

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: Mexican American Studies College: CLASS
 2. Faculty Contact Person: Lorenzo Cano Telephone: 713 743-3133 Email: Lcano@uh.edu

3. Course Information on New/Revised course:

RECEIVED OCT 12 2012

- Instructional Area / Course Number / Long Course Title:
MAS / 3340 / The Development of the Mexican American Urban Community
- Instructional Area / Course Number / Short Course Title (30 characters max.)
MAS / 3340 / MEXICAN AM URBAN COMMUNITY
- SCH: 3.00 Level: JR CIP Code: 45.1201.00 01 Lect Hrs: 3 Lab Hrs: 0

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): _____

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from

the course inventory: Instructional Area / Course Number / Long Course Title

MAS / 3340 / The Development of the Mexican American Urban Community

- Course ID: 31062 Effective Date (currently active row): 1992

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: English 1304 Description (30 words max.): An interdisciplinary approach to the origin and development of Mexican American neighborhoods in urban regions from the 20th century to the present. The course will focus on demographic and structural urbanization and how this has influenced the quality of life of this community in various settings.

10. Dean's Signature: _____

Date: 4/8/12

Print/Type Name: Dr. Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Mexican American Studies

Person Making Request: Lorenzo Cano

Telephone: (713) 743-3133

Email: Lcano@uh.edu

Dean's Signature: _____

Date: 09-7-2012

Course Number and Title: MAS 3340

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- 1) Students will be able to learn and analyze the urbanization of people of Mexican descent in the United States from the early 20th century to the present through a combination of lectures, readings, class discussions, neighborhood bus tours, and films,
- 2) Students will be able to convey issues about personal and social responsibility to community through class discussions and written essays,
- 3) Students will be able to use primary government sources and use the information from these sources to critically assess the quality of life of Mexican Americans living in designated areas,
- 4) Students will be able to communicate effectively in writing their understanding of the processes, components, themes, and patterns of urbanization as it relates to people of Mexican descent.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a paper between 4 to 6 pages addressing one of the course's major concepts related to the urbanization of Mexican Americans and providing the pros and the cons of this as it has affected this community.

Sample paper assignment:

The urbanization of Mexican Americans in the U.S. is often seen as an opportunity for new employment and opportunities. However, urbanization in our cities often come with negative ramifications. Focus on this community in one American city where urbanization could have both positive and negative aspects.

(Some themes that can be included would be that of barriozation, barriology, gentrification, economic restructuring, the internal spatial structure of cities)

Communication Skills:

In the same 4 – 6 paper as above, students will demonstrate their abilities to communicate effectively.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In another paper of 3 pages, students will convey issues of social responsibility.

Sample Paper Assignment:

The empowerment of local communities in our cities implies that residents must make personal sacrifices for this to occur. Only by doing so will communities become empowered. What obligations do community residents have in making this a reality; where residents will have a significant say so in

the affairs of their neighborhoods? Elaborate and provide specific examples in terms of activities and sacrifices that community residents must make in order to achieve this.

Personal Responsibility:

In the same 3 page paper directly above, students will convey issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The papers indicated above will be constant across the sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

**Development of the Mexican American Urban Community
MAS 3340**

Instructor: Lorenzo Cano
Class Hours: Wednesdays, 1-4
Phone Number: (713) 743-3133

Office Hours: By Appointment
E-Mail: Lcano@uh.edu
Instructor's Office: AH 323

Description of Course

This course is designed to familiarize students with the urbanization of Mexican Americans (individuals of Mexican descent) in the U.S. from the early 20th century to the present. The course will cover several themes related to urbanization and how they relate to people of Mexican descent. Some of the themes that will be covered are: the meaning of community; demographic urbanization; structural urbanization; suburbanization; economic restructuring; international migration; gentrification; *barriology*; *barrioization*; economic localization; living wages; sustainable development; bi-national governmental management. The course will highlight the *barrio* (Mexican American working-class neighborhoods) as a unit for analysis and point of reference. The course will enhance one's understanding of the origin, development, composition of, and on-going dynamics of urban barrios in the United States. The course will expand one's knowledge over the diversity of contemporary barrios and the challenges facing the people living in these communities as urbanization evolves into the 21st century.

Although the main focus of the course is the urbanization experienced by Mexican Americans, other Latino ethnic/national origin groups may be incorporated in the class lectures and the course material. For example, a significant number of people from El Salvador live in several major U.S. cities such as Houston and Los Angeles; places that also have a significant presence of Mexican Americans.

Learning Outcomes

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.

The course will use literary works, films, journalistic articles, and art that deal with the Mexican American experience in the U.S. For example, the film, *Break of Dawn*, focuses on the first Spanish language radio disc jockey in Los Angeles, California, Pedro J. Gonzales. Students will be expected to delve into the social responsibility of radio and mass communications in our society. How the media operates vis-à-vis the Mexican American community will be discussed including

the pros and cons of using the mass media towards meaningful social change versus profit motives.

