HIST - 3333 - Chicano History since 1910

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

<table>
<thead>
<tr>
<th>Department*</th>
<th>History</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required Approval Steps*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Undergraduate Studies Department Committee Review</td>
</tr>
<tr>
<td>☐ Undergraduate Studies Department Chair/Program Director</td>
</tr>
<tr>
<td>✓ Undergraduate Studies College Curriculum Committee</td>
</tr>
</tbody>
</table>

Will the course be cross-listed with another area?*

| Yes | No |

If yes, has an agreement with department(s) been reached?

| Yes | No |

Department(s) and Course(s) that will be cross-listed with this course

| 2016 - 2017 |
| 2017 - 2018 |

Term(s) Course will be TYPICALLY Offered:*

| Fall (including all sessions within term) |
| Spring (including Winter Mini all sessions within term) |
| ☐ Summer (including Summer Mini and all sessions within term) |
| ☐ Contact Your Academic Advisor |

Justification(s) for Adding/Revising Course for Core*

1k. Other (use field below)

State the rationale
for creating this new Core course or revising the existing Core course:*  

Meets Texas Education Code Ch. 51 - Subchapter F  
Sec. 51.302. AMERICAN OR TEXAS HISTORY. ....(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.

Justification - if "other" selected above:

Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

2. Course Catalog Information

<table>
<thead>
<tr>
<th>Instructional Area/Course Prefix*</th>
<th>HIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>3333</td>
</tr>
<tr>
<td>Long Course Title*</td>
<td>Chicano History since 1910</td>
</tr>
<tr>
<td>Short Course Title (30 character limit)*</td>
<td>Chicano History since 1910</td>
</tr>
<tr>
<td>Instruction Type*</td>
<td>Lecture ONLY</td>
</tr>
<tr>
<td>Lecture*</td>
<td>3</td>
</tr>
<tr>
<td>Lab*</td>
<td>0</td>
</tr>
<tr>
<td>Course Credit Level*</td>
<td>Junior</td>
</tr>
<tr>
<td>Grade Option*</td>
<td>Letter (A, B, C.....)</td>
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</table>
Can this course be repeated for credit?*  
- Yes
- No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan*  
3.0

Number of course completions (attempts) allowed*  
3

Are multiple enrollments allowed for course within a session or term?*  
- Yes
- No

CIP Code*  
05.0203.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)*  
- Need to adjust requisite checks already in place - Begin enforcement Fall
- Need to adjust requisite checks already in place - Begin enforcement Spring
- Need to create requisite checks for course - Begin enforcement Fall
- Need to create requisite checks for course - Begin enforcement Spring
- No adjustment required - requisites not being changed
- No requisite check desired for course at this time

Prerequisite(s):*  
junior standing or consent of instructor.

Corequisite(s)
**Course Description***

Examines the historical development of the Mexican origin community within the context of U.S. history from 1910 to the present.

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**Course Notes**

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**3. Authorized Degree Program(s)/Impact Study**

**Is this a required course for any program (degree, certificate, or minor)?**

- Yes - enter additional information in field below
- No

**If yes, for which program(s)?**
<table>
<thead>
<tr>
<th>Does this change cause a change in any program?*</th>
<th>Yes - attach copy of program plan</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, to which program(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this change force changes in prerequisites for other courses?*</td>
<td>Yes - enter additional information in field below</td>
<td>No</td>
</tr>
<tr>
<td>If yes, which course(s) and is a proposal being submitted to reflect the change?</td>
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</table>

Impact Report*
4. Core Curriculum Information

| Learning Outcomes* | 1. Understand the major forces impacting the history of ethnic Mexican communities in the United States during the 20th century. |
| | 2. Develop an interpretation of selected aspects of Mexican American social, economic, political, and cultural history |
| | 3. Appreciate the continuities and discontinuities in the history of this particular ethnic minority group. |
| | 4. Assess the impact of Mexican Americans on the culture, economy, and politics of the United States. |
| | 5. Think critically, write a coherent essay, and conduct historical investigations utilizing a variety of research techniques. |
| | 6. Integrate the diverse historical experiences of Mexican-Americans into the narrative of American history. |

| Foundational Component Area for which the course is being proposed (select one)* | American History |
| Component Area Option (optional) | None Selected |

**UH Core: Single or Double Category Listing**
- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

**Core Objectives addressed by the course***
- Communication Skills
- Critical Thinking
- Personal Responsibility
- Social Responsibility
Critical Thinking, if applicable

Students will demonstrate critical thinking by writing a 10-12 double-spaced page research paper based on their family’s history. The assignment will connect the student’s own experience to the themes of the course.

