Course Description
This course surveys United States history from the Chicano perspective and covers historical periods from the initial contact between European and indigenous North American societies through colonial, early national, and contemporary American historical periods. Emphasis is placed on this group’s contributions to the development of the United States. Factors that have shaped the formation of Mexican American society within the context of United States history will also be analyzed.

This is an academic history course with considerable data from comparative viewpoints, keeping up with the lecture and with the textbook readings will be essential to student success. It would be best for students to read the material before class lecture, since lecture will not repeat most of the information found in any assigned readings. If students are having difficulty with course readings ask instructor for further assistance. Come to class prepared to take notes, ask relevant questions from the required and recommended readings and be prepared to follow the analogies offered by the instructor.

Course Text
Orozco Republican Protestantism in Aztlan
Ruiz From Out of the Shadows (Online, via MYECC)

Online Readings (Via MYECC)

Recommended Readings
Coe Mexico: From the Olmec’s to the Aztecs
Keen Aztecs in Western Thought
Chapman A History of Spain
Diaz The Conquest of New Spain
Avila Popular Culture in the Age of White Flight
Morin Among the Valiant
Course Measurements

2 Quizzes, (assigned readings & lecture) (50pts each) 100 pts
4 Historical Video Responses (25 each response) 100 pts
2 Chapter Summaries (Ruiz: Ch. 1 & 3: online) 100 pts
10 Article Argument Summaries 100 pts
2 Group activities (50 each activity) 100 pts
Final 100 pts
Chicano Historical Research Project 100 pts

Grand total: 700 pts possible

Grading Scale:

A. 700-650  B. 649-599  C. 598-548  D. 547-497  F. 497-0

Please Note: Excessive absences will result in a lower grade. Three tardies constitute one absence. Students dropped by the instructor will not be reinstated. Your success also depends on your ability to complete your required reading assignments, historical/community research projects, as well as the quizzes and final.

No incomplete grade is given except under extenuating circumstances.

No Cell-phones, (NO TEXTING IN CLASS) Ipod’s or other instruments (such as laptops), which may disrupt lectures, are forbidden in the classroom. Please refer to the College’s student code of conduct printed in your semester schedule of classes.

Course Objectives

Compare and contrast European and indigenous Central Mexican societies at the onset of the age of European exploration.

Evaluate and differentiate between English and Spanish colonial economic, political and social institutions in North American history.

Assess the role of Spain and England’s colonial inhabitants in the settlement of North America.

Analyze the origins of the constitutional and political system of the United States. Describe and analyze United States foreign relations during the nineteenth century with an emphasis on
Mexico.
Discuss and evaluate the basis for westward expansion into Louisiana, northern Mexican America and the Oregon territory in the first half of the nineteenth century.
Identify and assess the impact of American racial attitudes on United States society during the nineteenth and early twentieth centuries with emphasis on the Mexican American experience.
Evaluate the impact of the United States conquest of northern Mexican America on the economic, legal, and political status of American Indians, Mexicans, Asians, blacks and European Americans in the American West during the late nineteenth century.
Identify the causes of the American Civil War and describe the influence of the Mexican-American War on this conflict.
Analyze the era of industrialization in United States history with emphasis on its impact on Americans of Mexican descent.
Outline and discuss patterns of global immigration to the United States in the late nineteenth and early twentieth centuries with emphasis on Mexican immigration.
Analyze the cultural affects of early 20th century Americanization programs on immigrants including Mexicans in the United States.
Assess the impact of the Great Depression on American life including Mexican nationals living in the United States.
Identify and describe the changes to American society that took place during and after World War II in the family, gender roles, and the expectations of ethnic and racial minorities including Chicanos.
Analyze the goals of the 1960’s civil rights movement with emphasis on Chicano/Mexican American society.
Compare and contrast United States domestic politics, foreign policy, and American society from the Vietnam War to the present including changes in the status of the Mexican American population.

Student Learning Outcome
Course SLO: Upon completion of History 112, students will identify and explain major social, economic and cultural patterns in the history of the Chicano in the United States in a written or oral assignment.

