GECC Assessment of Social Sciences Goals
For Chicana/o History CHST 218-77
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.

The instruments used to assess the above mentioned goals included reading summaries, exams and a life history project.

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 reading summaries 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 life history project is based on an interview conduct with a Chicana/o Latino/a member of their community. The final product is a paper resembling a life history-autobiography of the individual the student interviews. Students are required to audio record at least one hour of interview time and transcribe the interview verbatim. A copy of the interview transcription is required to be submitted to the instructor at least two weeks before the final paper is due. Students used the transcription as raw data where they identify and write about the major themes that emerged in the interview. The final paper is augmented with peer review sources they used to support the themes that emerged from the interviews. This project is then presented to class the last week of the quarter.

Summary:
Students who enrolled for this class do not know about the historical contributions that Chicana/o Latina/os have made to this country. For example, students have very little knowledge of the important role Mexican Americans and other minority groups have played in building and defending this nation. Many are not aware of the history of conflict between the United States and Mexico and the origins of negative stereotypes, prejudicial practices and sentiments against individuals of Chicana/o Latina/o extraction. Other historical perspectives that are not usually discussed in their mainstream courses are introduced. 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. However, as we move through
the quarter and they are exposed to the readings, lectures, documentaries, and other historical evidence, students begin to filter and process information from different perspectives.

**Interpretations of results:**

Despite the fact that student enrolled in this classes having very strong and narrow views on some issues, 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 had not been explored, discussed or introduced in their educational experience. Even though I did not do a pretest and post test to verify these views before and after, the change in the taught process of our students is evident in the reading summaries and the life history project that was required for this class. For example, the following quote from one of my student’s reading summaries indicates how students who have been exposed to the Eurocentric Hollywood version of the Alamo are able to experience a different perspective that is based on factual historical evidence that paints a very different picture of how this event evolved. “With the influx of U.S. immigrants settling in Texas the stage was being set for the unjust and unreasonable seizure of Mexican territory. In 1836 Texas decided to declare its independence and go to war with México. Euroamericans had come to Texas to make money off of land speculation and off of slave labor. Interestingly, slavery was outlawed in México and the land technically belonged to México. Many U.S. settlers arrogantly defied the Mexican laws and quickly developed an irrational sense of entitlement. So, naturally, when the battle at the Alamo took place and the arrogant, bloodthirsty Texans lost to the 6000 ill-prepared and poorly trained Mexican army, Texian revolutionaries were romanticized in U.S. propaganda as being heroes. There were also many who saw the Texas revolution as a ‘disgraceful affair promoted by slaveholders and land speculators.’ I am glad to know that there were some with rational minds in that era. I just think that it is too bad that the majority of the politicians were just as arrogant and deceitful.”

The following is a quote deducted from the life history project one my students submitted. “When most people think of Mexicans or Hispanics, the image of a man like Juan Rodriguez is not what comes to mind. Years and years of negative stereotypes and myths about this race have created an image that is far from the truth. Juan Rodriguez is a man who is breaking through those myths and stereotypes. Many people like to believe that Hispanics are not as smart as other people. Not only was Juan a straight ‘A’ student, but he had his entire family, two of sisters and three brothers, all went to college and became successful adults. He was also a gifted athlete who was able to get through all the discrimination during his younger years without becoming bitter and resentful. Currently, as a deputy for Spokane County, he is anything but passive, and works to better his community and protect innocent people. An upstanding citizen and a public servant, Juan Rodriguez is the perfect example of a man who came to the United States not to ‘drain’ the system or create crime like so many stereotypes present, but to better himself and contribute to society.”

The life history project indicates student’s perceptions and how interviewing and interacting with a Chicana/o Latino members of their community these negative perceptions and stereotypes are effectively countered by what they learned in the process. I have included the final exam that students
take for this class as one of the many instruments/tools that I developed and used to assess my student's progress in achieving the stated objective.

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

The text assigned in this course is very thorough in its content, but I thought it was necessary to include additional reading material that would be more attractive for students to read. For example, a novel that would complement the material already being taught from a fictional perspective would be an attractive choice for students to reinforce the material they are already learning about various historical events. This issue is already being addressed by the faculty that has been assigned to teach this course.
Chicano History 218

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 question is worth 5 points. Good luck!!!!

MULTIPLE CHOICE

1. The readings in our text make reference to the three C's, which include the following:
   a) Camping, canopy, cholera
   b) Cannibalism, canvas, cooperation
   c) Copper, cattle, cotton
   d) Cortina, Cartajena,

2. The Santa Fe Ring was a group of:
   a) Lawyers who used the legal system & political connections to acquired land in New Mexico
   b) Texas Rangers who kill Mexicans who were out of line
   c) New Mexicans who fought against Euroamericans taking land
   d) Missionaries who were fighting institutional racism

3. California was inhabited by approximately__________ thousand indigenous people before the arrival of the Spanish.
   a) 200,000
   b) 300,000
   c) 500,000
   d) None of the above