Communication Skills, if applicable

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable
Social Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage various social and ethnic groups in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage various social and ethnic groups in their analysis.

Will the syllabus vary across multiple section of the course?*

Yes

No

If yes, list the assignments that will be constant across sections

5. Supporting Documentation

Type of Attachments*

- [x] Course Syllabus
- [ ] Degree Plan
- [ ] Memo
- [ ] Other Document(s)
"Other" documents:

6. Additional Information Regarding This Proposal

Contact person for questions about proposal:* Ramos, Raul - raramos@uh.edu

Comments: See attached Memo for American History Core revisions.

Administrative Use Only

(Administrative Use Only)
Proposal ID#

Original Course Prefix

Original Course Code

Original Course Title

Original Course OID
HIST 3333: CHICANO HISTORY SINCE 1910

Fall 2015

Prof. Guadalupe San Miguel, Jr.  TTh 11:30-1:00  Rm GAR118
Office Hrs: MWF 10:00-12:00; 2:00-4:30
Off phone: 713-743-3111; (713-743-3216, fax)
E-mail: Gsanmiguel@uh.edu; DoctorG4HISD@yahoo.com

Course Description
This is the second of a two-part course series that examines the historical development of the ethnic Mexican community within the context of United States history. More specifically, this course addresses the major social, economic, political, and cultural trends and issues in this group’s development during the entire span of the 20th century.

Course Goals
Upon completion of this course, the students should be able to:
1. Discuss the major forces impacting the history of ethnic Mexican communities in the United States during the 20th century.
2. Provide an interpretation of selected aspects of Mexican American social, economic, political, and cultural history
3. Appreciate the continuities and discontinuities in the history of this particular ethnic minority group.
4. Assess the impact of Mexican Americans on the culture, economy, and politics of the United States.
5. Think critically, write a coherent essay, and conduct historical investigations utilizing a variety of research techniques.
6. Integrate the diverse historical experiences of Mexican-Americans into the narrative of American history.

Required Readings
1 Guadalupe San Miguel, Jr, Let All of Them Take Heed (College Station: Texas A&M Press, 2001)
6. Additional articles on Blackboard

**Recommended readings**

   The books can be bought at the University bookstore. The articles and primary sources are either on blackboard or on e-reserve.

**Course Requirements and Student Evaluation**

Student grades will be based on the completion of the following requirements:

1. Class participation (30x5) 150 pts 15%
2. Discussion assignments 50 pts 5%
3. Research paper 250 pts 25%
4. Group presentation to class 125 pts 12.5%
5. Book review 125 pts 12.5%
6. Exams (3x100) 300 pts 30%

Total 1000 pts 100%

**Class participation**
You are expected to attend class at all times and to participate in its activities. Each class is worth 5 pts. You are entitled to four excused absences. If you miss a day, it is your responsibility to know what was discussed in class. This includes changes in class schedule, reading assignments, exam information, and other pertinent information.

**Discussion assignment**
You will be required to engage in several class discussion sessions. (See syllabus for further information) The participation in assigned discussion sessions is worth 50 pts. See syllabus for date of discussion.

**Research Paper**
You will be required to do a 10-12 double-spaced page research paper based on your family’s history. The research paper is due on Nov 3. This report is worth 250 pts. (See faculty handout for information on the research project.)

**Group presentation to Class**
You are expected to do one group presentation to the class that is based on a list of recommended books. The group will be comprised of anywhere between 3 and 6 members. As part of this group you will be responsible for reading one book related to the themes in the class and for presenting your findings to the class. Your group will present the major arguments of the book, relate the findings
to the issues raised in class, and develop a set of questions to have a short 10-15 minute discussion of your presentation. This assignment is worth 125 points. (Please see faculty/syllabus for the specific book and the assigned date of presentation.)

