

CHST R107: HISTORY OF MEXICANS IN THE UNITED STATES

Originator

jwilsongonzalez

College

Oxnard College

Discipline (CB01A)

CHST - Chicano Studies

Course Number (CB01B)

R107

Course Title (CB02)

History of Mexicans in the United States

Banner/Short Title

History of Mexicans in the US

Credit Type

Credit

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

HIST R107

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000176862

Primary Minimum Qualification

HISTORY

Department

History (2213)

Division

Oxnard Liberal Studies

Catalog Course Description

This course is a historical survey of the Mexican/Chicano experience from the pre-Columbian period to the present. The emphasis is on Mexican settlement of Greater Mexico and the Southwest United States within the broader history of the United States. In the process, the course covers significant events in the historical development of the United States and Mexico—the colonial era, the early National period, the westward (and northward) movement of people across America in the last 150 years, and U.S.-Mexico relations in the 19th and 20th centuries.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

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

1	Students will identify, locate, and describe the characteristics of indigenous cultures in Greater Mexico in the years before Columbus.
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- 2 Students will demonstrate ability to read and analyze from primary sources the factors leading to the U.S.-Mexican War of 1846-48.

Course Objectives

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

- | | |
|---|--|
| 1 | Express the basic framework, chronology, and significant developments in the historical experience of Mexican/Chicano people in the United States. |
| 2 | Identify several significant contributions of the Mexican/Chicano people to the history and culture of the United States. |
| 3 | Perform basic research and critical thinking skills for identifying and examining historical materials, including non-traditional sources relating to the Mexican American experience. |
| 4 | Express historical learning both verbally in class reports, discussion, and in writing. |
| 5 | Analyze contemporary problems and issues relating to Mexican/Chicano people in the United States from the perspective of historical experience and developments. |
| 6 | Recognize and assess the important political, economic, and social events and trends in Mexican American history. |

Course Content

Lecture/Course Content

1. Introduction
 - a. Definitions and terms, Chicano, Mexican-American, Hispanic, Latino
 - b. Contemporary overview of Mexicans/Chicanos in the United States
 - c. Population, education, employment
2. Meso American Culture Areas: Origins of Mexican Civilization
 - a. Major areas of cultural development: key characteristics
 - b. Earliest civilizations, the Pre Classic Olmec, 1200 B.C.-200 B.C.
 - c. Teotihuacan and Maya Civilization in the Classic Era, 200 B.C.-800 A.D.
 - d. Toltecs and Aztecs in the Post Classic Era, 800 A.D.-1521
3. European Background, Spain in the Age of Discovery
 - a. Explorations
 - b. Spanish conquest of Mesoamerica
 - c. Church and state in Colonial Mexico
4. Spanish Exploration and Settlement of the Southwest, 1500s-1700s
 - a. Spanish borderlands, the first frontier in American history
 - b. Settlement and colonization of Texas
 - c. Spain in New Mexico and Arizona
 - d. Early Settlement and Colonization of Alta California
5. Revolution, Mexican Independence, U.S.-Mexican War, 1810-1848
 - a. Causes leading to outbreak of Spanish American Revolution
 - b. The Mexican Republic: problems in the post-Independence years
 - c. United States-Mexico relations, 1820s-1850s
 - d. Westward Expansion, Manifest Destiny, and the U.S.-Mexican War of 1846-1848
6. Post-Mexican War Era: Mexican Americans and Mexicans in the Southwest, 1848-1900
 - a. The Mexican American experience in California in the gold rush years
 - b. Political changes, land losses, and racial conflict
 - c. Mexican American responses and adjustments
 - d. The politics of insurrection in Texas
 - e. Hispanos in New Mexico, accommodation and resistance
 - f. Mexicans and Mexican Americans in Arizona, late Nineteenth Century
7. The Great Migration, Mexican Immigration to the United States, 1880-1930
 - a. Pull factors: economic growth and development in the Southwest
 - b. Railroads, mining, and agriculture, role of Mexican immigrant labor
 - c. Push factors: social and economic conditions in Mexico during the Porfiriato, The Age of Porfirio Diaz, 1876-1910
 - d. Impact of the Mexican Revolution of 1910 in the history of the United States
8. Mexican American Experience Between the Great Wars, 1920s-1930s
 - a. Mexican immigration to the United States in the 1920s
 - b. Mexican Americanization trends: League of United Latin American Citizens