4. Undocumented immigrants contribute __________ each year to social security and Medicare.
   a) 5 million
   b) 8.5 billion
   c) 8.5 million
   d) None of the above
5. The Gadsden Purchase was a land deal in which the U.S. forced Mexico to sell approximately:
   a) 100,000 square miles for $10 million
   b) 10,000 square miles for $45 million
   c) 45 million square miles for $15 million
   d) 45,000 square miles for $10 million

6. The number of Mexican males who served in the U.S. arm forces during WWII ranged from:
   a) 375,000 to 500,000
   b) 50,000 to 100,000
   c) 1,000 to 10,000
   d) Mexicans did not served in the arm forces

7. 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

8. The California Land Act of 1851 was:
   a) A clear violation of the treaty of Guadalupe Hidalgo
   b) A way to challenged Spanish and Mexican land grants
   c) Used to established a land commission to review land titles
   d) All of the above

   a) 11%
   b) 21%
   c) 31%
   d) 35%
   d) None of the above
10. A funeral home in Three Rivers, Texas refused to hold services for a Private by the name of ____________ who had died in the Philippines during WWII:
   a) Reyes Lopez Tijerina
   b) Rodolfo Acuna
   c) Felix Longoria
   d) César Chavez
   e) Guy Gabaldon

11. The documentary titled "A Class Apart" among many other things discussed using the __________ Amendment as a weapon to fight discrimination.
   a) 5th
   b) 14th
   c) 13th
   d) 15th
   e) none of the above

12. Undocumented immigrants despite not being legally able to work in the United States still have to pay into:
   a) Medicare
   b) Social Security
   c) Labor & industries
   d) All of the above
   e) Only a & c

13. The documentary title "A Class Apart" was about the following Supreme Court case:
   a) Hernandez vs. Texas
   b) Miranda vs. Arizona
   c) Roe vs. Wade
   d) None of the above

   a) 18%
   b) 28%
   c) 38%
   d) 58%
15. In 1924, Congress passed the Labor Appropriation Act, which officially established:

   a) The Border Patrol  
   b) Labor Relations Bureau  
   c) Equal Opportunity Bureau  
   d) The National Security Agency  
   e) None of the above

16. During World War II, Mexican women also joined the war by serving in the following unit(s):

   a) Women’s Air Force Service Pilots  
   b) Navy Women’s Service  
   c) WWII Women’s of America  
   d) a & b  
   e) None of the above

TRUE/FALSE

17. According to our readings, an expeditionary Force of 5,000 U.S. Army troops were sent to hunt down Pancho Villa who had began his career as a bandit, but became a revolutionary icon in Mexico.

   a) True  
   b) False

18. Porfirio Diaz was the President of Mexico during the Mexican revolution of 1910.

   a) True  
   b) False

19. The California legislature passed the 1931 Alien Labor Law, which forbade contractors from using alien workers for highway construction, schools, government office buildings and other public projects.

   a) True  
   b) False

20. The Literacy Law of 1917 restricted the flow of European labor into the U.S., but exceptions were made for Mexicans to fill the labor shortage.

   a) True  
   b) False
21. Only literate Mexican Americans were allowed to join the military service during WWI as the law required.
   a) True
   b) False

22. In 1903, Arizona passed a law restricting miners to only 8 hours per day; this law eased the burden on Mexicans who were working 14-16 hour days.
   a) True
   b) False

23. The purchasing power of the various Latino subgroups is approaching one Trillion dollars.
   a) True
   b) False

24. The Santa Fe Trail was a major factor leading to the economic boom of California during the gold rush of the 1940s.
   a) True
   b) False

25. Bear Flaggers were a group of Spanish colonist who brought Catholicism to the natives of California.
   a) True
   b) False

26. Joaquin Murrieta was a Californian Mexican who after being disposed of his land, having his brother killed by Euroamerican vigilantes and his wife raped rose up against a legal system that was unresponsive to Mexican’s rights under the Treaty of Guadalupe Hidalgo.
   a) True
   b) False
27. Mexican Americans were not allowed to fight in the frontlines during World War II largely because they were uneducated and spoke no English; as a result no more than two medals of Honor were awarded to Mexican Americans in this war.

   a) True
   b) False

28. The “Salt of the Earth” mine strike in New Mexico lasted for approximately 15 months in which men, women and children participated.

   a) True
   b) False

29. From 1929-1939 as many as 2 million Mexicans, of which 60-75 percent were U.S. citizens were deported.

   a) True
   b) False

30. César Chavez and his farm workers’ movement gave Chicanos a cause, symbols, and a national space to claim their presence in the country’s civil rights movement.

   a) True
   b) False

31. Mexican and Latin American elites have historically advocated for Pochos and recently arrived immigrants.

   a) True
   b) False

32. 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
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 is relevant to the question being answered.

1. Discuss the birther movement as discussed in class and how it relates to the readings. In your answer be sure to discuss how this movement relates to nativism and the treatment of anything that sounds or looks foreign. What are the practical implications for those affected by this sentiment?

2. Describe the cause and effect of the Chinese Exclusion Act and the Gentlemen’s Agreement with Japan. In your answer be sure to describe the purpose of these acts and how they impacted the migration of Mexicans and other Latin American countries into the U.S.

