History 44
The Mexican American in the History of the United States II
Dave Smith

Office Hours: GC Bldg, 3rd floor, Office 380R
10:00-11:00 MW, 11:00-12:00 TTh, 5:45-6:40 Th

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PLEASE feel free to call me anytime before 10 PM

Required Readings
Gonzales, Manuel G., A History of Mexicans in the United States, 2nd ed
Rodriguez, Richard, Hunger of Memory: The Education of Richard Rodriguez

Course Requirements
• 20% - 200 pts - Papers: there will be a paper on the Rodriguez book, and one written as a response to a mural tour. Each paper will be worth 100 points, or 10% of your grade. Prompts will be distributed in class. The papers will be graded primarily according to content, and secondarily on form, but do not think that you can get away with a shoddy paper! This is college, and there is no excuse for poor writing. Each paper must be typed, double-spaced, and contain no less than five full pages of text. No creative title pages, and half-first and -last pages, equaling three pages of actual writing. I am onto this one guys! 😊

• 60% - 600 points - Examinations: there will be two exams, each to be worth 30% of the final grade. These will be objective exams, and you will need to bring an 882 scantron to class for each exam, along with a #2 pencil. The exams will be a combination of material from the book as well as the lectures, with the lecture material counting for slightly more in terms of points; thus, it would be wise to take plenty of lecture notes. Late exams will be at the instructor’s discretion, and may be docked 10% of the earned points, unless the student is fighting the nation’s enemies or the unwilling victim of circumstances beyond their control.

• 15% - 150 pts - Chapter Questions: each student must answer questions on the chapters in the Gonzalez book. Each assignment is worth 20 points.
  • The work must be handed in the first class of the week in which it is due, NOT the second class - this is particularly important as there will be weeks where we will be discussing the chapter questions in class, and if you do not have the work done and with you...well, I hope this is clear. Late questions will be accepted, with half credit lost per late day. You may turn in your questions late, by midnight by way of email, on the day they are due for no loss of points.
  • You MUST then bring in a hard copy to class with EMAILED written across the front. Until you bring in the hard copy you will receive no points.
• Also, PLEASE bear in mind - work by email is for those emergencies in the semester when something has derailed your ability to have it in class when due - once or twice, do not abuse this privilege, as I do not need my inbox flooded with your assignments.

• LASTLY - you MUST do YOUR OWN WORK. This work may not be done with a friend/sibling/cousin/or whatever in class. Do not think you can copy one another's work, change the first line or resort to some other stratagem you perceive as clever - this is not group work, it is solo work, and if I find anything to the contrary you will receive an 'F' in the class.

• 5% - 50 pts - Video and Film Quizzes: there will be viewings of three films (one on your own time at home) and four documentaries, each to be followed by a quiz.

Student Expectations

• Complete the assigned readings before coming to class
• Complete the chapter questions as you do the readings
• Take PLENTY of notes each and every class
• Please bring a sense of curiosity to the class and a desire to pass!

One last thing to bear in mind: studies have suggested that to do well in a class, for every hour of class-time, twice that much time must be spent on homework and studying; thus, for a regular 54-hour, 16-week semester, a student would be spending something like 150 hours outside of class devoting time and energy to passing that class. This may seem like too much, and different students need varying amounts of study time. I am only trying to make one point: in this class you will be compacting 16 weeks into less than one-third that time - please be prepared to exert a lot of effort over the next five weeks to pass the class.

Attendance

Attendance will be taken at each class. Poor attendance will affect your grade, as described above. But -- if you are in any way ill, please do not attend class. Telephone and let me know why you are missing class, and your absence will be excused. Do not fear that you will fall behind, as I will make certain that you get the notes, etc., that you may have missed. AND: do not assume you are going to be/have been dropped for whatever reason, and simply stop coming to class; PLEASE contact me to see what may be done.

Three unexcused absences, or a loss of six class hours will result in a drop from the course.

If you come to class late, please take a seat near the back door so as not to disturb others. Be certain not to compromise the stage of history! Excessive tardies will affect your grade. If for whatever reason you cannot make it to class at the assigned time, then you may want to consider taking another class entirely.

