

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

**HISTORY 119 – U.S. HISTORY: CHICANO/CHICANA PERSPECTIVES II**

3 hours lecture, 3 units

**Catalog Description**

Historical survey of Mexican Americans in the United States in which attention is given to the social, political, and economic background, including explorations of the U.S. and California constitutions and interactions between federal, state, and local governments. Particular emphasis on the economic, social and political experiences of Mexican Americans and Latinas/os/x in the United States, including migration, colonization, racialization, discrimination, assimilation, social stratification, liberation movements, and the intersection of racial, ethnic, gender, sexual identities, especially in the Southwest from the Mexican-American War to the present. *Also listed as ETHN 119. Not open to students with credit in ETHN 119.*

**Prerequisite**

None

**Course Content**

- 1) America in the 1850s
  - a. (review) The American Political System (the Constitution of the United States and the philosophies of the framers)
  - b. (review) Treaty of Guadalupe Hidalgo and its impact on Mexican Americans
  - c. California and the California Gold Rush (Mexican American experiences in comparison to Asian American, Native American, and African American experiences)
  - d. The Nativist movement in the East and the West
  - e. California Constitution of 1849
  - f. Influence of Californios on California
  - g. Chinese Exclusion and California's impact on national politics
  - h. Growth of California cities and their impact on Native Americans, State law, and the economy
  - i. Impact of Anglo and international settlement on California law and politics in the later 19th century
  - j. California state constitution of 1879; social and economic reforms
  - k. Function of California state and local governments
  - l. Relationship between the US government and California's state and local governments
- 2) The Civil War, 1861-1865
  - a. Roles, goals and agency of Mexican Americans and the Civil War
  - b. The underground railroad in the Texas/Mexico borderlands
  - c. The end of slavery
- 3) Reconstruction, 1863-1877
  - a. Labor in the Reconstruction era (compare the Southwest to the South and the North)
- 4) The Trans-Mississippi West and Southwest (in comparison to the Mid-West, South and Urban East), 1860-1900
  - a. The conquest of Native America
  - b. Communities in the Borderlands
  - c. Ranching and the cattle industry
  - d. Agribusiness in California in comparison to settlement of the plains
- 5) Industrial America and American Imperialism, 1870-1900
  - a. Urban business and labor

- b. Farm labor
  - c. The rise of Jim Crow (including key court cases, e.g., Plessy v. Ferguson [1896] and Cumming v. Richmond County Board of Education [1899])
  - d. The ideology of American imperialism and the Spanish-American War
- 6) Mexican Americans and the Progressive Era, 1900-1917
- a. Americanization programs
  - b. Settlement Houses
    - 1. Neighborhood House in San Diego
- 7) The Great War and its Aftermath, 1914-1920
- a. The Mexican Revolution and its impact on the United States
  - b. The home front and the war experience, with a focus on California
- 8) The 1920s
- a. The Red Scare
  - b. Increased Mexican immigration (compared to decreased European immigration) and Mexican-American Urban centers (e.g., San Antonio, Los Angeles, Chicago) and barrios
  - c. Immigration legislation and neo-nativism
  - d. The new mass media and depictions of minorities
- 9) Mexican Americans, the Great Depression and the New Deal, 1929-1940
- a. The New Deal and the West, with a focus on California
    - 1. Alvarez v. the Board of Trustees of the Lemon Grove School District (1931) as a federal precedent
  - b. Labor surplus and deportations of Mexican Americans, with a focus on California
- 10) The Second World War, 1941-1945
- a. Mexican Americans in the War
  - b. Labor wanted again: the Bracero program
  - c. The Home Front, with a focus on California
  - d. The Zoot Suit riots as Mexican American wartime resistance (the Chicano experience in comparison with other groups, e.g., Japanese internment and African Americans)
  - e. Major campaigns in Europe and the Pacific
- 11) Cold War America and the Civil Rights Era, 1945-1966
- a. The Korean War and integration of the armed forces
  - b. McCarthyism
  - c. Consumer culture
  - d. Civil Rights for Mexican Americans in comparison with African Americans, with a focus on California (Mendez v. Westminster, 1947 and the Delgado Case, 1948 compared to Brown v. Board of Education)
- 12) Chicano Movements and the Vietnam Era, 1965-1974
- a. Mexican Americans in the Vietnam Era
  - b. The Chicano Movement in comparison and collaboration with other liberation movements
  - c. Dolores Huerta, Cesar Chavez, and the United Farm Workers in California
  - d. Reies Lopez Tijerina and La Alianza movement in New Mexico
  - e. American Indian Movement in California
  - f. Chicanos in the anti-war movement, especially the Chicano Moratorium
  - g. Chicano/a/x student organizations and contributions in various movements for Ethnic Studies at the high school, college, and university level.
  - h. Chicana feminism as a movement and theory, with emphasis on the writings of Gloria Anzaldua, Cherrie Moraga and others.
- 13) Conservative America, 1974-1987
- a. Civil Rights backlash and the impact on Mexican Americans
  - b. Migration, the new Mexican Americans, and the growth of the Southwest
- 14) America since 1988
- a. Assimilation, NAFTA and continued migration: the “browning” of America and California and the Southwest as the future of the United States
  - b. Beyond the Southwest, Mexican American communities throughout the United States

