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.

Student Learning Outcomes: Upon completion of History of the Chicano in the United States, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in Chicano history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Required Books:
Mexicanos: A History of Mexicans in the United States (2nd edition) by Manuel G. Gonzales
From Out of the Shadows: Mexican Women in the Twentieth Century America by Vicki L. Ruiz

Grading:
2 Quizzes based on assigned readings & lecture (50pts each) 100pts
Historical Video Response (4 videos, 25pts each) 100pts
Chapters Summaries (10 reviews) 100pts
Journal (In class) 100pts
Final 100pts
Chicano Historical Research Project 100pts
Total Possible Points 600pts

Grade Scale: A 600- 540, B 539- 480, C 479- 420, D 421- 380, F 379- 0

Please Note: Excessive absences will result in a lower grade. Three late arrivals 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, quizzes, midterm and final.

No cell phones, NO TEXTING IN CLASS, IPods and 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 the course catalog.
Learning Objectives
1. Compare and contrast European and indigenous Central Mexican societies at the onset of the Age of European exploration.
2. Evaluate and differentiate between English and Spanish colonial economic, political and social institutions in North American history.
3. Assess the role of Spain and England’s colonial inhabitants in the settlement of North America.
4. Analyze the origins of the constitutional and political system of the United States.
5. Describe and analyze United States foreign relations during the nineteenth century with emphasis on Mexico.
6. 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.
7. 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.
8. Evaluate the impact of the United States conquest of northern Mexican America on the economic, legal and political status of American Indians, Mexicans, Blacks and European Americans in the American West during the late nineteenth century.
9. Identify the causes of the American Civil War and describe the influence of the Mexican War on this conflict.
10. Analyze the era of industrialization in United States history with emphasis on its impact on Americans of Mexican descent.
11. Outline and discuss patterns of global immigration to the United States in the late nineteenth and early twentieth centuries with emphasis on Mexican immigration.
12. Analyze the cultural effects of early twentieth century Americanization programs on immigrants including Mexicans in the United States.
13. Assess the impact of the Great Depression on American life including Mexican nationals living in the United States.
14. Identify and describe the changes to American society that took place during and after World War II in the family, gender roles and expectations of ethnic and racial minorities including Chicano.
15. Analyze the goals of the 1960’s civil rights movement with emphasis on Chicano/Mexican American society.
16. 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.

Course Outline
Week 1:
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
Pre-colonial period: Native people of the Americas
Origin of man in the New World
Read: Teaching Mexican American History by Roberto R Treviño
Read: About that Bering Strait Land Bridge by Ward Churchill
Read: Mexicanos: Chapter 1
Workshop: How to Read and Summarize an Article
Week 2:
Intro to Spanish civilization and culture
Spaniards and the indigenous Americans
The Spanish defeat of the Aztec Empire
Read: *Tactical Factors in the Spanish Conquest of the Aztecs* by Douglas A. Daniel
Read: *The Sons of La Malinche* by Octavio Paz

**Week 3:**
The fight for Justice in the New World
Life in New Spain
The Gran- Chichimeca
Video: Music of Latin America
Read: *History of the Indies* by Bartolome de Las Casas (excerpts)
Read: *A Short Account of the Destruction of the Indies* written 1542 by Bartolome de Las Casas

**Week 4:**
1st Quiz
1st Video response
The Spanish Frontier
The Mission system and early expeditions to the Southwest
Film: Cabeza de Baca
Read: *California Indians-New Spain and the Mission system*
Read: *Mexicanos*: Chapter 2

**Week 5:**
2nd Video response
The Mexican Far North
Did the Northern Frontier Challenge the Logic of Empire?
**Workshop: How to do a Historical site paper**
Read: *Tensions Mount Between Mexico and Texas* (article summary)
Read: *Colonists Come to Texas*

**Week 6:**
United States interest in Spanish and Mexican America
Early filibustering
Texas War of 1825-1836: Legacy for Chicano History
Read: *Mexicanos*: Chapter 3
Read: *Texas Declaration of Independence 1836*
Read: *Anglo-American Filibusters and the Gadsden Treaty* by Fred Rippy

**Week 7:**
Texas Republic
U.S. expansionist sentiments-- California and New Mexico
The Mexican American War, 1846-1848
Treaty of Guadalupe Hidalgo
Film: San Patricios
Read: *The San Patricio Deserters in the Mexican American War* by Ted C. Hinckley
Read: *American Anti-Catholicism During the Mexican War* by ted C. Hinckley (article summary)

**Week 8:**
2nd Quiz
3rd Video response
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: Mexicanos: Chapter 4
Read: Joaquin Murrieta; Tiburcio Vasquez: A Chicano Perspective by Jose Burciaga

**Week 9:**
The Great Migration
The Mexican Immigrant era, 1900-1945
Video: Zootsuit (changing family dynamics)
The Mexican returns North, Adaptation and Survival in the United States
Labor Rights Movements
Read: Mexicanos: Chapter 5
Read for next week: Ruiz Ch. 3, part of the Group activity assignment. Available online

**Week 10:**
Due: Group activity response (ch. 3 Summary)
Contributions of Immigrant Era
The Depression
Immigrant life in the United States
Gender, Family, Cultural issue Group activity
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)
Film: Los Mineros
Read: Mexicanos: Chapter 6

**Week 11:**
4th Video response
WWII and its Aftermath
The rise of the Mexican American
Beginnings of cross-cultural experience
Read: Ruiz. Ch.4
Read: Mexicanos: Chapter 7
Read: Hispanic Americans and World War II: (for in-class discussion select a hero/heroine and summarize their experience during the war)

**Week 12:**
Note: Historical site paper is due
Zootsuiters, Braceros and war Heroes
Era of Americanization 1945-1965
Update on Historical site project
Group Discussion: Zoot Suit Riots (1942): PBS the American Experience
Read: The Pachuco era by Dan Lukenbill

**Week 13:**
Chicanismo, Group diversity, Levels of group awareness and De-Mexicanization
Beginnings of the Chicano Movement; causes; ideologies; impact
Chicano and the Civil Rights Movement
The Four- Horsemen
Film: Cesar Chavez Grape strike (No video response)
Read: Mexicanos: Chapter 8
Read: *The Chicano Movement: Mexican American History and the Struggle for Equality* by Carlos Munoz, Jr. (article summary)

**Week 14:**
The rise of feminism
Chicano cultural renaissance
1980s: Educational and immigration issues
Era of Latino immigration
Read: *Mexicanos*: Chapter 9

**Week 15:**
The legacy of the Chicano Movement
The Chicano Today
Social, Economic, Political and educational challenges
Recap and Review for Final Examination
Read: *Mexicanos*: Chapter 10

**Week 16:**
Recap and Review for Final Exam
Final

**How To Summarize A Historical Video**
Summary:
Describe the main idea (thesis) of the video clip. Write the main idea in one complete sentence.

1. List important supporting points.
2. Note specific facts or statistics.
3. 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?

**Instructions for Local History Site Visit/Project**
Your research assignment is designed to permit you the opportunity to experience Chicano/ Latino 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:

1. museum (Example: Southwest Museum, Natural History Museum)
2. historical house or other historical locale (Ex., Avila adobe on Olvera Street, Lopez House in San Fernando, San Fernando or San Gabriel Mission, Pio...
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 do not hesitate to let me know!