2. Understand those works as expressions of individual and human values within an historical and social context.

The contextualization of the Mexican American urban experience will be discussed within the framework of U.S. history and the urbanization of society. Students will be exposed to the voices of Mexican Americans as they struggle to gain equality and acceptance in the U.S. The film, *Chicano Park*, shows how Chicanos attempted to have a say in the way their neighborhood has been developed just south of downtown San Diego, California. The chapter in the book over economic restructuring in Los Angeles focuses on the dislocation of fairly good paying blue collar jobs and their replacement with lower paying jobs. The course will focus on the personal responsibility of individuals from these communities and the role that they can play in improving the welfare and opportunities for these communities in light of economic restructuring.

3. Respond critically to works in the arts and humanities.

Students will discuss the pros and cons of the films, literary works, and other material as they explain the Mexican American experience in urban America. Students will do this through small group discussions, class discussions, and in written form. Students will be expected to demonstrate critical thinking in evaluating how urbanization has affected the broader Mexican American community. How to assess this in light of continued urbanization and suburbanization will be themes that will be highlighted in class discussions and written papers and exams. For example, gentrification and new proposed development plans often threaten the dislocation of Mexican Americans from working class neighborhoods as seen in the film about Chavez Ravine.

4. Students will be able to learn and analyze the urbanization of people of Mexican descent in the United States from the early 20th century to the present through a combination of lectures, readings, class discussions, neighborhood bus tours, and films.
5. Students will be able to convey issues about personal and social responsibility to community through class discussions and written essays.
6. Students will be able to use primary government sources and use the information from these sources to critically assess the quality of life of Mexican Americans living in designated areas.
7. Students will be able to communicate effectively in writing their understanding of the processes, components, themes, and patterns of urbanization as it relates to people of Mexican descent.

Format of Class and Class Trips

The format of the class will be a combination of **pro-active** class discussions, films, small group discussions, and lectures. Students are expected to have the assigned material read **before** class. At least two barrio **field trips** will be taken during the regular class period to see some of Houston's barrios. The purpose of the field trips is to observe local Mexican American urban neighborhoods and organizations and agencies that work with the community. The field trips will serve as living laboratories where students will be able to see how these barrios have urbanized and are currently urbanizing. The instructor will arrange transportation for these trips unless otherwise stipulated.

Exams

The exams will be a combination of short and long essays. In addition, a true and false section will be included to test if students have adequately read and studied the course material and have listened attentively in class. A fill-in the-blank section will also be included. Students should be prepared to respond with solid answers in the essay portion of the exams by reflecting a strong familiarity with the appropriate processes, concepts, and themes of Mexican American urbanization. Although it is good for students to demonstrate their familiarity with the concepts and processes they should also be able to think critically and analytically on exams and assignments.

Paper on First Barrio Tour

Students will write a four-page description of the first barrio tour trip. The paper should describe the physical, cultural, and economic aspects of what was observed. Central to this paper is whether the area we visit is in *decline* or is in a state of growth and development. Particular attention should be given to how *land* is utilized and organized (for example, what proportion of the land is covered by industry, retail outlets, single-family housing, apartments, vacant land, transportation routes, park space, educational institutions, community centers, warehouses or other uses)

In what ways can the active role of government be observed along the tour? Students will also address, to what extent does the area under observation constitute a "community" as defined in the class. The final aspect of this paper will be to what extent has Latinoization taken place in the area based on the use of the Spanish language and other visible ethnic cultural forms and symbols.

The barrio tour paper is due the following week at the beginning of class. Students will have to attend the second barrio tour in order to get credit but a paper is not assigned for this. Nonetheless, students shall take notes which will be turned in to the instructor immediately after the end of the second tour.

Attendance at Community Events and Written Paper

Students will be asked to attend **two community events outside of class**. The purpose of this is to familiarize students to events representing the Mexican American community in the Houston area. **Students will write a three page paper for both community events (3 full pages)**. The papers will describe and analyze the events and demonstrate how they are part of the broader Mexican American/Latino community life in the Houston area. The paper should be typed and double-spaced and will focus on each individual student's experience at these events. Describe what you see, feel and learn from the event. What do you think the individuals organizing the events were trying to convey and accomplish? What can be said about Mexican Americans and their community based on these individual events and what was observed and presented?

Information about the events will be on exams.

Power-point Presentation

Students will do a 15 minute power-point presentation over an area that has a significant number of Mexican Americans/Latinos through an analysis of a census tract based on the 2010 census. For example, someone could do a "barrio" analysis of a portion of the Gulfton Area or Spring Branch or Houston's East End where a significant number of Mexican Americans and Latinos live. This will include socio-economic data. However, the primary emphasis of the presentation will focus on the physical landscape of the neighborhood including how land is occupied and organized (internal spatial structure of cities/communities). A census tract is an administrative unit used by the U.S. Bureau of the Census to count the people in a particular area and to organize data on income, home ownership status, age, type of employment and other data reflecting the life of the people living within that particular census tract. Please note that a neighborhood may be made up by several census tracts. Other neighborhoods may be made up by only one census tract. Two students can team up and do a presentation together over a census tract if they so desire.

The final product will be a 15 minute power point presentation with at least 10 photographs of the area. Students will turn in the following to the instructor:

1. A paper copy of the power point presentation on the day of the presentation.
2. E-mail the power point presentation to the instructor a day before the presentation by 12 noon.

