

San Bernardino Valley College
Course Outline
Social Science Division

I. Course Identification

History 140: Chicano History

Three hours lecture; three units

Prerequisites: None

History 140 provides an overview of the heritage of Mexican Americans from its Spanish and Indian origins to the Chicano movement. This course will compare and contrast the Chicano experience to those of other racial and ethnic groups in American society, emphasizing the period since 1845.

II. Course can be taken only once for credit.

III. Expected Outcomes for Students

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

- identify major historical and conceptual issues of Chicano history,
- analyze how the Chicano experience compares to other American ethnic or racial minorities,
- demonstrate the ability to critically evaluate and interpret themes of the course,
- evaluate the impact of immigration, racial antagonism and ideology influenced the development of the Mexican-American community,
- explain the development of the Chicanismo in art, literature, poetry and the mainstream media.
- construct sound arguments using skills and information gained in class,
- read and critically evaluate tradition interpretations of the Mexican American experience.

IV. Course Content.

- **What is a Chicano?**
Introduction to the Chicano ideology.
- **Toward a New Social Science**
Students will be exposed to the basic principles of the Chicano Perspective and its origins in the 1960s.
- **La Conquista: Creation of La Raza.**
Although Chicanos emphasize the indigenous roots of their heritage, this section of the course details European and American influences of mestisaje.

- **Gold, Glory and God to Manifest Destiny**
There are many similarities between the Spanish conquest and the US conquest of Mexico in the 1840s. Students will be introduced to the similar economic and ideological motivations of the conquerors.
- **Strangers In Their Own Land**
After the US conquest of the Mexican Northwest, thousands of Mexican nationals remained to continue their lives under a new government. Despite the promises of the Treaty of Guadalupe Hidalgo, Mexicans did not receive the protection they expected.
- **Race and Class in the US Southwest/ California Gold Rush**
Between 1850 and 1890, Mexicans were eventually occupied the lowest classes of society. They were discriminated against because of their race and culture. This section of the class introduces the students to the racist practices of the dominant society that were used against various immigrant groups. (i.e. Chinese, Japanese) The Gold Rush is used as an example of how Mexican miners were excluded by law and other practices from participating as equals in the economic mainstream.
- **19th Century Mexican Family**
The rapid economic, political and social changes in the US southwest had tremendous effect on the Mexican community. Not quite Mexican Americans in their world-view, Mexicans had to reorganize their social structures to adapt the changing society.
- **Profiriato and Modernization in Mexico/ Mexican Revolution**
Between 1870-1920, Mexico experienced tremendous changes due to the modernization policies of its government. These changes will accelerate the immigration of Mexicans into the US southwest and transform the once circular migration pattern of Mexican laborers into a permanent community.
- **Becoming Mexican American / Development of the Mexican Barrio**
As immigration increased, permanent settlement began to change the world-view of the Mexicans in the Southwest. Despite the racism perpetuated on Mexicans, they longer saw their journey to the US as a sojourn but a permanent reality.
- **Mexican American Labor Organization/ Mexicano Communities of the 1920s**
Mexican communities organized various social and political organizations to aid the growing Mexican population. This increased political/social awareness that would eventually manifest itself in public protest.
- **Repatriation**
During the 1930s, Mexicans were scapegoats for the economic problems that the US was experiencing. 100,000s of Mexican nationals and US citizens were sent back to Mexico. This was a turning point in Mexican-American history as their place in society was made clear to them. Beginning of social protest.

- **The War Years, “Pachucos or Heroes”/ The Zoot-Suit Riots/ Mexican American Generation**
Mexican Americans volunteered to fight for the country they saw as their own. They returned from the war with a new understanding of themselves the country they lived in. How could they risk their lives for freedom abroad and still face racism and discrimination at home?
- **Chicano Movement/ Student Movement/ Chicano Moratorium and Vietnam/ The East Los Angeles “Blowouts”**
Just like other minority groups, Mexican Americans protested for equal rights and opportunities within their society.
- **Chicanas/ Machismo/ Society**
The course will also deal with gender roles and clarify the misconception of Chicano or Mexican stereotypes. An emphasis will be placed the relationships between men and woman and the family.
- **Art/ Poetry/Music**
Chicanismo has a very proud tradition of artistic expression. Students will be introduced to the creativity of Mexican-Americans in various artistic mediums.

