature. If a student requests an accommodation and does not present a signed and completed form, they will be directed to DSS.

Academic Integrity and Professional Courtesy

WAC 172-120-040-conduct code is generally defined as any form of cheating, plagiarism, fabrication of data and fraud; therefore, any cheating on exams, plagiarism submitting someone else’s work as your own and other forms of academic dishonesty will not be tolerated. Students who are caught engaging in this behavior will received a failing grade for the entire course and will be forwarded to the appropriate university officials for further disciplinary action. For this reason it is strongly suggested that you always maintain notes and rough drafts of major assignments.

The readings for each week, indicated in the course outline below, must be completed early in the week (by Monday if possible). In the event that other materials are needed, they will be distributed in class as handouts. If appropriate, I may substitute some of the videos for other documentaries.

Tentative Course Schedule

Week 1 (January 4-8)
Introduction: Overview of the course syllabus and assignments
Readings: Mario T. Garcia, Part 1 (pgs. 1-54)
Readings: Jerry and Gilberto García, Chapter 1

Week 2 (January 11-15)
Video: 1492 Revisited or The Last Conquistador
Video: The Trail North
Readings: Mario T. García, Part 2 (pgs. 57-79)
          Jerry and Gilberto García, Chapter 2

Week 3 (January 19-22)
No Class on Monday January 18 (Dr. Martin Luther King’s Holiday)
Journal Due: Tuesday, January 19
Video: A Class Apart
Video: Boycott for Justice in the Fields
Readings: Mario T. García, Part 3 (Pgs. 85-110)
          Jerry and Gilberto García, Chapter 3

Week 4 (January 25-29)
Video: Wrath of Grapes
Video: Common Man Uncommon Vision: The Cesar Chavez Story
Readings: Jerry and Gilberto García, Chapter 4
          Mario T. García, Part 4 (pgs. 113-120)

Mid-Term: Friday, January 29

Week 5 (February 1-5)
Journal Due: Monday, February 1st
Video: The Lemon Grove Incident, Part I
Video: The Lemon Grove Incident, Part II
Readings: Mario T. García, Part 5 (pgs. 123-147)
          Jerry and Gilberto García, Chapter 5

Week 6 (February 8-12)
Video: La Fiesta Quinceañera
Video: The Mexican American, Part I
Video: The Mexican American, Part II
Readings: Mario T. García, Part 6 (pgs. 151-186)
          Jerry and Gilberto García, Chapter 6

Week 7 (February 16-19)
No Class on Monday February 15 (President’s Day Holiday)
Journal Due: Tuesday, February 16
Video: La Boda
Video: Day of the Dead
Readings: Mario T. García, Part 7 (pgs. 191-220)
          Jerry and Gilberto García, Chapter 7

Week 8 (February 22-26)
Video: Every Child is Born a Poet
Readings:  
Mario T. García, Part 8 (pgs. 223-234)
Jerry and Gilberto García, Chapter 9
Martín Meráz García (The Psychology and Recruitment Process of the Narco)

Week 9 (March 1-5)
Journal Due: Monday, March 1st
Paper Assignment and Presentations on Chican@ Culture Due: (All week)

Week 10 (March 8-12)
Paper Assignment and Presentations on Chican@ Culture Due: (All week)

Week 11 (March 15)
Readings: TBA

Finals Week (March 16-19) Our Final will be on Tuesday, March 16 from 10:00-12:00