Getting up in the middle of class and leaving is disruptive to the other students, but sometimes unavoidable. If you have to leave class early, please let me know in advance, and take a seat near the door. Otherwise you will be counted absent for the day. This is not an idle threat; if these transgressions multiply, it could result in your being dropped from the
class. Wouldn’t it be silly to be dropped several weeks before semester’s end for such a preventable lapse of reason?

**Late Work**
No late assignments will be accepted, except in rare cases. This is to ensure equal accountability for all students in the class. If anything is accepted late, points will be deducted from the total possible points as a penalty.

**Students With Disabilities**
Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services, HLRC room 119, or call (310) 287 4550 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

**Grading**
The coursework is equal to 1000 points, with each assignment worth a specific number of points directly equal to that percentage of the grade. (See Course Requirements.) Content and form are not separate in terms of grading. There is no excuse for poor writing at the college level. If you have trouble with your writing, please see me for recommendations to the Learning Resource Center (LRC), located in the library.

The grade you receive will be directly related to your mastery of the course material, as shown in your work and classroom participation. I will not "give" an 'A' to one and an 'F' to another; rather, each student earns the grade they receive. As the instructor, I am a guide on the path to learning, and a fair judge of your progress -- but it is your responsibility to learn the material. What you leave the course with is what you have put into it.

Please keep all of your assignments and keep track of your point total. If you ever wish to get a sense of where you are in the course, simply add the points you have received and divide them into the number of points possible to that point in the semester; this will give you your % on a 100% scale, and as the course is worth 1000 points, you need then only multiply your score by 10 to get a good sense of your grade.

**Academic Integrity**
Additionally, all students are expected to do their own work. Any sort of cheating and/or plagiarism are punishable in ways to grim to mention, but they would begin with being dropped from the course, and referred to both the Dean of Academic Affairs and the Vice-President of Student Services. **PLEASE:** if you think that a course of action **MAY** be wrong, then please consult with the instructor before taking it.

**Course Objectives**
The purpose of this class is to make the student conversant in the main features of Mexican-American history, from the early 1800s to the present day. By the end of the semester the student will be able to list and define major cultural, economic, social, and political patterns of Mexican-American historical development; identify important events, trends, thought and ideas in the history of the United States, especially in relation to the
role played by Mexican-Americas by writing and discussing them critically; be able to locate and relate the course of events on the North American continent; discuss such salient themes of this period as race/ethnicity, class, gender, etc; and have a solid understanding of the clash and ultimate co-existence of cultures as they contributed to the socio-economic and political development of the United States; and further the development of skills of objective analysis by writing papers, reports, and examinations on salient topics and issues.

1. Explain and demonstrate to the students the importance of the study of history, American or otherwise, and how a solid grasp of the dynamics that shape history will help them during the course of their lives, from voting to following the news.

2. Identify the factors behind America's push west, and what the nation gained from this expansionism. Through discussion, assist the students in developing a sense of both sides of the issue of the assimilation of the Native Americans, and focus on the "internal colonialism" thesis relative to the Mexican-American experience.

3. Students will be able to identify the manner in which these three processes worked upon and with one another in autocatalytic fashion.

4. Students will be able to identify the reasons behind Progressive reform, and answer the question: Was Theodore Roosevelt a Progressive?

5. Students will identify the factors behind the burgeoning American interest in expansion overseas, in economic, political, and social terms.

6. Introduce students to the "push-pull" dynamic of immigration, and through lecture and discussion have them come to an understanding of the reality of Mexico in the early twentieth century, and how the Porfiriato and the Mexican Revolution increased immigration to the U.S.

7. Through lecture, text, and discussion the students will formulate opinions on the success/failure of the New Deal, and how it related to the historical experience of the Mexican-American.

8. The students will be able to identify the factors behind the outbreak of World War II, and the emergence of the global struggle between the U.S. and the U.S.S.R., and how this worked to shape world history over the next half-century.

9. Discuss the growth of the so-called "affluent society" of the 50s, and how this affluence did/did not reach non-white minorities.

10. Compare and contrast the actual achievements and failures of JFK and LBJ. Address the "myth" of the Kennedy presidency.