- c. California backlash: ballot initiatives (e.g., Proposition 187 and anti-immigrant sentiment)
  - d. California state government in comparison to other states and federal government
- 15) Present Day Immigrant Experience
- a. Chicanas/os/x, Mexican Americans, and Mexicans (Identity/ What does it mean to be American?)
  - b. Assimilation and Acculturation (Education, Labor/ Jobs, Health Care)
  - c. Mexican Americans in the Political arena (Immigration Debate)
  - d. Economic Impact in the U.S. and Mexico (Globalization, Transnationalism)
  - e. DACA, Dreamers, and the agency of undocumented and DACA-mented youth

### Course Objectives

Students will be able to:

- 1) Analyze the historical contributions made by Mexican Americans/Chicanas/os/x in the United States.
- 2) Identify and place into historical context: major conflicts, social and political movements and aspirations of the Mexican American/Chicanas/os/x community.
- 3) Analyze major historical events and themes in order to develop a multiracial perspective on United States history.
- 4) Discriminate between primary and secondary sources.
- 5) Discuss the Federal Constitution particularly with reference to its impact on Mexican Americans/Chicanas/os/x and other Communities of Color.
- 6) Explain major constitutional issues, developments and interpretations.
- 7) Identify and describe border issues from the perspective of people living on both sides of the U.S.-Mexican border.
- 8) Analyze selected contemporary issues of California within a framework of federal-state relations especially as they relate to the Mexican Americans/Chicano peoples.
- 9) Explain the Constitution of the State of California within the framework of federal-state relations.
- 10) Describe selected California state and local issues as they relate to the Mexican Americans/Chicanos.
- 11) Analyze the history of the Southwest in the context of the major events of American history.
- 12) Analyze and interpret both primary and secondary sources as part of achieving objectives 1-11.

### 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 Modern 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 modern 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 modern 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 modern Mexican American/Chicano history.
- 5) In-class group activities and writing assignments that measure students' ability to analyze the California constitution and discuss its impact on Chicanas/os/x.
- 6) In-class group activities and writing assignments that measure students' ability to analyze important state and local issues in California with an emphasis on how they relate to the Chicana/o/x people.

### Special Materials Required of Student

None

### Minimum Instructional Facilities

Smart classroom with writing boards, overhead projector

### 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. Vargas, Zaragosa. *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*. 2nd Edition. Oxford University Press, 2017.
  - b. Acuna, Rodolfo. *Occupied America: A History of Chicanos*. 9th Edition. Pearson, 2020.
  - c. Gonzales, Manuel G. *Mexicanos: A History of Mexicans in the United States*. 3rd Edition. Indiana University Press, 2019.
  - d. Zaragosa Vargas and Thomas Paterson. *Major Problems in Mexican American History*. Cengage, 1998.
- 2) Supplemental (representative examples, most recent editions shown):
  - a. Primary Sources
    1. Mintz, Stephen. *Mexican American Voices: A Documentary Reader*. 2nd Edition. Wiley-Blackwell, 2009.
    2. Jaffary, Nora E. *Mexican History: A Primary Source Reader*. Westview Press, 2010.
    3. De la Teja, Jesus F., ed. *A Revolution Remembered: The Memoirs and Selected Correspondence of Juan N. Seguín*. Texas State Historical Association, 2002.
    4. Garcia, Mario T., ed. *A Dolores Huerta Reader*. University of New Mexico Press, 2008.
  - b. Secondary Sources
    1. Dinnerstein, Leonard, et al. *Natives and Strangers: A History of Ethnic Americans*. 6th Edition. Oxford University Press, 2014.

2. De Leon, Arnaldo and Richard Griswold del Castillo. *North to Aztlan: A History of Mexican Americans in the United States*. 2nd Edition. Wiley-Blackwell, 2012.
3. Ruiz, Vicki L. *From Out of the Shadows: Mexican Women in Twentieth-Century America*. 10th Edition. Oxford University Press, 2008.
4. Rice, Richard. *The Elusive Eden: A New History of California*. 4th Edition. McGraw Hill, 2011.
5. LaBotz, Dan. *Cesar Chavez and La Causa*. Prentice Hall, 2006.
6. Gonzalez-Berry, Erlinda. *The Contested Homeland: A Chicano History of New Mexico*. University of New Mexico Press, 2000.

**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.