

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ETHNIC STUDIES 118 – U.S. HISTORY: CHICANO/CHICANA PERSPECTIVES I

3 hours lecture, 3 units

Catalog Description

Historical survey of Mexican Americans in the United States in which attention is given to social, political and economic background, with an emphasis on the origins of basic American institutions and ideals. Particular emphasis on the development of Spanish-speaking peoples' economic, social, political, and racialized experience in the United States, especially in the Southwest from the pre-contact period to the Mexican American War. *Also listed as HIST 118. Not open to students with credit in HIST 118.*

Prerequisite

None

Course Content

- 1) Pre-Columbian Mesoamerica
 - a. Origins of people in Mesoamerica
 - b. Evolution of corn and farming
 - c. Cave dwelling and social development
- 2) Horticulture development from early peoples to Aztecs
 - a. Olmecs
 - b. Toltecs
- 3) Theocratic societies
 - a. Olmecs
 - b. Teotihuacan
- 4) Militaristic societies
 - a. Rise of Mexica
 - b. Mexica-Aztec society
 1. Politics
 2. Economy
 3. Religion
 4. Society
- 5) Spanish conquest
 - a. Spanish and Aztec political setting
 - b. Chronology of events and interpretation
 - c. Impact of cultural, racial, and ethnic blending ("mestizaje" and syncretism) as well as the creation of racial hierarchies through the castas system
 - d. Colonization and forced labor systems such as the encomienda system, as well as Indigenous and African slavery
 - e. Social and cultural contributions of Afro-Mexicans
- 6) Colonialism and exploration in comparison
 - a. Spanish colonial regime compared to English and French colonies in North America
 - b. Exploration and settlement of the Northern territories, with a specific focus on California and the development of Californio society
 1. Southwest institutions
 2. Missions
 3. Presidios

- 4. Ranching
 - c. Pueblo Revolt of 1680
 - d. Bourbon Reforms 1750-1810 Enlightenment Period
- 7) The United States Revolution and Formation of the United States Constitution
 - a. Competing ideologies about the rights and roles of citizens; Enlightenment philosophy
 - b. War for Independence
 - c. Roles, goals, agency, and resistance of African Americans, Native Americans, and women
 - d. Development of new state and national government in the Revolutionary era
 - e. Articles of Confederation
 - f. Creation of Constitution and competing ideologies of a constitutional government
 - g. Analysis of federal and state governments and their relationship to one another; the process of federalism
 - h. Debates about democracy and the rights and roles of citizens
 - i. Ratifying the Constitution
- 8) Mexican Independence
- 9) The Early National Period in comparison
 - a. United States Constitution, citizenship, and rights
 - b. Mexican Constitutions, citizenship, and rights
 - c. Federalism, state, and regional government in comparison
 - d. Relations with native and African-descended peoples in comparison
 - e. Conflict between American-born and Peninsular-born Spaniards
 - f. Relationship of Mexican central government with northern regions (i.e., what becomes the American Southwest)
- 10) Euro-American immigration and U.S. territorial expansion
 - a. Santa Fe traders
 - b. Euro American settlement of Texas
 - c. Manifest destiny, racialization of Mexicans and white supremacy
 - d. Texas Independence
 - e. Mexican American War 1846-48
 - f. Treaty of Guadalupe Hidalgo and discussion of local, state, and national government and its impact on the Mexican American population
- 11) Initial immigration to the Southwest

Course Objectives

Students will be able to:

- 1) Identify the historical contributions made by Mexican Americans/Chicanos in the United States.
- 2) Analyze and describe major events, people and themes in early Chicano history that led to the racialization of Indigenous People, African Americans and Afro-Mexicans, and Mexican Americans.
- 3) Describe major events, people and themes in early United States history from a-multiracial perspective, including Mexicans, African Americans, and Native Americans.
- 4) Examine the history of the United States from the perspective of the Mexican Americans/Chicanos.
- 5) Describe the origins of the U.S. political system.
- 6) Explain the origins, structure and philosophy behind the U.S. Constitution.
- 7) Examine the rights, obligations, and activism of citizens under the U.S. Constitution.
- 8) Analyze major constitutional issues and developments during the early 19th century and antebellum period.
- 9) Identify and describe border issues from the perspective of people living on both sides of the Mexican border, particularly Native Americans and Mexicans.
- 10) Describe the history of the Southwest and assess the relationship of the region to the major events of early American history.
- 11) Recognize, describe and explain major historical interpretations relevant to early Chicano history.
- 12) Discriminate between primary and secondary sources.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

1. Quizzes/exams and writing assignments that measure students' ability to do the following:
 - a. Identify, recall and evaluate theories related to race and ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
 - b. Identify, recall and evaluate major themes, events, figures and interpretations in Early Mexican American history.
 - c. Identify, recall and evaluate the origins, development and philosophy behind of the U.S. political system and Constitution.
 - d. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Communities of Color with an emphasis on agency and self-determination.
 - e. Critically discuss the intersection of race and ethnicity with other categories affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
 - f. Describe how resistance, social justice, and liberation, as experienced by Communities of Color, are connected to local, national, and international current issues and events.
 - g. Describe and evaluate the role and agency of African Americans, Mexicans, and Native Americans in early United States and Mexican American history.
2. In-class group activities and writing assignments that measure students' ability to identify and analyze major issues, people and events in the history of the Southwest.
3. In-class group activities and writing assignments that measure students' ability to compare/contrast, analyze, and discuss the racialization of two or more ethnic groups in early United States and Mexican American history.
4. Research papers/written homework that measure students' ability to discriminate between primary and secondary sources and recognize, describe and explain cultural, economic, social, racial, and ethnic changes and political changes in early Mexican American/Chicano history.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Historical and geographical maps of ancient and modern Mexico and the United States

Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

1) Required (representative examples):

- a. Deeds, Susan M., et al. *The Course of Mexican History*. 11th edition. Oxford University Press, 2018.
- b. Acuna, Rodolfo. *Occupied America: A History of Chicanos*. 8th Edition. Pearson, 2014.
- c. Weber, David. *The Spanish Frontier in North America*. Yale University Press, Brief Edition, 2009.
- d. Zaragosa Vargas and Thomas Paterson. *Major Problems in Mexican American History*. Cengage, 1999.

2) Supplemental:

a. Primary Sources

1. Jaffary, Nora E. *Mexican History: A Primary Source Reader*. Westview Press, 2010.
2. Mintz, Stephen. *Mexican American Voices: A Documentary Reader*. 2nd Edition. Wiley-Blackwell, 2009.
3. De la Cruz, Juana Ines. *Poems, Protest, and a Dream: Selected Writings*. Penguin Classics, 1997.
4. De la Teja, Jesus F., ed. *A Revolution Remembered: The Memoirs and Selected Correspondence of Juan N. Seguín*. Texas State Historical Association, 2002.

b. Secondary Sources

1. Vigil, James Diego. *From Indians to Chicanos: The Dynamics of Mexican-American Culture*. 3rd Edition. Waveland, 2011.
2. De Leon, Arnoldo and Richard Griswold del Castillo. *North to Aztlan: A History of Mexican Americans in the United States*. 2nd Edition. Wiley-Blackwell, 2012.
3. Gonzales, Manuel G. *Mexicanos: A History of Mexicans in the United States*. 2nd Edition. Indiana University Press, 2009.
4. Chavez, John R. *The Lost Land: The Chicano Image of the Southwest*. University of New Mexico Press, 1984.
5. Rice, Richard. *The Elusive Eden: A New History of California*. 4th Edition. McGraw Hill, 2011.

Student Learning Outcomes

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

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.