11. Through lecture, text, and discussion have the students debate the need for the various movements for civil rights (including African-American, Chicano, Native American, and the feminist movement) and how this related to the character of American life in the 1950s, '60s, and into the early '70s.

12. Relate the war to the Cold War, and the further development of American imperialism.

13. Compare and contrast the character of American life during these two presidencies.

14. Engage the students in a debate on the future of the United States, in relation to the paper on same. Also discuss the changing realities for Latinos in general,
and Mexican-Americans in particular, and how they will have an increasing impact on public policy in the U.S.

In addition to the above, the course will address many of the Institutional Student Learning Outcomes codified by West Los Angeles College, among them:

- Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. In this class the student will be required to use historical facts to support written arguments.

- Cultural Diversity: Respectfully engage with other cultures in an effort to understand them. In this class the student will be required to analyze the contributions of various ethnic groups to the historical development of the society(ies) under discussion, and examine the positive and negative interactions of said groups.

Please take the time to review this syllabus carefully. Do not rely upon the instructor to remind you when assignments are due. This is a learning institution, and one that you are paying for, and attending, by choice. You are responsible for your grade. Please help make the classroom experience for you and everyone else a positive one. If you do not feel you can live up to the course requirements, in terms of both assignments and conduct, please arrange to take this course at another time, or choose another course entirely.

**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>2/10-14</td>
<td><strong>Course Introduction / &quot;What's In a Name?&quot;</strong>&lt;br&gt;Mural Presentation: &quot;The Iconography of the Mexican Identity&quot;&lt;br&gt;READ: Gonzales, Ch. 3</td>
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<tr>
<td>2</td>
<td>2/17-21</td>
<td><strong>VIDEO: CHICANO Pt. 1, Quiz</strong>&lt;br&gt;READ: Gonzales, Ch. 3&lt;br&gt;NO CLASS - PRESIDENT'S DAY 2/17&lt;br&gt;LAST DAY TO DROP CLASS WITHOUT A FEE OR A 'W' - 2/21</td>
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<tr>
<td>3</td>
<td>2/24-28</td>
<td>Lecture: Texas, California, and the Mexican-American War&lt;br&gt;Ch. 3, Questions due</td>
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<td>4</td>
<td>3/3-7</td>
<td>Discussion: The American Southwest, 1848-1900&lt;br&gt;READ: Gonzalez, Ch. 4&lt;br&gt;Ch. 4, Questions due</td>
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<td>5</td>
<td>3/10-14</td>
<td>Lecture: The Ladder of Race in American History&lt;br&gt;Lecture: Mexico, From La Reforma Through Revolution, 1850-1920, Pt. 1</td>
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<td>6</td>
<td>3/17-21</td>
<td>Lecture: Mexico, From La Reforma Through Revolution, 1850-1920, Pt. 2&lt;br&gt;VIDEO: CHICANO Pt. 2, Quiz&lt;br&gt;READ: Gonzalez, Ch. 5&lt;br&gt;Ch. 5, Questions due</td>
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<td>7</td>
<td>3/24-28</td>
<td>Lecture: The U.S. - Expansion, Immigration, and Business</td>
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<td>Week 8, 3/31-4/4</td>
<td>EXAM # 1</td>
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| **READ:** Begin *Hunger of Memory* - AND KEEP READING IT!!!
| NO CLASS MONDAY - Remember the great Cesar Chavez -
| Viva la Huelga! |

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<th>Week 9, 4/7-11</th>
<th>SPRING BREAK</th>
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| Week 10, 4/14-18 | Lecture: The 1920s and the Culture Wars
| Lecture: The Great Depression and the New Deal
| **READ:** Ch. 6
| Ch. 6, Questions due |

| Week 11, 4/21-25 | Lecture: World War II
| **READ:** Ch. 7, Questions due
| Ch. 7, Questions due |

| Week 12, 4/28-5/2 | Lecture: The Cold War
| **VIDEO:** CHICANO Pt. 3, Quiz |

| Week 13, 5/5-9 | Lecture: JFK, LBJ and the Great Society
| Lecture: The Era of the Movements for Civil Rights
| **READ:** Gonzales, Ch. 8
| Ch. 8, Questions due
| **LAST DAY TO DROP CLASS WITH A 'W' - 5/9** |

