

# HIST M133: HISTORY OF MEXICAN AMERICANS

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**Originator**

hhernandez

**Co-Contributor(s)**
**Name(s)**

Colman, Patricia (pcolman)

**College**

Moorpark College

**Discipline (CB01A)**

HIST - History

**Course Number (CB01B)**

M133

**Course Title (CB02)**

History of Mexican Americans

**Banner/Short Title**

History of Mexican Americans

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

HIST M04

**Catalog Course Description**

Surveys the American experience from colonial beginnings to the present, emphasizing the history of Mexican Americans. Examines the changing roles and contributions of Mexican Americans in the context of the social, political, and economic history of the United States.

**Taxonomy of Programs (TOP) Code (CB03)**

2205.00 - History

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | demonstrate the ability to contextualize and interpret primary and secondary texts, images, or audio sources, and to compose an argument which uses them, as appropriate, for support in understanding the History of Mexican Americans in the United States     |
| 2 | identify connections between Mexican American history and their current roles and challenges in the United States today, thus preparing students for the challenges and responsibilities of life and change in American society and within the global community. |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | outline the basic framework, chronology, and significant developments in the historical experience of Mexican/ Chicana/o people in the United States. |
| 2 | identify significant Mexican Americans and their contributions to the political, economic, and cultural history of the United States.                 |
| 3 | explain the historical relationship between the United States and Mexico and its consequences for Mexican Americans.                                  |

- 4 examine the use of law, custom, and stereotypes to shape the Mexican American experience.
- 5 evaluate the impact of historical documents and literature in terms of the creation of Mexican American identity.
- 6 evaluate the tactics and success of organizations such as League of United Latin American Citizens (LULAC), American G.I. Forum, and Mexican American Legal Defense and Education Fund (MALDEF) in comparison with groups representing other minorities (e.g., National Association for the Advancement of Colored People (NAACP)).
- 7 compare the historical experience of Mexican Americans in the Southwest to those in other parts of the country.

## Course Content

### Lecture/Course Content

#### 25% Part I: New World and European Foundations

- A. Pre-contact Mesoamerica
- B. Spanish Conquest and Colonization of the Americas
- C. English Colonization on the East Coast
- D. The Independence of British and Spanish Colonies and the Formation of New Nations
- E. U.S. expansion in the early 19th century in the context of Manifest Destiny and the Slavery Issue
- F. US-Mexican War and Treaty of Guadalupe Hidalgo

#### 25% Part II: Living in a New Nation

- A. Mexican Americans in New Southwest of the Nineteenth Century
- B. Mexican American Responses and Adjustments to U.S. Political Hegemony
- C. Mexican American Insertion into the U.S. Economy
- D. Immigration and the Making of Mexican American Community

#### 25% Part III: Mexican Americans in the early 20th Century

- A. World War I - Mexican Americanization
- B. The Great Depression - Repatriation and Deportation of Mexicans and Mexican Americans
- C. World War II - The Good Neighbor Policy, The Homefront, Military Service, the Zoot Suit Riots, and the Bracero Program
- D. Postwar Hopes and Expectations

#### 25% Part IV: El Movimiento

- A. The Politics of Protest - The Chicano Movement of the 1960s
- B. Chicana Feminism and Writing Chicanas into History
- C. Finding a Voice - Cesar Chavez, Dolores Huerta, and the United Farm Workers, La Raza Unida Party, and Movimiento Estudiantil Chicano de Aztlan (MEChA)
- D. Contemporary Issues - Immigration, Citizenship, and Political Participation

### Laboratory or Activity Content

N/A

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion  
Essay exams  
Group projects  
Individual projects  
Journals  
Oral analysis/critiques  
Objective exams  
Projects  
Portfolios  
Reports/Papers/Journals  
Research papers  
Written analyses  
Written homework

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Collaborative group work

Class activities  
 Class discussions  
 Distance Education  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Internet research  
 Lecture  
 Readings

**Describe specific examples of the methods the instructor will use:**

1. To explain course content, the instructor will use PowerPoint, board work, and educational videos.
2. To explain course content, the instructor will facilitate classroom discussions and small group work.