ADA Statement: El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the
Special Resources Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Week 1
“Welcome to Chicanos in the United States – Southwest and Beyond”
“Overview of Course Content”
“The Authors’ Themes & Interpretations”
“Introduction and framework of analysis”
“Resources for Chicano History”
“Cultural/ Historical background of the Chicano”
Published
Read: *Chicano History: Paradigm Shifts and Shifting Boundaries* by Ramón A. Gutiérrez

Week 2
“Pre- Colonial Period: Native people of the Americas” (Topic: Pre-history to 1521)
“Origin of man in the New world”
Read: *About that Bering Strait Land Bridge… Let’s turn those footprints around*
Read: Orozco: 1-30

Week 3
“Intro to Spanish Civilization and Culture”
“Spaniards and Native Americans”
“Why Did the Spanish Defeat the Aztec Empire?”
“Role and Misconceptions about Malinche”
Read: *Tactical Factors in the Spanish Conquest of the Aztecs* by Douglas A. Daniel (Article Summary)
Read: *The Sons of La Malinche* by Octavio Paz
Read: Orozco: 31-54

Week 4
“The fight for Justice in the New World”
“Life in New Spain”
“The Gran-Chichimeca
Video: Music of Latin America (View online)
Read: History of the Indies by Bartolome de Las Casas
Read: Bartolomé de las Casas. A SHORT ACCOUNT OF THE DESTRUCTION OF THE INDIES written 1542, published 1552* [EXCERPTS] (Article Summary)

1st Quiz

Week 5
“The Spanish Frontier”
“The Mission system and early expeditions to the Southwest”
Video: Cabeza de Vaca (View online)
Read: California Indians-New Spain and the Mission System (In Class Activity)

Week 6
“The Mexican Far North”
“Did the Northern Frontier Challenge the Logic of Empire?”
Read: Tensions Mount Between Mexico and Texas (Article Summary)
Read: Colonists Come to Texas

Week 7
“United States interest in Spanish and Mexican America”
“Early filibustering”
“Texas War of 1825-1836: Legacy for Chicano History”
Read: Texas Declaration of Independence 1836
Read: Orozco, 55-82

Week 8
“Texas Republic”
“U.S. expansionist sentiments-- California and New Mexico”
“The Mexican American War”, 1846-1848"
“Treaty of Guadalupe Hidalgo”

**Read:** *The San Patricio Deserters in the Mexican War. Richard Blaine McCormack. The Americas, Vol. 8, No. 2 (Oct., 1951), pp. 131-142* Published

**Read:** *American Anti-Catholicism during the Mexican War TED C. HINCKLEY (Article Summary)*

**Read:** Orozco, 83-111

**Video:** *The Ballad of Gregorio Cortez (View online)*

2nd Quiz

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**Week 9**

“The American Southwest” 1848-1900

“Political, Social, Economic, and cultural subjugation of La Raza in California”

“New Mexico, Texas and Arizona”

“Religious Conflict”

“Mexican American contributions to the development of the region”

**Read:** *Joaquin Murrieta; Tiburcio Vasquez: A Chicano Perspective* by Jose Burciaga (Article Summary)

**Read:** *Quieting Title to Spanish and Mexican Land Grants in the Trans-Nueces: The Bourland and Miller Commission,1850-1852* Galen D. Greaser

**Read:** Orozco, 112-143

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**Week 10**

“The Great Migration”

“The Mexican Immigrant era, 1900-1945”

Short Video: Zootsuit (changing family dynamics)

“The Mexican returns North, Adaptation and Survival in the United states”

“Labor Rights Movements”

**Read:** *Emma Tenayuca Labor Leader* by Lone Star Publishing (Article Summary)

**Read:** Ruiz Ch. 1

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**Week 11**

**Due:** Group activity response

“Contributions of Immigrant Era”
“The Depression”  
“Immigrant life in the United States”  
**Group activity:** “Gender, Family, Cultural issue” *(Ruiz: Ch. 3)*  
“Decade of Betrayal-Repatriation”  
**Read:** *Envisioning Victims and Creating Saviors: Colonialist Representations of Mexican Repatriation in Mainstream American Newspapers, 1931 – 1933* by William F. Costley  
**Read:** *Sterilization in the Name of Health: Race, Immigration, and Reproductive Control in Modern California* by Alexandra Minna Stern *(Article Summary)*  
**Read:** Ruiz Ch. 3  
**Video:** Los Mineros

