

UC 12184 12F ✓

CBM003 ADD/CHANGE FORM

APPROVED DEC - 5 2012

Undergraduate Council  
 New Course  Course Change  
 Core Category: WID Effective Fall 2014

or

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

1. Department: HIST College: CLASS
2. Faculty Contact Person: Ramos Telephone: 33116 Email: rramos@uh.edu
3. Course Information on New/Revised course:
  - Instructional Area / Course Number / Long Course Title: HIST / 3333 / Chicano History Since 1910 RECEIVED OCT 19 2012 M.M.
  - Instructional Area / Course Number / Short Course Title (30 characters max.)  
HIST / 3333 / CHICANO HIST SINCE 1910
  - SCH: 3.00 Level: JR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs:
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): BA
  - 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  
HIST / 3333 / Chicano History Since 1910
  - Course ID: 25743 Effective Date (currently active row): 8112003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: junior standing or consent of instructor Description (30 words max.):  
 Examines the historical development of the Mexican origin community within the context of U.S. history from 1910 to the present.
10. Dean's Signature: \_\_\_\_\_ Date: 10/5/12  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History, CLASS

Person Making Request: Raul Ramos Telephone: 3-3116

Email: raramos@uh.edu

Dean's Signature: \_\_\_\_\_ Date: 9/9/12

Course Number and Title: HIST3333 – Chicano/a History Since 1910

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. Discuss the major forces impacting the history of ethnic Mexican communities in the United States during the 20th century.
2. Provide an interpretation of selected aspects of Mexican American social, economic, political, and cultural history
3. Appreciate the continuities and discontinuities in the history of this particular ethnic minority group.
4. Assess the impact of Mexican Americans on the culture, economy, and politics of the United States.
5. Think critically, write a coherent essay, and conduct historical investigations utilizing a variety of research techniques.
6. Integrate the diverse historical experiences of Mexican-Americans into the narrative of American history

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 be required to write a 10-12 double-spaced page report on a history of the Mexican community's experiences in one of the following regions: the Midwest, the Pacific Northwest, the South, and the Northeast. Students will have an introduction and a conclusion, a thesis, adequate evidence from secondary sources, footnotes, and a bibliography. Students will also make a class presentation on the subject of their report.

Essays will be evaluated for their ability to contextualize the community in social, political and economic terms within American History. The use of scholarly research will require students to understand the interpretive approaches to ethnic minorities in the United States.

#### Communication Skills:

Through writing the report above, students will demonstrate their ability to communicate effectively.

#### Empirical & Quantitative Skills:

Click here to enter text.

#### Teamwork:

Click here to enter text.

#### Social Responsibility:

Through writing the report above, students will explore the role others have taken in social responsibility.

#### Personal Responsibility:

Through writing the report above, students will become informed of the personal struggles others have undertaken to improve themselves and their families.

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

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

Each class will include a written essay or report providing context along the lines described above.

Essays will be evaluated for their ability to demonstrate student ability to meet the stated requirements.

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: \_\_\_\_\_

' / "

HIST 3333: CHICANO HISTORY SINCE 1910

Spring 2012

Sec. 18600

Prof. Guadalupe San Miguel, Jr. TTh 1:00-2:30 AH 322  
Office Hrs: M-TH 10:00-12:00; 3:00-4:30  
Off phone: 713-743-3111; (713-743-3216, fax)  
E-mail: [Gsanmiguel@uh.edu](mailto:Gsanmiguel@uh.edu); [DoctorG4HISD@yahoo.com](mailto:DoctorG4HISD@yahoo.com)

Course Description

This is the second of a two-part course series that examines the historical development of the ethnic Mexican community within the context of United States history. More specifically, this course addresses the major social, economic, political, and cultural trends and issues in this group's development during the entire span of the 20th century.

Course Goals

Upon completion of this course, the students should be able to:

1. Discuss the major forces impacting the history of ethnic Mexican communities in the United States during the 20th century.
2. Provide an interpretation of selected aspects of Mexican American social, economic, political, and cultural history
3. Appreciate the continuities and discontinuities in the history of this particular ethnic minority group.
4. Assess the impact of Mexican Americans on the culture, economy, and politics of the United States.
5. Think critically, write a coherent essay, and conduct historical investigations utilizing a variety of research techniques.
6. Integrate the diverse historical experiences of Mexican-Americans into the narrative of American history.

