

HIST C122: CHICANO HISTORY

Item	Value
Curriculum Committee Approval Date	04/08/1988
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	<ul style="list-style-type: none"> • CL Option 1 Arts and Humanities (CC2) • CL Option 1 Social Sciences (CD1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B)
California State University General Education Breadth (CSU GE-Breadth)	• CSU D Soc Politic Econ Inst (D)

Course Description

This survey course examines the role played by communities of Mexican descent in the development of the United States with a particular focus on the Southwest. This class will critically analyze the significance of Mexican, Chicano, and Latino culture, the status of Chicanos as a minority group within U.S. society, and Latino struggles for civil rights. In addition, special attention will be given to historical analyses of Indigeneity, racialization, intersectionality, coloniality and decoloniality, systemic privilege and oppression, immigration and citizenship, cultural politics, identity, community activism. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Given a key economic, political, social, or cultural trend or event in Chicano history, construct a well organized argument, supported with relevant evidence, which evaluates the causes and/or implications of this trend or event.
2. Given primary and/or secondary sources relating to the history of Chicano peoples in the United States, analyze their meaning and usefulness as evidence.

Course Objectives

- 1. Analyze the fundamental social, economic, political, and cultural characteristics of Hispanic communities in the Southwest prior to the U.S. conquest of this region
- 2. Analyze the social, economic, cultural, and political status of Chicanos in U.S. society and explain how this changes over time.

- 3. Evaluate the contributions made by Chicanos and Chicano communities to the culture, society, economics, and politics of the United States.
- 4. Identify the key movements for Chicano civil rights from the time of the American conquest to the present and evaluate the strategies used by these movements.
- 5. Demonstrate the ability to interpret primary and secondary sources relating to Chicano history and to compose an argument that uses them, as appropriate, for support.
- 6. Understand how American ideas of race, identity, inequality, justice, and citizenship change over time and relate to obstacles facing Latinx people in America today.

Lecture Content

Introduction to Chicana/o/x History Indigenous Civilizations of the Americas The Spanish Colonial Era and Struggles for Liberation U.S. Settler Colonialism and the 19th Century Southwest Borderlands 20th Century Mexican Immigrant/Mexican American Community Formation and Civil Rights Struggles Contemporary Latinx Issues and Movements for Social Justice

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

A variety of instructional techniques will be employed to encompass different student learning styles. These may include, but are not limited to, lecture, discussion, and small-group activities. Instruction will be supplemented, where appropriate, by PowerPoint presentations, electronic resources and technologies, guest speakers, and field trips.

Reading Assignments

Students will complete reading assignments from the textbook as well as any supplemental reading based upon course readers, handouts, Internet resources, and assignments from Coastlines Library.

Writing Assignments

Midterm and/or final exams will include at least one essay designed to assess students ability to construct a coherent historical argument clearly supported by appropriate evidence. Students will also complete a paper, report, or other written work that demonstrates their ability to interpret and use primary and/or secondary sources.

Out-of-class Assignments

Outside of the classroom, students will do the required reading, study for quizzes and exams, and conduct research, where applicable, to prepare papers and essays.

Demonstration of Critical Thinking

Students will demonstrate critical thinking through written work such as essays and papers as well as active participation in class discussions.

Required Writing, Problem Solving, Skills Demonstration

Students will be required to complete one or more essays as a component of the midterm and/or final exams and at least one additional paper based upon primary or secondary historical sources.

Eligible Disciplines

Ethnic studies: Masters degree in the ethnic studies field OR a masters degree in American studies/ethnicity, Latino studies, La Raza Studies, Central American studies, Latin American studies, cross cultural studies, race and ethnic relations, Asian-American studies, or African-American studies OR the equivalent OR see interdisciplinary studies. Masters degree required. History: Masters degree in history OR bachelors degree in history AND masters degree in political science, humanities, geography, area studies, womens studies, social science, or ethnic studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Acuna, Rodolfo. *Occupied America: A History of Chicanos*, 8th ed. Pearson, 2014 Rationale: - Legacy Textbook Transfer Data: Legacy text 2. Required De Leon, Arnoldo; Griswold Del Castillo, Richard. *North to Aztlan: A History of Mexican Americans in the United States*, 2nd ed. Wiley-Blackwell, 2012 Rationale: - Legacy Textbook Transfer Data: Legacy text 3. Required Gonzalez, Manuel. *Mexicanos: A History of Mexicans in the U.S.*, 3rd ed. Indiana University Press, 2019 4. Required Vargas, Zaragosa; Paterson, Thomas G. eds. *Major Problems in Mexican-American History*, 1st ed. Cengage Learning, 1998 Rationale: Primary Source collections do not necessarily need the same currency as textbooks. Legacy Textbook Transfer Data: Legacy text 5. Required Vargas, Zaragoza. *Crucible of Struggle: A History of Mexican Americans From the Colonial Period to the Present Era*, 2nd ed. Oxford University Press, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text

Other Resources

1. Coastline Library