| Week 14, 5/12-16 | Lecture: Cesar Chavez and the United Farm Workers
| Lecture: Reies Lopez Tijerina and the Alianza
| **READ:** *Hunger of Memory* |

| Week 15, 5/19-23 | Mural Slide Presentation and Discussion: Mural Tour
| **READ:** Gonzalez, Ch. 9-10
| Ch. 9-10, Questions due |

| Week 16, 5/26-30 | **MEMORIAL DAY - 5/26, NO CLASS**
| Discussion of *Hunger of Memory*
| **NON-INSTRUCTION DAY - 5/27** |

| Week 17, 6/3-9 *FINALS begin on 6/3 and extend through Mon, 6/9 | **VIDEO:** CHICANO Pt. 4, Quiz (6/2, last day of class)
| **FINAL EXAM/EXAM #2, 6/4 - 8:00 - 10:00**
| **PAPERS DUE:** Mural and Rodriguez |
HIST 44 - History of the Mexican American in the United States

Chapter Questions

Dave Smith

Answer each question briefly yet completely. (Two or three lines is too brief.) Be sure to answer the questions in your own words; do not simply copy the answer from the book. Think the question through before answering. These questions MUST be typed, and double-spaced: welcome to the age of the keyboard! 😊

ALSO: questions will ALWAYS be due on the Monday of the week in which they are due - late questions will be penalized half points.

Chapter 3 - The Mexican Far North, 1821-1848

1. Who were the criollos and peninsulares, and what was the source of their hostility?
2. Who was Father Hidalgo and why is he significant?
3. Why did the Indian threat in the far north become problematic after independence?
4. What sorts of problems existed between the conservatives and liberals of California after independence?
5. What happened to the missions and the Indians at this time?
6. How did the Chihuahua Trail affect the frontier colonies of Mexico, especially New Mexico?
7. What is the significance of William Becknell?
8. Describe and contrast the economy and class structure of California and New Mexico. Are they similar or dissimilar?
9. What made life so difficult in Arizona in the early 1800s?
10. Who was Stephen Austin? Why did American settlers immigrate into Texas in the 1820s?
11. Who were the three kinds of American groups that began to arrive in California in larger numbers as the 1820s progressed, and what did each group want there?
12. What factors brought about the conflict in Texas between Americans and Mexicans?
13. What happened to Mexicanos during the period of the Lone Star Republic?
14. What was behind the outbreak of the Mexican American War?
15. What was the Bear Flag Revolt?
16. What were the consequences of the Treaty of Guadalupe Hidalgo?
17. What is the irony of American historian's treatment of the Mexican American War until the time of the Vietnam War?
18. What is meant by the term "Manifest Destiny"? Please go beyond the textbook to explain the origins and meaning of this idea.

Chapter 4 - The American Southwest, 1848-1900

1. According to the author of your text, what are the reasons for Chicano historians having tended to neglect the late nineteenth century in favor of twentieth century research?
2. What were the four primary reasons for animosity between Anglos and Mexicans in the southwest, after 1848?
3. What kind of problems did Mexicanos face in the gold fields of California?
4. What was the Foreign Miner's Tax, and how was it discriminatory?
5. What sort of problems did Mexicanos face in their attempt to maintain possession of their lands?
6. What happened to Mexicanos in southern California between the 1860s and 80s?
7. What is a "social bandit," according to Eric Hobsbawm? How does this apply to the southwest at this time?
8. Who was Estevan Ochoa, and how did the arrival of the railroads in southern Arizona change not only his life but the lives of Arizonan entrepreneurs in general?
9. Who were Mariano G. Samaniego and Carlos I. Velasco, and what is their significance?
10. How did women contribute to the expansion of commercial possibilities in New Mexico?
11. What was the Santa Fe Ring?
12. What were the problems between ranchers and cattlemen in New Mexico?
13. How did New Mexicans try to protect both their lands and culture in the 1880s and 90s?
14. What was the Salt War of 1877, and how did the railroad change relations between Anglos and Mexicanos in the Rion Grande River Valley in the 1880s?
15. What is the significance of Juan Cortina?
16. What is the 'Fantasy Heritage' that Carey McWilliams described in North From Mexico?