Required Readings

- 1 Vicki Ruiz, *Out of the Shadows* (Oxford University Press, 1998)
2. Guadalupe San Miguel, Jr, *Let All of Them Take Heed* (College Station: Texas A&M Press, 2001)
3. Guadalupe San Miguel, Jr. *Tejano Proud: Tex-Mex Music in the 20<sup>th</sup> Century*, 2002
4. Gilberto García and Jerry García, Eds., *The Illusion of Borders: The National Presence of Mexicanos in the United States* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2002)
5. Additional articles on internet or on e-reserve

**Recommended readings**

1. Zaragosa Vargas, *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era* (NY: Oxford University Press, 2011). 978-0-19-515851-9
2. Robert Courtney Smith, *Mexican New York* (Berkeley: UCB, 2006).

The books can be bought at the University bookstore. All of the books and articles are either on reserve or on e-reserve at the Anderson Library.

**Student Evaluation**

Student grades will be based on the completion of the following requirements:

1. Class participation (30X5)	150 pts	15%
2. Article abstracts (10X15)	150 pts	15%
3. class presentation	100 pts	10%
4. written report of class presentation	300 pts	30%
5. Quizzes (3X100)	300 pts	30%
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Total 1000 pts 100%

**Class participation**

You are expected to attend class at all times and to participate in its activities. Each class is worth 5 pts.

**Article abstracts/summaries**

You will be required to write 10 article abstracts and/or summaries. Each assignment will be 300 words or one single spaced page and worth 15 points. See the syllabus for their due date. No late assignments will be accepted.

**class presentation**

You will be required to do one group presentation to the class based on a book(s) and/or articles dealing with an area outside of the Southwest. Your presentation will provide a history of the Mexican community's experiences in one of the following regions: the Midwest, the Pacific Northwest, the South, and the Northeast. See list of questions and books provided by faculty. The class presentation is worth 100 pts.

**Written report of class presentation**

You will be required to do a 10-12 double-spaced page report on your class presentation. Make sure you have an introduction and a conclusion, a thesis, adequate evidence from secondary sources, footnotes, and a bibliography. The report is due on the last day of class. This report is worth 300 pts.

**Final exam**

You will be required to take 3 quizzes. Two of these are in class, the third one is a written, take-home exam. Each quiz is worth 10 percent of your grade.

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Scale for determining grades:

900-950=A-	951-1000=A	
800-830=B-	831-860=B	861-899=B+
700-730=C-	731-760=C	761-799=C+
600-630=D-	631-660=D	661-699=D+
599 and below=F		

**LECTURES AND READING ASSIGNMENTS**

**INTRODUCTION**

1/17 Introduction to Class  
1/19 Before 1900

**PART 1: IMMIGRANT ERA, 1890-1930**

1/24 Population Growth and Settlement Patterns  
1/26 Community and Cultural Formation  
1/31 Institutional Responses to Ethnic Mexicans  
2/2 Social Resistance and Civil Rights Activity  
2/7 Video: Lemon Grove Incident  
2/9 Occupational Structure, Labor exploitation and  
Worker Resistance  
2/14 Political Participation: Electoral Involvement  
2/16 Quiz 1

**PART 2: MEXICAN AMERICAN ERA, 1930-1960**

2/21 Population Growth and Settlement  
2/23 Community and Cultural Formation  
2/28 Institutional Responses to Ethnic Mexicans  
3/1 Social Resistance and the Origins of the Civil  
Rights Movement  
3/6 Occupational Structure, Labor Exploitation, and  
Worker Resistance  
3/8 Salt of the Earth: Video  
3/13 Spring Break  
3/15 Spring Break  
3/20 Political Participation: Electoral Involvement  
3/22 Quiz 2

**PART 3: THE NATIONALIST & POST-NATIONALIST ERA, 1960-2005**

3/27 Population Growth and New Destinations  
3/29 Community and Cultural Formation  
4/3 Institutional Responses to Ethnic Mexicans  
4/5 The Shift in Identity  
4/10 Chicano! (Video)  
4/12 Social and Labor Resistance Across the Decades  
4/17 Political Participation: Electoral Involvement  
  
4/19 Student presentations: Southeast, Northeast  
4/24 Student presentations: Midwest, Northwest

**CONCLUSION**

4/26 Overview of class



1/17 Introduction to Class  
Syllabus  
Issues in Chicano History

1/19 Before 1900

A.I. Castaneda, "Sexual Violence in the Politics and Policies of Conquest," in Adela De la Torre and Beatrice Pesquera, eds., *Building with Our Own Hands*, UCP, 1993, 15-33. (e-reserves)

Al Camarillo, "Mexican Society in Nineteenth-Century Southern California," In *Chicanos in a Changing Society*, Harvard, 1979, 1996, 101-141 (e-reserves)

Abstract #1 (do a summary of the Castaneda or Camarillo article)

