

HIST - 3333 - Chicano History Since 1910

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department* History

Required Approval Steps*

- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

Will the course be cross-listed with another area?*

Yes

No

If yes, has an agreement with department(s) been reached?

Yes

No

Department(s) and Course(s) that will be cross-listed with this course

Catalog year of implementation*

2016 - 2017

2017 - 2018

Term(s) Course will be TYPICALLY Offered:*

- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

Justification(s) for Adding/Revising Course for Core*

1k. Other (use field below)

State the rationale for creating this new

Core course or revising the existing Core course:* Course was previously a WID core course. Attempt to change to American History Core was denied by THECB. Applying to reinstate WID Core status as originally marked.

Justification - if "other" selected above: Reinstating WID Core to course.

2. Course Catalog Information

Instructional Area/Course Prefix* HIST

Course Number* 3333

Long Course Title* Chicano History Since 1910

Short Course Title (30 character limit)* Chicano History Since 1910

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

Can this course be repeated for credit?* Yes No

If Yes, how often and/or under what conditions may the course be repeated?
Maximum number of credit hours required of this course in degree plan* 3.0
Number of course completions (attempts) allowed* 3
Are multiple enrollments allowed for course within a session or term?* <input type="radio"/> Yes <input checked="" type="radio"/> No
CIP Code* 54.0199.02.01
Requisite Checks in PeopleSoft (functionality within PeopleSoft)* <input type="radio"/> Need to adjust requisite checks already in place - Begin enforcement Fall <input type="radio"/> Need to adjust requisite checks already in place - Begin enforcement Spring <input type="radio"/> Need to create requisite checks for course - Begin enforcement Fall <input type="radio"/> Need to create requisite checks for course - Begin enforcement Spring <input checked="" type="radio"/> No adjustment required - requisites not being changed <input type="radio"/> No requisite check desired for course at this time
Prerequisite(s):* junior standing or consent of instructor.
Corequisite(s)

**Course
Description**

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below
 No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan
 No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below
 No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report* IX(b). Component Area Option (b): Writing in the Disciplines
 Mexican American Studies Minor
 U.S. Ethnic Studies Minor

4. Core Curriculum Information

- Learning Outcomes***
1. Students will discuss the major forces impacting the history of ethnic Mexican communities in the United States during the 20th century.
 2. Students will understand the continuities and discontinuities in the history of this particular ethnic minority group.
 3. Students will assess the impact of Mexican Americans on the culture, economy, and politics of the United States.
 4. Students will think critically, write a coherent essay, and conduct historical investigations utilizing a variety of research techniques.

Foundational Component Area for which the course is being proposed (select one)*	Language, Philosophy, & Culture
Component Area Option (optional)	Component Area Option (b): Writing in the Disciplines
UH Core: Single or Double Category Listing	<input type="radio"/> List course in BOTH the Foundational Component Area and the Component Area Option categories <input checked="" type="radio"/> List course in ONLY the Component Area Option category
Core Objectives addressed by the course*	Communication Skills Critical Thinking Personal Responsibility Social Responsibility
Critical Thinking, if applicable	<p>Students will demonstrate critical thinking by writing a 10-12 double-spaced page research paper based on their family's history. The assignment will connect the student's own experience to the themes of the course.</p>
Communication Skills, if applicable	<p>The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.</p>
Empirical & Quantitative Skills, if applicable	

Teamwork, if applicable

Social Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage various social and ethnic groups in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage various social and ethnic groups in their analysis.

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

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

5. Supporting Documentation

- Type of Attachments***
- Course Syllabus
 - Degree Plan
 - Memo
 - Other Document(s)

"Other" documents:

6. Additional Information Regarding This Proposal

Contact person for questions about proposal:* Ramos, Raul - raramos@uh.edu

Comments:

Administrative Use Only

HIST 3333: CHICANO HISTORY SINCE 1910

Fall 2015

Sec. 25490

Prof. Guadalupe San Miguel, Jr. TTh 11:30-1:00 Rm GAR118
Office Hrs: MWF 10:00-12:00; 2:00-4:30
Off phone: 713-743-3111; (713-743-3216, fax)
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Couse 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. Guadalupe San Miguel, Jr, *Let All of Them Take Heed* (College Station: Texas A&M Press, 2001)
2. Guadalupe San Miguel, Jr. *Tejano Proud: Tex-Mex Music in the 20th Century*, 2002
3. Michael Innis-Jiménez, *Steel Barrio: The Great Mexican Migration to South Chicago, 1915-1940* (NYU Press, 2013)
4. Anthony Macías, *Mexican American Mojo: Popular Music, Dance, and Urban Culture in Los Angeles, 1935-1968* (Duke University Press, 2008)
5. Maylei Blackwell, *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement* (Austin: University of Texas Press, 2011)
6. Walter Nicholls, *The DREAMers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate* (Stanford, 2013)

6. Additional articles on Blackboard

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. F. Arturo Rosales, *Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights* (Houston: 2000)

The books can be bought at the University bookstore. The articles and primary sources are either on blackboard or on e-reserve.