Chapter 5 - The Great Migration, 1900-1930

1. What is the "push-pull" process?
2. What were the problems with the Porfiriato and Mexico that led to the Mexican Revolution?
3. How did resistance to the regime of Porfirio Diaz begin to develop?
4. Why was Porfirio Diaz's regime popular with Mexicans to begin with?
5. What were the factors that lead to the Mexican Revolution?
6. What is the significance of Francisco Madero?
7. What was the Cristero Rebellion?
8. Why were Mexican immigrants drawn to the Borderlands?
9. What were the three key industries in the southwest that were dominated by Mexicanos? And why these industries?
10. What role did the contratista play in the Southwest at this time?
11. The late 19th-early-20th centuries was a time of massive immigration into the United States, not just Mexican but European and Asian as well. How did Mexican immigrants differ from European immigrants?
Chapter 6 - The Depression, 1930-1940

1. How did the Depression accelerate the urbanization of Mexicanos in the United States?
2. What were the problems for Mexicanos in American cities?
3. How did the experiences of midwestern Mexicanos differ from their cousins living nearer the border?
4. What was the "Mexican Problem"? How was it dealt with?
5. How did the Dust Bowl migrations impact Mexicanos in a negative way?
6. What were the three main economic areas where labor strife occurred among Mexicanos? Why were the efforts of Mexicanos to organize effective labor unions so ineffective?
7. How were women involved in the Mexican labor movement in the 1930s?

Chapter 7 - The Second World War and Its Aftermath, 1940-1963

1. Why did Mexicanos volunteer for military service at the time of the Second World War?
2. How did involvement in the armed forces change Mexicanos?
3. World War II further increased the number of Mexicanos living in American cities. What were the effects of this on Mexican families?
4. Who were the pachucos and what were the circumstances of their emergence?
5. What is important about the Sleepy Lagoon murder case and the Zoot Suit Riots?
6. Why was the bracero program implemented? What did it do? What were its pros and cons?
7. Why were so many Mexicanos coming into the United States for work in the 1950-60s? What was the advantage of "wetbacks" over braceros?
8. What was Operation Wetback?
9. What was the significance of the "Mexican American Generation"?
10. What was LULAC?
11. What was the CSO?
12. What was the G.I. Forum?
13. What was MAPA?

Chapter 8 - The Chicano Movement, 1965-1975

1. How had things improved for the Mexicanos community from the late 1950s into the early-to-mid-60s?
2. What improvements needed to be made during this same period?
3. Briefly, what were the factors that lead to the emergence of the Chicano Movement?
4. What were Cesar Chavez, Dolores Huerta and the UFW trying to accomplish?
5. What was the philosophy of the Delano Strike?
6. Weighing the evidence, was Cesar Chavez a success or a failure in the long run?
7. What were Reies Lopez Tijerina and the Alianza trying to accomplish?
8. What were Rodolfo "Corky" Gonzalez and La Crusada Para Justicia trying to accomplish?
9. What was Aztlan, and why did the Chicanos at the Denver Youth Conference embrace it?
10. What was indigenismo?
11. What was La Raza Unida party?
12. What were the significance of the high school blowouts?
13. How did MECHA come about, and what was its mission?
14. What was the significance of the Chicano Moratorium Committee?
15. What were the objectives of MALDEF and SWCLR?
16. What were the divisions that appeared within the Chicana Movement?
17. Why did chicanoismo go into decline?
18. In your opinion, was the Chicano Movement a success or failure, and why?

Chapter 9 - Goodbye To Aztlan. 1975-1994

1. What were the two main factors behind the changing demographics for Mexicanos in the US during this period?
2. There were four "new" kinds of undocumented immigrants coming to the US during the 1980s and 90s - who were they?
3. What were the arguments for and against illegal workers?
4. How did IRCA attempt to deal with the problem of undocumented immigrants in 1986?
5. What was NAFTA and what were its pros and cons?
6. What sort of political problems confronted Mexicanos in the 1980s?
7. In the author's discussion of educational deficiencies in the 80s and 90s, he identifies six cultural/familial factors that hinder the educational development of Mexican-American children - please identify them?
8. Please identify some of the gains made by Mexicanas during this period?
9. What is the importance of El Teatro Campesino?
10. How have the last two decades been decades of disappointment for Mexicans in the United States? Pick at least three themes to discuss.
11. How has life changed for Chicanas over the last twenty years?