Class Decorum and Language

Please turn off cell phones, pagers, laptop computers and other electronic equipment during class. Phones that ring should simply be turned off. **This can happen to anyone (including the instructor)**. Students are not allowed to record any of the class lectures or discussions in any way.

Students should feel comfortable expressing their opinions during class, even if those views may be perceived to differ from that of the instructor or other students. Differences of opinion, however, should be carried out in a *civil manner*. We are in a class setting so let's avoid the use of *profanity* or words that are not in good taste.

Class Attendance is mandatory

Students are required to attend class. Missing class unnecessarily may lead to a lower grade than what one may anticipate. Missing class extensively, for whatever reason, may require that the class be dropped.

<u>Evaluation of Grades</u>	<u>Percent</u>
First barrio tour paper	10
Second barrio tour (no paper required)	10
1 st Exam	20
First community event & 3 page paper	10
Second community event & 3 page paper	10
Power-point presentation	20
Final Exam	20 (comprehensive)

100%

Required Textbooks and Material

Arreola, Daniel D. (Editor) *Hispanic Spaces, Latino Places: Community and Cultural Diversity in Contemporary America*. University of Texas Press, 2004

Other material will be handed out or can be located on the internet. The Instructor will provide the students with website addresses for readings throughout the class.

The instructor reserves the right to modify the class as circumstances dictate.

COURSE CLASS SCHEDULE

[Students should have the material read by the date it appears]

1. INTRODUCTION: DEMOGRAPHICS AND COMMUNITY

WEEK ONE

Introduction of the course. Pass out course syllabus and student information cards. Students should provide their name, cell phone number, major, ranking, and a brief reason why they have signed up for the course on the cards. Discussion over the Mexican American community (including the meaning of community) will be discussed.

11. URBANIZATION OF CHICANOS/MEXICANOS: 1900-1930

WEEK TWO

Read, *The Urbanization of Southwestern Chicanos in the Early Twentieth Century*, which can be found in Blackboard Vista. Also, the Introduction and Chapter 1 in the Arreola book, *Hispanic Spaces, Latino Places*. The class will also see a slide presentation about the urbanization of early Houston Mexicans and Mexican Americans.

WEEK THREE

Film: Break of Dawn. This film is based on the actual experiences of the first radio Spanish broadcaster in Los Angeles, California in the late 1920' and early 1930's. Pedro J. Gonzalez was a popular and outspoken leader that was repressed by the local political power establishment for speaking out in defense of Mexicans during the Great Depression.

Next Week: We have our tour of the barrio next week. Please meet in front of Agnes-Arnold Hall. Please show up on time in that we will leave at 1 PM.

WEEK FOUR

Tour of Houston's Second Ward & and other parts of the East End. Take a note pad and pen (or other means to document what you observe) to write down your observations of our tour. Most of the tour will be done while riding through the neighborhoods so you must be attentive.

WEEK FIVE

Discussion of chapters 2 and 3 in the Hispanic Spaces book. Turn in paper over the barrio tour. Discussion over the barrio tour. The instructor will ask several of the students to discuss different aspects of the chapter over the urbanization of Laredo.

WEEK SIX

First exam today over past material/information. The instructor will provide paper for the exam. Be prepared to also answer questions from Chapter 10 (Kansas City) as well.

111. THE GLOBAL ECONOMY: THE SEARCH FOR SPACE, PLACE AND COMMUNITY IN THE CITIES

WEEK SEVEN

Economic Restructuring in the Global Economy. Chapter 6 in the Hispanic Spaces book over Southeast Los Angeles County. Also, Chapter 11 (Northern Nevada). **Film: The New Los Angeles.**

WEEK EIGHT

The globalization of the barrio. Chapter 5 over San Diego & chapter 4 over San Francisco in the Hispanic Spaces book. **Film, Chicano Park,**

WEEK NINE

Second Barrio tour. Tour of the Gulfton Area. Meet in front of Agnes-Arnold Hall. Chapters 7 and 10 in the Hispanic Spaces book.

WEEK TEN

Chapters 12 (Phoenix) and 14 (Hereford) from the Hispanic Spaces book. Be prepared to comment about the urbanization of Latinos in these two chapters. **Film: Los Nuevos Americanos.**

WEEK ELEVEN

Begin class presentations over census tracts. **Everyone should be prepared to present.**

WEEK TWELVE

Class presentation over census tracts.

WEEK THIRTEEN

Continue with class presentations.

WEEK FOURTEEN

Continue with class presentations and also review for the final exam.

WEEK FIFTEEN

Final Exam: This exam will be made up of two parts. The first part will be definitions of concepts (for example, a living wage, economic restructuring, barriology) in the readings and materials passed out in class. You will then have to explain how these concepts were used in the appropriate chapters in the book and other reading material and films. Finally you will have to explain their significance to the Mexican American community.

The second part will be a longer essay question dealing with the structural urbanization of the Mexican American community in the United States with a special focus on the period 1960 to the present. You will use the chapters in the book and the material to explain this in a long essay. Critical thinking and analytical skills should be integrated in your answer.