Course Requirements and Student Evaluation

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

1. Class participation (30X5)	150 pts	15%
2. Discussion assignments	50 pts	5%
3. Research paper	250 pts	25%
4. Group presentation to class	125 pts	12.5%
5. Book review	125 pts	12.5%
6. Exams (3X100)	300 pts	30%

	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. You are entitled to four excused absences. If you miss a day, it is your responsibility to know what was discussed in class. This includes changes in class schedule, reading assignments, exam information, and other pertinent information.

Discussion assignment

You will be required to engage in several class discussion sessions. (See syllabus for further information) The participation in assigned discussion sessions is worth 50 pts. See syllabus for date of discussion.

Research Paper

You will be required to do a 10-12 double-spaced page research paper based on your family's history. The research paper is due on Nov 3. This report is worth 250 pts. (See faculty handout for information on the research project.)

Group presentation to Class

You are expected to do one group presentation to the class that is based on a list of recommended books. The group will be comprised of anywhere between 3 and 6 members. As part of this group you will be responsible for reading one book related to the themes in the class and for presenting your findings to the class. Your group will present the major arguments of the book, relate the findings

to the issues raised in class, and develop a set of questions to have a short 10-15 minute discussion of your presentation. This assignment is worth 125 points. (Please see faculty/syllabus for the specific book and the assigned date of presentation.)

Book Review

Each student will do a critical 1000-1200 word book review based on the book that was presented in class. The book review will summarize the arguments and provide critical comments on them or on other related aspects of the book.

Exams

You will be required to do 3 take-home essay exams. Each one is worth 10 percent of your grade.

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

01-8/25 Introduction to class

02-8/27 Pre-1900

Guadalupe San Miguel, Jr., "From Dominating to Dominated," In *Let All of Them Take Heed*, 1-13
Compelled to sell, little by little by little, 1859
(Bb)

Proclamation of Las Gorras Blancas, 1889 (Bb)

03-9/1 Oral History Projects and Training

PART 1: IMMIGRANT ERA, 1890-1930

- 04-9/3 Population Growth, Immigration, & Settlement
- Ricardo Romo, "Responses to Mexican Immigration, 1910-1930," *Aztlan* 6,2 (1975): 173-194.
 San Miguel, *Let All of Them Take Heed*, 13-25
-
- 05-9/8 Institutional Responses to Ethnic Mexicans
- George Martinez, "The Legal Construction of Race: Mexican Americans and Whiteness," *Harvard Latino Law Review* 2 (1997): 321-348
 San Miguel, "Cross-Purposes," In *Let All of Them Take Heed*, 32-63
-
- 06-9/10 Adaptation and Community Formation
- Ruiz, "The Flapper and the Chaperone," *From Out of the Shadows*, 51-71
 San Miguel, "Musica Tejana: Its Essential Elements," In *Tejano Proud*, 3-19.
-
- 07-9/15 Accommodation and Political Involvement
- M. Garcia, "Border Politics," In *Desert Immigrants*, 1979, 155-171 Bb
 Elizabeth Salas, "Soledad Chávez Chacón, Adelina Otero-Warren, and Concha Ortiz y Pino," *Three Hispana Politicians in New Mexico Politics, 1920-1940*, (161-173). In Melanie Gustafson, Kristie Miller, and Elisabeth I. Perry, Eds., *We Have Come to Stay: American Women and Political Parties, 1880-1960* (Albuquerque: UNMP, 1999). (Bb)
-
- 08-9/17 Resistance and Civil Rights Activity
- Phillip B. Gonzalez, "La Junta de Indignación: Hispano Repertoire of Collective Protest in New Mexico, 1884-1933," *The Western Historical Quarterly*, vol. 31, No. 2 (Summer, 2000), 161-186. (Internet)
 San Miguel, "Roused from Our Slumber," In *Let All of Them Take Heed*, 2001, 64-91
 Corrido de Gregorio Cortez
-
- 09-9/22 Video: Lemon Grove Incident
- Video Guide
-
- 10-9/24 Presentation on *Steel Barrio* and pass out Quiz 1
-

PART 2: MEXICAN AMERICAN ERA, 1930-1960

11-9/29 Population Growth, Immigration, and Settlement

Meier/Ribera, "Braceros: World War II and After," In
Mexican Americans, 1993, 172-184. (Bb)

12-10/1 Institutional Responses

Kelly Lytle Hernandez, "The Crimes and Consequences of
Illegal Immigration: A Cross-border Examination of
Operation Wetback, 1943 to 1954," WHQ 37 (Winter
2006): 421-444 (Bb)

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)

13-10/6 Community and Cultural Formation

San Miguel, "Diversity and Change in the Initial
Recordings, 1927-1941," In *Tejano Proud*, 20-36.
San Miguel, "Post-WWII Developments," In *Tejano Proud*,
2002, 37-59

14-10/8 Electoral Politics

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.