## PART 1: IMMIGRANT ERA, 1890-1930

- 1/24 Population Growth and Settlement Patterns  
Ricardo Romo, "Responses to Mexican Immigration, 1910-1930," *Aztlan* 6,2 (1975): 173-194.
- 1/26 Community and Cultural Formation  
Ruiz, "The Flapper and the Chaperone," *From Out of the Shadows*, 51-71  
San Miguel, "Diversity and change in the Initial Recordings, 1927-1941," In *Tejano Proud*, 20-36.  
Abstract 2 (Do summary of one of the articles).
- 1/31 Institutional Responses to Ethnic Mexicans  
San Miguel, "Cross-Purposes," In *Let All of Them Take Heed*, 32-63  
Abstract 3 (do summary of article)
- 2/2 Social Resistance and Civil Rights Activity  
Ruiz, "Confronting America," *From Out of the Shadows*, 33-50 (adaptation)
- 2/7 Video: Lemon Grove Incident  
Video Guide
- 2/9 Occupational Structure, Labor Exploitation, and Worker Resistance  
Mario Garcia, "The Chicana in American History," *Pacific Historical Review*, XLIX, 2 (May 1980): 315-337 (e-reserve)
- 2/14 Political Participation: Electoral Involvement  
M. Garcia, "Border Politics," In *Desert Immigrants*, 1979, 155-171 (e-reserve)  
Abstract 4 (Do summary of article)
- 2/16 Quiz 1

**PART 2: MEXICAN AMERICAN ERA, 1930-1960**

- 2/21 Population Growth and Settlement  
Meier/Ribera, "Braceros: World War II and After,"  
In *Mexican Americans*, 1993, 172-184. (e-reserves)
- 2/23 Community and Cultural Formation  
San Miguel, "Post-WWII Developments," In *Tejano Proud*, 2002, 37-59
- 2/28 Institutional Responses  
Ruben Donato, "Sugar Beets, Segregation, and Schools: Mexican Americans in a Northern Colorado Community, 1920-1960," *Journal of Latinos in Education*, 2,2 (2003): 69-88. (Internet)  
Abstract #5 (do a summary of the article)
- 3/1 Social Resistance and the Origins of the Civil Rights Movement  
San Miguel, "Roused from Our Slumber," In *Let All of Them Take Heed*, 2001, 64-90  
San Miguel, "Compelled to Litigate," In *Let All of Them Take Heed*, 1987, 113-138  
Abstract #6 (do a summary of one of the chapters)
- 3/6 Occupational Structure, Labor Exploitation, and Worker Resistance  
M. Garcia, "Border Proletariats," In *Mexican Americans*, 1989, 175-198 (E-reserve)
- 3/8 Salt of the Earth: Video
- 3/13 Spring Break
- 3/15 Spring Break
- 3/20 Political Participation: Electoral Involvement  
Katherine Underwood, "Pioneering Minority Representation: Edward Roybal and the Los Angeles City Council, 1949-1962," *Pacific Historical Review*, Vol. 66, No. 3 (Aug., 1997): 399-425.  
Abstract #7 (do a summary of the article)

3/22 Quiz 2

**PART 3: THE NATIONALIST & POST-NATIONALIST ERA, 1960-2005**

3/27 Population Growth and New Destinations

Jerry García and Gilberto García, "The Illusion of Borders: The Impact and Growth of the Mexican Origin Population in the New Millennium," (3-24). In Gilberto García and Jerry García, Eds., *The Illusion of borders: The National Presence of Mexicanos in the United States* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2002) (e-reserve)  
Abstract #8 (do a summary of the article)

3/29 Community and Cultural Formation

San Miguel, "Before the Arrival of the Major Record Labels, 1964-1989," *Tejano Proud*, 60-91  
San Miguel, "'The Era of Corporate Involvement, 1989-1999," *Tejano Proud*, 92-112

4/3 Institutional Responses to Ethnic Mexicans

Jose Campos Torres & Moody Riots, 77-78  
Arizona law

4/5 The Shift in Identity

C. Munoz, "From Chicano to Hispanic," 171-183  
Hispanic vs. Latino, *The Washington Post*,  
Abstract9 (Do a summary of the article)

4/10 Chicano! (Video)

4/12 Social and Labor Resistance Across the Decades

San Miguel, "We Cannot Afford to Rest," In *Let All of Them Take Heed*, 192-214  
Abstract 10 (Do a summary of the article)

4/17 Political Participation: Electoral Involvement

NALEO, *A Profile of Latino Elected Officials in the United States and their Progress Since 1996*, n.d., (accessed 4/9/10)  
[Naleo.org/downloads/NAL30Factsheet07.pdf](http://Naleo.org/downloads/NAL30Factsheet07.pdf).

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4/19 Student presentations: Southeast, Northeast

4/24 Student presentations: Midwest, Northwest

**CONCLUSION**

4/26 Overview of class  
Quiz 3 passed out on last day of class