- c. Labor and labor organization
 - d. The Great Depression of the 1930s
 - e. Repatriation and deportation of Mexicans and Mexican Americans
 - f. The Mexican American Movement
9. World War II, a Catalyst for Social Change
 - a. Mexican American wartime contributions at home and abroad
 - b. Numbers serving in the United States Military
 - c. Forgotten heroes, Mexican American valor in wartime
 - d. Social and racial consequences of total war
 - e. Sleepy Lagoon case and the Zoot Suit Riots
 - f. Good neighbors: U.S.-Mexico Relations in wartime
 - g. Bracero Program, 1942-1964
 10. Post-WW II Years, the Mexican American Generation of the 1950s
 - a. The Civil Rights Movement and Mexican Americans
 - b. Politics of social change: G.I. Forum, LULAC, and MAPA
 - c. U.S. Government labor and immigration policies: Bracero Program and Operation Wetback
 - d. Mexican American unionization efforts in the McCarthy Period
 11. Rising Hopes and Expectations, the Early 1960s
 - a. JFK, LBJ, the Democratic Party and Mexican Americans
 - b. Educational reform: the Bilingual Educations Act
 - c. LBJ, the Great Society, and the War on Poverty
 - d. Immigration Act of 1965
 12. The Politics of Protest, the Chicano Movement of the 1960s
 - a. Emergence of a new type of Identity, Chicanismo and the Movimiento
 - b. Chicanos and Vietnam
 - c. Cesar Chavez and the farmworker struggle
 - d. The Crusade for Justice
 - e. Land Grant Crusade in New Mexico
 - f. Quest for political power. La Raza Unida Party
 - g. Chicano Student Movement. MECHA and the Plan de Santa Barbara
 - h. East Los Angeles Moratorium
 13. Mexican American History since 1970
 - a. Turn to the right, Republican ascendancy and Mexican Americans
 - b. Decade of the Hispanic: The 1980s
 - c. Efforts at political re-districting in California
 - d. Nativism and anti-immigrant trends in the 1990s
 - e. The English Only Campaign
 - f. Proposition 187 and Proposition 209 in California
 - g. Mexican Americans and the Gulf Wars
 - h. Political renewal in the Twenty First Century

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Essays

Group projects

Individual projects

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast historical data and primary source material with the secondary accounts of Mexican experiences in U.S. history presented in their text.
2. Interactive lecture-discussions, supplemented by PowerPoint slides, about the major topics covered in the course, such as the Aztec Empire before European contact.
3. Guided and focused class discussions of representative historical events. These discussions would solicit student opinions on the relationship between such past events as their present values and lives.
4. Guided exercises on how to write history essays, research papers, and/or book reviews.
5. Providing students with the opportunity to listen to and ask question of guest speakers.
6. Individual and small group work supported by audio-visual presentations.
7. Instructor will show a video on the Sleepy Lagoon Trial and the Zoot Suit Riot.

Representative Course Assignments

Writing Assignments

1. Students will take exams, primarily essay, but also short answer and objective in nature.
2. Students will write responses to study questions based on lecture and reading material.
3. Students may submit written evaluations of videos shown in class for credit. Sample videos include, "Conquistador: Cortes and the Fall of the Aztec," "U.S.-Mexican War, 1846-1848," "Zoot Suit Riots."
4. Students will research and write a historical essay, arguing the historical significance of a historical figure of Mexican ancestry in U.S. history; or an oral history paper that would relate the Mexican American interviewee's experiences to appropriate historical primary and secondary sources.

Critical Thinking Assignments

1. Participate in class and small group discussions debating the impact of the 1965-1970 Delano Grape Strike.
2. Write a research paper arguing the historical impacts of a historical figure within Mexican American history.
3. Compare and contrast the terms Chicanx, Latinx, Mexican-American, and Hispanic.
4. Read and analyze from primary sources, such as those that discuss the factors leading to the U.S.-Mexican War of 1846-48.

Reading Assignments

1. Students are required to read textbook chapters reviewing historical experiences of the Mexican and Mexican American people. For example, chapter five, "The Great Migration, 1900-1930," in Manuel G. Gonzales, *Mexicanos: A History of Mexicans in the United States*.
2. Outside reading of Mexican and Mexican American fiction and novels such as *Rain of God* by Victor Villasenor.
3. Students required to read articles from internet websites on Mexican and Mexican American history.

Outside Assignments

Representative Outside Assignments

1. Library and internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class.
2. Creating maps and timelines that help students internalize the geographic and chronological dynamics of Mexican American history.

3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
4. Museum visits that require a written and/or oral report.
5. Weekly short essay assignments evaluating and debating primary and secondary sources.
6. Students will research and write a historical essay, arguing the historical significance of a historical figure of Mexican ancestry in U.S. history; or an oral history paper that would relate the Mexican American interviewee's experiences to appropriate historical primary and secondary sources.
7. Prepare written and/or oral presentations on topics such as the social, political, and economic impacts the Mexican-U.S. War.

Articulation

Comparable Courses within the VCCCD

AES V22 - United States History: Focus on Chicanos since 1850

HIST M133 - History of Mexican Americans

HIST V12 - U.S. History: Focus on Chicanos

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Gonzales, M.G. (2019). *Mexicanos: A History of Mexicans in the United States* (3rd edition) (Newest Ed.). Indiana University Press.

Resource Type

Textbook

Description

Acuna, R. (2014). *Occupied America* (8th). Pearson. 0205880843

Resource Type

Other Instructional Materials

Description

Recommend that students watch films such as “The Ballad of Gregorio Cortez,” “Zoot Suit,” “Salt of the Earth,” “The Other Conquest.”

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
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E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
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Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

08/29/2020

Dean

08/31/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000097788

DOE/accreditation approval date

MM/DD/YYYY