15-10/13 Activism and the Origins of the Mexican American
Civil Rights Movement

San Miguel, In *Let All of Them Take Heed*, 1987,
"On the Home Front," 91-112
"Compelled to Litigate," 113-138

16-10/15 Discussion of lawsuits

Independent school District vs. Salvatierra, 33 W.W.2d
790 (Tex. Civ. App.-San Antonio 1930), cert.
denied, 284 U.S. 580 (1931)
Mendez vs. Westminster, 1946, 64 F. Supp. 544 (S.D.
Cal. 1946), 161 F.2d 774 (9th Cir. 1947)
Delgado vs. Bastrop Independent school district, 1948,
No. 388 (W.D. Tex June 15, 1948)

17-10/20 The Longoria Affair: Video

18-10/22 Presentation on *Mexican American Mojo*; pass out
Quiz 2

PART 3: THE NATIONALIST ERA, 1960-2005

19-10/27 Resistance: The Liberal Agenda and the Emergence
of the Chicana/o Movement

Walkout in Albuquerque, 1966, in Valdez/Steiner, 211-
214

The Dignity of the Farm Worker, El Malcriado, n.d., In
Valdez/Steiner, 209

What is a Movement?, El Malcriado, n.d., In
Valdez/Steiner, 210

I Am Joaquin, 1968, In Esquibel, ed., Message to
Aztlán, 2001, 16-29

20-10/29 Chicano! (Video)

Video Guide

Blowouts!, March 1968, 353-354

School Walkouts by the Crusade for Justice, Nov 1968,
360.

Research Paper is Due

**21-11/3 The Rise and Fall of the Chicano Movement:
Race, Gender, and Culture**

El Plan de Aztlán, 1969, In Testimonio, 361-363

Alma M. Garcia, "The Development of Chicana Feminist
Discourse, 1970-1980," In *Unequal Sisters: A
Multicultural Reader in U.S. Women's History*,
edited by Vicki L. Ruiz and Ellen Carol Dubois,
531-44. 2nd ed (New York: Routledge, 1994).

San Miguel, "We Cannot Afford to Rest," In *Let All of
Them Take Heed*, 192-214

22-11/5 Presentation on Chicana Power!

PART 4: THE POST-NATIONALIST ERA, 1980-2015

23-11/10 Population Growth, Immigration, & 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) (Bb)

The Hispanic Population 2010, U.S. Census, May 2011,
[http://www.census.gov/prod/cen2010/briefs/c2010br-
04.pdf](http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf) (Accessed 6/15/15)

24-11/12 Institutional Responses to Ethnic Mexicans

Odem and Lacy, "Popular Attitudes and Public Policies: Southern Responses to Latino Immigration," In *Latino Immigrants and the Transformation of the U.S. South*, 143-163

Overview: Residency and In-state Tuition [HB 1403, 2001], www.thecb.state.ts.uh/reports/PDF/1528.PDF (accessed 6/17/15)

25-11/17 Community Formation in the Contemporary Period

Odem, "Latino Immigrants and the Politics of Space in Atlanta," In *Latino Immigrants and the Transformation of the U.S. South*, 112-125

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

26-11/19 Activism in the Community: Electoral, Labor, Social

NALEO, *A Profile of Latino Elected Officials in the United States and their Progress Since 1996*, n.d., Naleo.org/downloads/NALEOFactsheet07.pdf (accessed 4/9/10)

David Bacon, "The Modern Immigrant Rights Movement," <http://todopoderalpueblo.org/2012/01/15/david-bacon-the-modern-immigrant-rights-movement/> (accessed 6/17/15)

"Undocumented and Unafraid: The Immigrant Rights Movement," <http://wagingnonviolence.org/feature/undocumented-and-unafraid-the-immigrant-rights-movement/> (accessed 6/15/15)

27-11/24 Video: Precious Knowledge

28-11/26 Thanksgiving

29-12/1 Presentation on *The Dreamers*

CONCLUSION

30-12/3 Conclusion and pass out quiz 3

Overview of class

Quiz 3 passed out on last day of class