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**Week 12**  
“WWII and its Aftermath”  
“The rise of the Mexican American”  
“Beginnings of cross-cultural experience”  
**Read:** *Hispanic Americans and World War II* by University of Texas (select a hero/heroine and summarize their experience during the war) *(Article Summary)*  
**Read:** *HONORING GUY GABALDON HON. LUCILLE ROYBAL-ALLARD OF CALIFORNIA IN THE HOUSE OF REPRESENTATIVES.* Friday, September 29, 2006

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**Week 13**  
**Note:** Historical site paper is due  
“Zootsuiters, Braceros and war Heroes”  
“Era of Americanization 1945-1965”  
**Group discussion:** *Zoot Suit Riots* (1942): PBS The American Experience  
**Read:** *The Pachuco Era* by Dan Lukenbill  
**Read:** Orozco, 168-195

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**Week 14 and Week 15**  
“Chicanismo, Group diversity, Levels of group awareness and De-Mexicanization”  
“Beginnings of the Chicano Movement”  
“Chicano and the Civil Rights Movement”  
“The Four- Horsemen”
“The Chicano Today”
“Social, Economic and Political problems”
Read: Review your notes
Film: Cesar Chavez Grape strike
Read: THE CHICANO MOVEMENT: Mexican American History and the Struggle for Equality By Carlos Muñoz, Jr. (Article Summary)
Read: THE STRUGGLE FOR CHICANO POWER IN LOS ANGELES: THE CONTRIBUTION OF A GRASSROOTS ACTIVIST by Cindy Aragon

Week 16
Historical research site presentations
“Recap and Review for Final Examination”
Final

Article Argument Summaries:
Write a 50-word summary of the main argument made by the author for the following scholarly articles assigned
What is in a good argument summary?
You should describe the main point of the article. What is the most important idea that the author is trying to get across? Be sure you don't concentrate on details or on just one section of the article. Words like shows/argues/discusses/analyzes are good action verbs to start your argument summary. A good summary shows that you have read and understand the point of the whole article, rather than parroting back specific details.
How do I know it is 50 words?
You could count them, or most word processing programs have a "word count" function.
How much can I possibly say in 50 words?
Expressing yourself with few words is a skill. If you have too many words, go back and see if you can cut some out. Can you convey the same ideas as clearly with fewer words? Rank the importance of your statements, and only include the most important. Remember, editing is one of the most important skills in good writing! (59 words)

For instance, if I had to seriously cut down the above paragraph, I might say:
Concise writing is a skill. Cut less important words and less important phrases. Editing
What makes a good argument summary?
* Include author's last name (always use the last name, never only the first name)
* Include key terms
* Identify where, when, who
* Summarize overall discussion
* Include author's thesis
* Write clearly and without excess language (relatively brief sentences, each word counts)
* 50 word limit

How To Summarize A Historical Video

Summary:
Describe the main idea (thesis) of the video clip. Write the main idea in one complete sentence.

a.

List important supporting points.

a.

b.

c.

Note specific facts or statistics.

a.

b.

b.

c.

View the video or video clip and the following questions:
1. Who created this video?
2. What techniques were used to get my attention?
3. How might someone else understand the message differently than me?
4. What values or views are represented? Is bias evident? What values or views have been omitted?
5. Why was the video created?
History 112

Instructions for Local History Site Visit/Project

Your research assignment is designed to permit you the opportunity to experience Chicano history through visitation of a local cultural site in southern California.

You may select any of the following types of places to visit in order to complete your assignment:

a. museum (Example: Southwest Museum, Natural History Museum)

b. historical house or other historical locale (Ex., Avila adobe on Olvera Street, Lopez House in San Fernando, San Fernando or San Gabriel Mission, Pio Pico House in Pico Rivera, Rancho Dominguez, Rancho Cerritos)

c. Plaza de la Raza Cultural Center in East Los Angeles, Latino Museum (downtown Los Angeles) or other similar type of cultural site

After you have selected a location and visited your site, please prepare a 4-5 page report that includes some documentation verifying your visit which concentrates on the theme of how local history can serve to broaden your understanding of the larger Chicano history perspective you gain in this course.

1. Please include in your paper the focus, theme or purpose of the historical site you visited.
2. Explain what you learned about Chicano and southwestern history from this assignment.

3. Describe any evidence that portrays political, social, economic and/or cultural factors in local history.

Note: If you are encountering any difficulties throughout the semester please don't hesitate to let me know!