**Representative Course Assignments**

**Writing Assignments**

write a review of a primary or secondary source document such as a monograph, biography, or historical novel on topics such as Mexican American culture.  
 write a critical summary of a visit to a historic site or museum.  
 complete in-class and/or take-home essays.

**Critical Thinking Assignments**

participate in class and small group discussions debating the impact of immigration on Mexican American identity.  
 compare and contrast the Mexican American experience based on residence in various states.  
 compare and contrast primary source documents to evaluate authorship.

**Reading Assignments**

read primary and or secondary source documents such as a monographs, biographies, or historical novels on topics such as Mexican American culture.  
 read primary source documents on Zoot Suit Riots.

**Outside Assignments**

**Representative Outside Assignments**

conduct library and Internet research.  
 prepare essays and/or oral presentations on topics such as the role of women in Mexican American culture.  
 complete readings from supplemental primary source documents, secondary source monographs, journal articles, handouts, or Internet websites pertinent to class discussion and/or writing assignments as determined by the instructor.

**Articulation**

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
UC, Riverside	ETST/HIST 4	Introduction to Chicano History	4
Cal Poly Pomona	EWS 2020	Chicana/o and Latina/o Historical Experience	3
CSU, Chico	CHLX/HIST 135	Mexican Heritage in the United States	3

**Comparable Courses within the VCCCD**

HIST R107 - History of Mexicans in the United States  
 HIST V12 - U.S. History:Focus on Chicanos  
 AES V22 - United States History: Focus on Chicanos since 1850  
 CHST R107 - History of Mexicans in the United States

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

#### **B1. American History/Institutions**

Approved

#### **B2. Social and Behavioral Sciences**

Approved

### **C. Humanities**

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

#### **F. Ethnic Studies/Gender Studies**

Approved

#### **Course is CSU transferable**

Yes

#### **CSU Baccalaureate List effective term:**

F1995

## **CSU GE-Breadth**

### **Area A: English Language Communication and Critical Thinking**

### **Area B: Scientific Inquiry and Quantitative Reasoning**

### **Area C: Arts and Humanities**

### **Area D: Social Sciences**

#### **D Social Sciences**

Approved

### **Area E: Lifelong Learning and Self-Development**

### **Area F: Ethnic Studies**

## **CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

#### **US - 1: Historical development of American Institutions and Ideals**

Approved

## **UC TCA**

#### **UC TCA**

Approved

**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Acuña, Rodolfo. *Occupied America: A History of the Chicanos*. 8th ed., Pearson, 2014.**Resource Type**

Textbook

**Description**Leon-Portilla, Miguel. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. Expanded and updated ed., Beacon, 2006.**Resource Type**

Textbook

**Description**Hamalainen, Pekka, and Benjamin H. Johnson. *Major Problems in the History of North American Borderlands*. Wadsworth, 2012.**Resource Type**

Textbook

**Description**Gonzales, Manuel G. *Mexicanos: A History of Mexicans in the United States*. 3rd ed., Indiana University Press, 2019.**Resource Type**

Textbook

**Description**Kennedy, David, and Lizabeth Cohen. *The American Pageant: A History of the Republic*. 17th ed., Wadsworth, 2020.**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Vargas, Zaragosa. *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*. 2nd ed., Oxford University Press, 2016.

## Library Resources

### Assignments requiring library resources

Research papers, book reviews and/or journal reviews, oral and/or written reports using the Library's print and online resources.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Write a review of a primary or secondary source document such as a monograph, biography, or historical novel on topics such as Mexican American culture.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom



**Primary Minimum Qualification**  
HISTORY

**Review and Approval Dates**

**Department Chair**  
03/24/2021

**Dean**  
03/24/2021

**Technical Review**  
04/15/2021

**Curriculum Committee**  
04/20/2021

**DTRW-I**  
MM/DD/YYYY

**Curriculum Committee**  
MM/DD/YYYY

**Board**  
MM/DD/YYYY

**CCCCO**  
MM/DD/YYYY

**Control Number**  
CCC000430362

**DOE/accreditation approval date**  
MM/DD/YYYY