3. Describe the contributions of Chicano/Latinos in WWI, WWII, Vietnam, the Korean War and other conflicts. For example, describe how their involvement in these conflicts has impacted their assimilation (acculturation), identity and the expectations of the country they have served.

4. Describe the effects of industrialization, improvement in transportation and other technologies on Mexicans and their migration to the United States. In your answer be sure to provide as much details, and provide as many examples as possible to get your point across.
Chican@ Latin@ History
CHST 218 and HIST 218
Eastern Washington University, Winter 2010

Professor: Dr. Martín Meráz-García
Office: 203G Monroe Hall
Email: mgarcia1@mail.ewu.edu
Phone: (509) 359-2404
Office Hours: Monday-Thursday 9:00-10:00a.m. Or by appointment
Class Time: 10:00-10:50a.m. MTWRF Room: Monroe Hall 302

Course Description

Peoples of Mexican descent have been part of the American national history since 1848 and today, Mexicans are among the fastest growing Latino subgroup in the United States. As a whole, Latinos (this would include Puerto Ricans, Cubans, and other subgroups from Central and South America) represent the largest ethnic minority group in the United States and it is imperative that we understand the intricacies of such a rapidly growing community and the contributions they are making and will continue to make in our communities. This course will examine the history of the indigenous civilizations prior to the 1500s, but the main focus will be on Chicanas/Chicanos Latinos/Latinas. The primary focus of this course will be on the historical links to the Spanish presence in colonial Mexico including the Southwest from 1521-1821. Additionally, other themes that will be explored include the Mexican period from 1821-1848, which includes the Texas rebellion and the Mexican American War, the Mexican labor history of the early 1900s and the Chicana/o Latino/a historical experience during WWII. Finally, other important themes that will be explore include the Chicana/o civil rights period of the 1960s to the early 1970s as well as Chicana/o Latino/a in contemporary America, post civil rights movement, 1980s to the present. 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. **Chicana/o Latino/a Life History Project and Presentation**: You will write a 5-8 pg. paper based on an interview that you will conduct to a Chicana/o Latino/a member of your community. In this paper you are essentially producing a life history/autobiography of the individual that you are interviewing. The interview must be audio recorded and at least one hour in length. Be sure to have a list of potential questions prior to the interview. You are required to transcribe the interview verbatim and a copy of the interview transcription should be submitted to the instructor at least two weeks before the paper is due. You should use this transcription as your raw data in which you will identify and write about the major themes that emerged. You are encouraged to use audio visuals in your presentations including photos, videos, maps, music, etc. The paper should be double space 12-point font and use at least three academic peer review sources to augment your final paper. This paper will account for 20% of your grade and must be presented in class the last 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 midterm and final exam will account for a total of 40% of your grade.

4. **Reading Summaries**: You will be required to submit summaries of your assigned readings in which you will identify the most important themes the author is conveying. In order to make your summaries richer in content, I would encourage you to incorporate some of the discussions we have in class about news events and any other information that you may encounter in social or academic settings that relate to Chicana/o Latino/a History. The reading summaries will account for 25% of your grade and will be collected every two weeks throughout the quarter. The reading summaries 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 challenged 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.

**Tentative Course Schedule**

**Week 1** (January 4-8)
- **Introduction:**
- **Readings:** Rodolfo F. Acuña, Chapter 1 & 2

**Week 2** (January 11-15)
- **Video:** The Last Conquistador
- **Readings:** Rodolfo F. Acuña, Chapters 3 & 4

**Week 3** (January 19-22)
*No Class on Monday January 18 (Dr. Martin Luther King’s Holiday)*
- **Reading Summaries Due:** Tuesday, January 19
- **Readings:** Rodolfo F. Acuña, Chapters 5 & 6

**Week 4** (January 25-29)
- **Readings:** Rodolfo F. Acuña, Chapters, 7 & 8
- **Mid-Term:** Friday January 29

**Week 5** (February 1-5)
- **Reading Summaries Due:** Monday, February 1st
- **Readings:** Rodolfo F. Acuña, Chapters, 9 & 10

**Week 6** (February 8-12)
- **Readings:** Rodolfo F. Acuña, Chapters, 11 & 12

**Week 7** (February 16-19)
*No Class on Monday February 15 (President’s Day Holiday)*
- **Reading Summaries Due:** Tuesday, February 16
- **Video:** Soldados: Chicanos in Vietnam
- **Readings:** Rodolfo F. Acuña, Chapters, 13 & 14

**Week 8** (February 22-26)
- **Readings:** Rodolfo F. Acuña, Chapters, 15 & 16
- **Transcribed Interviews Due:** Friday, January 26

**Week 9** (March 1-5)
- **Readings:** Rodolfo F. Acuña, Is Antonio Banderas a Chicano?
- **Reading Summaries Due:** Friday, March 5th

Chican@ Latin@ History Project and Presentations Due: (All week)

**Week 10** (March 8-12)
Chican@ Latin@ History Project and Presentations Due: (All week)

**Week 11** (March 15)
Readings: TBA

Finals Week (March 16-19) Our Final will be on Thursday, March 18 from 9:00-11:00