Chapter 10 - The Hispanic Challenge. 1994-Present

1. What are the three major factors encouraging Mexican immigration after 1994?
2. Why would so many Mexicans move into the American South during this period?
3. What sort of laws did Governor Wilson in California help to enact during the 1990s?
4. Describe the contradiction of the Republican Party's stance on illegal immigration.
5. From the Mexican-American point of view, what are the pros and cons of the two major political parties?
6. Please briefly sum up the relations between Mexicanos and
   a. Cuban-Americans?
   b. Puerto Rican-Americans?
   c. African-Americans?
7. Give me your opinion of Huntington's argument in "The Hispanic Challenge"? Do you agree or disagree with him, or is it a mixed bag?
HIST 44 - Mexican History II
West Los Angeles College
Prof Smith
Discussion Question Grading Sheet

The questions are worth 20 points per chapter. For any missed question, you lose 2 pts; bad grammar/sloppiness you lose 3 points overall (not per question); a grossly inaccurate answer results in a loss of 1 point.

The following is a breakdown of the manner in which I grade the discussion questions. It should be easily understandable, but if you have any questions, please see me.

If your paper has a large 2 on it, then:

You have problems in terms of CONTENT; that is to say, you have not answered the questions thoroughly enough. On the next chapters, be certain to address the questions in a more thoughtful and detailed fashion.

If your paper has a large 3 on it, then:

You have problems in terms of GRAMMAR and or FORM; that is to say, there are issues with spelling, sentence construction, punctuation, capitalizations or lack thereof, indentation, spacing, lack of typing, etc. Be sure to carefully proofread your paper aloud in order to eliminate much of this, and utilize spell-check at all times.

If your paper has a large 4 on it, then:

Please see both 2 and 3 above for a sense of what your problems are, and then please see me.

If words or sentences, or even whole sections of text are underlined, bracketed, or circled, then there are problems with that particular piece of writing.

Sometimes you may see a ? to indicate that your point is unclear.

Also, if you see a line drawn through your paper from left to right, this is my way of indicating that I will not be grading the work like an English teacher from that point forward. This is simply to communicate to you that problems do lie beyond the line, but it is your job to see a writing tutor in the Learning Resource Center for assistance with your writing.
History 44 / Mexican American History II
Rodriguez Paper
Prof Smith

HUNGER OF MEMORY: THE EDUCATION OF RICHARD RODRIGUEZ

Answer the questions as indicated below. Be sure to use complete sentences, and support your points and/or arguments with examples from the book, utilizing direct quotes when necessary. There is no maximum/minimum length for this paper; be sure to do a thorough job. Be prepared to discuss this book. Please see me with questions.

Middle Class Pastoral - Answer this question
1. Who is Caliban, and how does he relate to the education of Richard Rodriguez?

Aria - Answer 1, and either 2 or 3
1. What is an aria, and how does this chapter title apply to the content of that chapter?
2. What does RR mean when he says that there is private and public language/identity? Do you agree with him?
3. Do you agree with RR that bilingual education is not a good thing, that children in the United States should be taught in English?

The Achievement of Desire - Answer 3, and either 1 or 2
1. How does the decision to speak only English in RR's childhood home affect his family? Do the costs outweigh the benefits, or vice versa?
2. Consider RR's contrasts of his parents with his teachers - do you relate to this, and if so, why?
3. RR asserts that education cannot but change a person. How was he changed by his education, and how does he say this is measured most?

Credo - Answer 1, and 2 or 3
1. What is a credo, and how does this chapter title apply to the content of that chapter?
2. How did being raised Catholic affect the education of RR?
3. When RR discusses the faith of his parents, how does he describe it? What has the liturgy of the Catholic Church done for his parents, as well as for other poor and/or immigrant Mexican families?