V. **Methods of Instruction (100%):**

- Lecture/In-class Discussion, including discussions of assigned readings
- Collaborative learning and small group exercises
- In-class student essays on broad questions raised by the subject matter
- Films covering subjects in Chicano History
- Student presentations on student research projects

VI. **Example of Assignments (Sample assignments which demonstrate the level of difficulty expected)**

1. Essay question (in-class). The image of the Mexicans and their culture changed dramatically as Anglo immigration increased into Texas. What was the image of Mexicans before 1830? What were the economic and social factors that made negative stereotypes possible?

Educational goals of assignment. In essay examinations students will demonstrate an ability to synthesize information from the lecture-discussions and readings, organize evidence and specific information into a coherent response to a major question in history, and produce clear and logically argued analyses in a conclusion. Essay questions will require students to demonstrate analytical thinking rather than rote memory alone, answering “why” and “compare and contrast” questions.

2. Book review. Read Alfredo Mirandé’s **The Chicano Experience** and discuss the Chicano Paradigm critiques the assumptions of traditional social science? Why is a Chicano perspective in academia important?

Educational goals of assignment. Book reviews should enable students to explore how prominent scholars tackle major problems. The assignment should also ask student to consider the following: what evidence was used to reach conclusions? What are the biases of the author? How does the author's treatment of environmental history tell us more about traditional subjects?

3. Collaborative learning and small group discussions. Use reading notes and discussions among yourselves to comment on contrasting views of Mexicans before and after 1830 in Texas. Report to the class on your discussion. Be sure to describe subjects on which members of your group agreed and subjects on which there was disagreement.

Educational goals of assignment. Collaborative learning encourages students to take responsibility for teaching and learning and asks them to work creatively and productively with peers. By asking for a group report, the instructor can make students aware of dissenting opinions and differing interpretations.

4. On-line internet electronic discussions. Similar to collaborative work in class, for this exercise, students will respond to a major historical issue on the world-wide-web.

Educational Goals of assignment. This majority of this exercise is done outside of the classroom and serves two major functions. It gets students to formally post a position paper on a question or document that is on the internet. Their peers will then be able to evaluate and respond to directly to the work. Secondly, it introduces students to computer skills needed in today's high tech workplace.

5. Research Project. Students will chose their own topics in Chicano history and will use on-line internet resources published materials to do research. The final product will be the result of individual effort.

Educational Goals of assignment. This project encourages students to pursue topics of interest on their own. Use of internet resources and published materials will be one skill gained in this project. Using these resources, students will be asked to develop skills of evaluation, syntheses, and analysis as they produce a coherent and analytical narrative that calls upon skills of critical thinking.

VI. **Methods of Evaluation**

- In-class essays in response to key questions in Chicano History
- Discussion participation, including leading of classroom discussion on assigned readings and topics
- On-line electronic discussions involving responses to problems and questions in Chicano history
- Book reviews on major works on Chicano history
- Research projects on problems and subjects in Chicano history (at least 7-10 pages and at least 2 sources)

VII. Required Course Materials: (All suggested works are primarily college level)

- Acuna, Rodolfo, Occupied America, HarperCollins: New York, 1988.
 De Anda, Roberto. Chicanas and Chicanos in Contemporary Society, Allyn & Bacon: New York, 1996.
 Garcia, Mario T. Mexican Americans, Yale University: New Haven, 1989.
 Griswold del Castillo, Richard. North to Aztlán, Twayne Publishers: New York, 1996.
 Keefe, Susan, Armando Padilla M., Chicano Ethnicity, New Mexico: Albuquerque, 1987.
 Mazán, Mauricio. The Zoot-suit Riots, Texas: Austin, 1989.
 Meier, Matt, Feliciano Ribera. Mexican/Americans American/Mexicans, HarperCollins: New York, 1993.
 Mirandé, Alfredo. The Chicano Experience, Notre Dame : Illinois, 1985
 Navarro, Armando, Mexican American Youth Organization, Texas: Austin, 1995.
 Sanchez, George T. Becoming Mexican American, Oxford: New York, 1993.
 Weber, David. The Mexican Frontier 1826-1848, New Mexico: Albuquerque, 1982.

**Or other college level equivalents (text, Historical monographs, source readers, autobiographies, novels, or plays) that specifically deal with the topics related to Chicano History.

VIII. Other Supplies Required of Students:

May be required to have a floppy disk.