

**Course Outline**

**COURSE:** ETHN 12                      **DIVISION:** 10                      **ALSO LISTED AS:** HIST 12

**TERM EFFECTIVE:** Fall 2022                      **CURRICULUM APPROVAL DATE:** 11/7/2022

**SHORT TITLE:** MEX-AMERICAN CULTURAL HIST

**LONG TITLE:** Mexican American Cultural History

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

The Mexican American experience as influenced by society in the United States. Emphasis will be on the historical and contemporary contributions made by the Indian, Spanish, Mexican, and Mexican American. Emphasis will also be on the social, economic, and political milieu of the Mexican American within the context of the American society. This course has the option of a letter grade or pass/no pass. This course is also listed as HIST 12.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Evaluate how major historical eras have shaped Mexican American/Chicanx culture, language, and identity.
2. Identify how the historical formation of racist institutions has shaped the lives of contemporary Mexican Americans/Chicanx communities.
3. Analyze the impact of Mexican American/Chicanx cultural and intellectual production on community empowerment and social justice.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Evaluate the basic concepts and definitions in studying history and the various approaches used in the study of Mexican American/Chicanx history especially those employed in historical and ethnic studies traditions.
2. Examine the major events, movements, and legislative policies in the history of the people of Mexican and Chicanx descent from Pre-Columbian period to the present.
3. Analyze themes, events, and issues of critical importance to the identity formation, racialization, and liberation of Mexican American/Chicanx communities throughout its history.
4. Assess the role and contributions of organizations, institutions, and artistic movements in the social, political, economic, and cultural history of the Mexican American/Chicanx people
5. Analyze, evaluate, and/or interpret primary and secondary historical documents and research, especially those produced by Mexican American/Chicanx scholars, activists, and community members.
6. Assess and evaluate the intersectional roles of race, gender, sexuality, immigration status, and class and their influence on the Mexican American/Chicanx experience.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 11/7/2022

### **3 Hours - Core Concepts**

Students will discuss the importance of studying history in general and Mexican American history in particular. Students will evaluate the basic concepts and definitions in studying history and the various approaches used in the study of Chicanx and Latinx history, especially those employed in historical and ethnic studies traditions.

### **6 Hours - Pre-Colonial**

Students will examine pre-Columbian roots, an overview of the Olmec, Maya, and Toltec civilizations, Aztec origins and rise to power. Students will apply non-Eurocentric frameworks and knowledge produced by these civilizations to discuss the structure of Mexican society; the workings of the empire; and daily life in ancient society. Students will be able to distinguish among major Mesoamerica civilization; analyze how earlier societies influenced later ones; and evaluate how women played a role in society.

### **6 Hours - Contact and Conflict**

Students will examine the conquest and the collapse of different empires; aftermaths of various conquests; the role of women; and interpretations of la malinche. Students will evaluate the competing beliefs between the Aztec and Spanish peoples and analyze how those beliefs affected the expansion of the Spanish in the Aztec empire. Students will examine Pueblo culture before Spanish imperialism and discuss the Pueblo Revolt and its impact. Students will describe and examine the nature of society among the ancient Mexican people (Aztecs) in the process of assessing Eurocentric, imperialist claims that the Aztecs were "barbarians."

#### 6 Hours - Colonization, Missions, and Manifest Destiny

Students will analyze the creation of the mission system (New Spain far north); Anglo migration to Texas, and events leading to "the Alamo." Students will examine culture clash and Manifest Destiny; loss of Texas; and the Mexican American War. Students will identify the main components of the mission system and assess economic, ideological, and political pressures and events that led to Anglo migration into Texas. Students will describe Manifest Destiny and its rootedness in white supremacy and interpret how the document culminated in culture clash and war. Students will look at how the mission system affected women and discuss different ways Mexicans kept their identity.

#### 4 Hours - The Mexican-American War and Treaty of Guadalupe Hidalgo.

Students will examine the Mexican-American War and the Treaty of Guadalupe Hidalgo. Students will discuss the enslavement of Africans because of the newly acquired land debate over free states and non-free states. New borders are redrawn; students will explore concepts around how the United States defines borders politically and legally and the ways in which Mexican-American communities are impacted in terms of education, labor, and family structure.

#### 6 Hours - Borderlands and Community Identity

Students will examine the Mexican Revolution and its effects on conceptual and physical Borderlands; early twentieth century migration, Mexican American communities; early political organization. Students will analyze the early racialization of Mexican American communities and the impacts of settler-colonialism, war, economics, institutionalized racism, and immigration policy on family and group identity, language and culture, and movements for self-determination and social justice.

#### 6 Hours - Immigrant Illegality and Early Protest

Students will describe the causes of the Great Depression and explain its relationship to repatriation and the creation and enforcement of immigrant illegality; evaluate the relationships between WWII, the Zoot Suit Riots and the Bracero Program; analyze the political and legal and economic forces that led up to Operation Wetback, the term illegal alien, and the rise of US federal deportation; and evaluate how race and racism fuel policy and impact Mexican American communities and identities. Students will examine how women played an important role during WWII and analyze how the Zoot Suit Riots blended fashion with revolutionary consciousness.

#### 6 Hours - The Struggle for Social Justice (60s-70s)

Students will analyze social and political awakening in the Mexican American community, particularly the Chicana movement and its relationship to history. Students will examine the formation of Chicana Studies, the Brown Berets, United Farm Workers and Cesar Chavez and Dolores Huerta; LA Walk-Outs, Teatro Campesino; the Crystal City Revolt; LULAC, and MEChA. Students will evaluate the impact of social movements on institutions (education, criminal justice, economic), communities, individuals, and art as well as their role in empowering men, women, and the Latinx LGBTQ+ community.

#### 9 Hours - Contemporary Activism and Culture

Students will evaluate contemporary issues facing the Mexican American community such as immigration/illegality, educational barriers, racism in the criminal justice system, LGBTQ+ discrimination, and exploitation of women with an intersectional lens rooted in history. Students will explore how Mexican American communities respond politically, socially, and artistically to racism and discrimination as well as how they create culture. Students will evaluate Mexican American inclusion in pop culture and the ways in which pop culture impacts youth, families, and communities.

#### 2 Hours - Final Exam

**METHODS OF INSTRUCTION:**

Lecture; large and small group discussion; individual and/or group presentations; guest speakers (where appropriate and available); relevant videos; relevant use of internet review; field trips (where appropriate and accessible.)Lecture; large and small group discussion; individual and/or group presentations; guest speakers (where appropriate and available); relevant videos; relevant use of internet review; field trips (where appropriate and accessible.)

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 50

Assignment Description:

Reading Assignments from textbook and other sources.

Required Outside Hours: 58

Assignment Description:

Written Assignments (e.g. term papers, journals, research projects)

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 50

Percent range of total grade: 50 % to 70 % Written Homework; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 20

Percent range of total grade: 20 % to 30 % Field Work; Quizzes

Skill demonstrations

Percent of total grade: 10

Percent range of total grade: 10 % to 20 % Class Performance/s

Other methods of evaluation

Percent of total grade: 20

Percent range of total grade: 10 % to 20 % Writing and assessing family narratives

**REPRESENTATIVE TEXTBOOKS:**

Occupied America: A History of Chicanos, 9th Edition, Rodolfo F. Acuna, Pearson, 2020.

ISBN: 978-0135200278

12 Grade

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202170

UC TRANSFER:

Transferable UC, effective 202170

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000623999

Sports/Physical Education Course: N

Taxonomy of Program: 220300