**Complexion - Answer 1 - 3**

1. What does RR say about growing up as a dark-skinned child? What other symbols does he discuss that held significance for his parents and adult relatives that indicated a person's standing in society in a subtle way?
2. What does RR say identifies the ideal Mexican man? Why are these the values that might matter to people of Mexican descent?
3. What does RR learn about 'real work' during his time as a day laborer during one summer?

**Profession - Answer two of the following questions**

1. What does RR believe was the single biggest problem with the civil rights movement?
2. What does RR say about his experiences as a 'minority student'?
3. What do the above questions say about the problem with affirmative action, according to RR?
4. What does he refer to as the "conspiracy of kindness [that] became a conspiracy of uncaring"?
5. On page 157 RR refers to students who would be able to "go home again"...scholars remained united with their people." RR argues that by being a student, a person has permanently distanced themselves from 'home,' that they can no longer belong to the society of the disadvantaged. Do you agree or disagree with this assertion?

**Mr. Secrets - Answer this question**

1. The last scene in the book takes place at a family Christmas gathering. Read the last paragraph of the book and interpret what RR is saying to the reader about his education.
DRIVING TOUR of
CHICANO MURALS in
ONE EASY LESSON

Map Rendered by Dave Smith
Content Compiled by Dave Smith
A Driving Tour of Chicano Murals

Follow the map to all of the murals in any order you like (although I suggest following my numbered directions). Answer all of the questions that follow each mural on the list.

Your paper will consist of your answers to these questions, AND your minimum one-page analysis of one of the following murals: 1, 5, 7, 12.

Your paper should be no less than five pages in length. Below are some questions to assist you in thinking about the mural and its message. You do not need to ANSWER these questions, they are simply tools to help you in your analysis of the mural's iconography.

- What does this mural say about the Mexican and/or the Mexican American/Chicano identity?
- What images/artifacts/symbols/events/historical persons can you identify in this mural that might be associated with Mexican Americans?
- What was the artist's agenda in painting this mural? What was the artist trying to say to the world?
- Try to "read" the artwork from a cultural viewpoint. If you had seen a picture of the mural before taking this course, would you have known it was a Chicano mural - why or why not?
- Lastly, tell me why this mural speaks to you, and why, and how it intersects with your understanding of the coursework?

At the end of the semester I will show slides of these murals and you will be expected to speak in class on the mural that you singled out for your close attention in your paper.

You may wish to take a Thomas Guide in order to chart your own course. I checked and rechecked this map and while it is accurate, it is my experience that drivers in parts of LA unknown to them take comfort in the knowledge that they have a map. Bring your class notes as well, and the book; they will help you in making sense of what you are seeing.

Also: you may wish to take pictures of the murals, in order to assist you in making your points in the paper. PLEASE take notes on your trip. I cannot stress enough how much it will help you to have pictures, and multiple photos with close-ups of some of them.

LASTLY: if you are particularly inspired by one of the other murals on the tour and would like to write on that one, feel free to ask me if it is OK - it may be.
1. "The Wall That Talks" - Figueroa and Ave 61, north side of Arroyo Furniture Store
   a. What historical figures can you recognize in this mural?
   b. What is the image that links the mural together, from one end to the other?
   c. What does the snow on the mountaintop resemble? Do you know what this represents?
   d. What do the grapes look like and what do they represent?
   • While you are here look behind you at the food stand, La Estrella; on the back wall and the patio are murals by Raul Baltazar.

2. "Chicano Time Trip" - 2601 N. Broadway at Daly Blvd, west side of the East/West Bank. This mural was painted in 1976 by Los Dos Streetscrapers to address the exclusion of Chicanos from the US's bicentennial celebrations in that year.
   a. What do the four panels represent, and what smaller images can you recognize around the primary figures?

   a. What are the four youths engaged in at the extreme left of the mural?
   b. What is the purpose of the Indian priestess in the center? What message is conveyed by all of the elements in that section of the mural?

4. The Murals of Ramona Gardens - Murchison Street near Lancaster and Medford St
   • Drive through this housing project and dig the many murals found there, most dating back to 1976-77. **OPTIONAL**

5. "Anahuac" - E. 6th St and Mott St. Be certain to look around the corner and get the full effect of this most ambitious mural.
   * NOTE: if you wish to write on this mural for your essay, you may write on both sides, but are only required to write on one side; for the purposes of your in-class presentation, only speak on one side.
   a. On the lefthand side, near the beginning (far left), what message does the sun and pyramid convey?
   b. Why does the figure holding the "TIMEXICAH" banner have three heads?
   c. Halfway along this side, what historical era is portrayed by the campesino and the rich man in the suit and top hat? What do these figures communicate to you, the viewer?
   d. Why does this side of the mural begin and end with Indians?
   e. On the righthand side of the mural, at the far right end, what is the message of the grey folk, some with and some without brown eyes?
   f. What is the beam of light?
   g. What happens to the people as they move from that end of the mural toward the center, the sun?
   h. Who are the people near the other end, and what are they engaged in?
6. The Estrada Court Murals - between Grand Vista Ave and Lorena St, on and off Olympic Blvd, 1973. These many murals, among them perhaps the most famed Chicano mural in the world ("We Are Not a Minority"), were created through the cooperation of local at-risk youths and professional artists, as well as the people that lived in the housing project itself.
   - Drive through this housing project and dig the many murals found there, most dating back to 1976-77. OPTIONAL.

   a. Who can you recognize in the line of figures at the top? What is their significance?
   b. What is the significance of the title of the mural?
   c. What does the tree represent, and why is it seeded with skulls in its roots, and surrounded by evil figures? What does the spiky man with tequila symbolize? What of the three figures intertwined to the other side of the tree?
   d. Who are Los Tigres, and what reference is made to them in this mural?
   e. Can you piece together a narrative message from this mural?

10. "Read Between the Lines" - 4539 East Olympic Blvd at Ford Blvd.
    Sloan's Dry Cleaners, exterior, David Botello, 1975.
    a. There are three main elements to this mural. If the boy is the focal point of this mural, who is the figure above him? What does the man at left represent, and the group of people at right?
    b. How do these images tie into the title of the mural?

11. "Raza Adelanta" - Cesar Chavez and Arizona Ave, J. Zander Estrada - be sure to go around all three sides of the building; yes, I know that this piece is decaying, unfortunately.
    a. What historical figures can you recognize in this mural?
    b. What does the mural seem to be saying about the relationship between art and history?

    a. Now that you have gotten this far, and honed your skills in the interpretation of artistic symbolism, without any prompts from me, see what you can make of this mural. Rather than answer my questions, write at least a page here.

    a. What do the eagles symbolize?
    b. What does the title mean?
    c. What can you recognize in this mural?
14. "Untitled"—intersection of Record and Hammell St
   a. What is this mural's message?

15. Statue of Our Lady of Guadalupe.
   • While you are here, take the time to go in and see whatever might be on
     display at Self-Help Graphics (if it is open), one of the original and
     continuing focal points for Chicano art in the U.S.. Walk around to the far
     side of the front of the building and see the mural "Tribute to Siqueiros," an
     homage to the painted-over mural "Tropical America" at Olvera Street,
     painted by one of Los Tres Grandes, David Alfaro Siqueiros, during the
     Depression in the early 1930s. Take the time to research Siqueiros,
     "Tropical America" on the internet – you’ll find it worth your while, I
     promise.

16. "Our Past, Our Present, and Our Future" – Pan-American Bank, 3626 E. 1st St, Jose
    Reyes Meza, 1966. This is one of the earliest of all Chicano murals, and helped to
    inspire many young Chicano artists of the 1960s and 1970s.
    a. Try to make sense of the tale told by this mural, in four panels. The
       panels are as follows:
       i. The Past, as represented by The Conquest
       ii. The Present, through Technology and Science
       iii. The Present, through Agriculture
       iv. The Future

       1. What can you identify in these tile mosaics that upholds the
          titles I have given these murals?

17. "A Story of Our Struggle" – First Street Store, 3640 E. 1st St at Townsend, Group
    Project, 1974

    Here is the history of the Mexican, and of the Mexican American. Based on the
    knowledge you have absorbed from text and lecture, please identify at least five
    of these panels by their content. They proceed chronologically, so this should
    be easy enough!