Book Review
Each student will do a critical 1000-1200 word book review based on the book that was presented in class. The book review will summarize the arguments and provide critical comments on them or on other related aspects of the book.

Exams
You will be required to do 3 take-home essay exams. Each one is worth 10 percent of your grade.

Scale for determining grades:

900-950=A-  951-1000=A  
800-830=B-  831-860=B  861-899=B+  
700-730=C-  731-760=C  761-799=C+  
600-630=D-  631-660=D  661-699=D+  
599 and below=F

LECTURES AND READING ASSIGNMENTS

INTRODUCTION

01-8/25  Introduction to class
02-8/27  Pre-1900

Guadalupe San Miguel, Jr., “From Dominating to Dominated,” In Let All of Them Take Heed, 1-13
Compelled to sell, little by little by little, 1859 (Bb)
Proclamation of Las Gorras Blancas, 1889 (Bb)
03-9/1  Oral History Projects and Training
PART 1: IMMIGRANT ERA, 1890-1930

04-9/3 Population Growth, Immigration, & Settlement

San Miguel, Let All of Them Take Heed, 13-25

05-9/8 Institutional Responses to Ethnic Mexicans

San Miguel, “Cross-Purposes,” In Let All of Them Take Heed, 32-63

06-9/10 Adaptation and Community Formation

Ruiz, “The Flapper and the Chaperone,” From Out of the Shadows, 51-71

07-9/15 Accommodation and Political Involvement


08-9/17 Resistance and Civil Rights Activity

San Miguel, “Roused from Our Slumber,” In Let All of Them Take Heed, 2001, 64-91
Corrido de Gregorio Cortez

09-9/22 Video: Lemon Grove Incident

Video Guide

10-9/24 Presentation on Steel Barrio and pass out Quiz 1
PART 2: MEXICAN AMERICAN ERA, 1930-1960

11-9/29  Population Growth, Immigration, and Settlement


12-10/1  Institutional Responses


13-10/6  Community and Cultural Formation


14-10/8  Electoral Politics


15-10/13 Activism and the Origins of the Mexican American Civil Rights Movement


16-10/15 Discussion of lawsuits

Mendez vs. Westminster, 1946, 64 F. Supp. 544 (S.D. Cal. 1946), 161 F.2d 774 (9th Cir. 1947)
Delgado vs. Bastrop Independent school district, 1948, No. 388 (W.D. Tex June 15, 1948)

17-10/20 The Longoria Affair: Video

18-10/22 Presentation on Mexican American Mojo; pass out Quiz 2
PART 3: THE NATIONALIST ERA, 1960-2005

19-10/27 Resistance: The Liberal Agenda and the Emergence of the Chicana/o Movement

Walkout in Albuquerque, 1966, in Valdez/Steiner, 211-214
The Dignity of the Farm Worker, El Malcriado, n.d., In Valdez/Steiner, 209
What is a Movement?, El Malcriado, n.d., In Valdez/Steiner, 210

20-10/29 Chicano! (Video)

Video Guide
Blowouts!, March 1968, 353-354
School Walkouts by the Crusade for Justice, Nov 1968, 360.
Research Paper is Due

21-11/3 The Rise and Fall of the Chicano Movement: Race, Gender, and Culture

El Plan de Aztlan, 1969, In Testimonio, 361-363
San Miguel, “We Cannot Afford to Rest,” In Let All of Them Take Heed, 192-214

22-11/5 Presentation on Chicana Power!


23-11/10 Population Growth, Immigration, & New Destinations

24-11/12 Institutional Responses to Ethnic Mexicans

Overview: Residency and In-state Tuition [HB 1403, 2001], www.thecb.state.ts.uh/reports/PDF/1528.PDF (accessed 6/17/15)

25-11/17 Community Formation in the Contemporary Period

Odem, “Latino Immigrants and the Politics of Space in Atlanta,” In Latino Immigrants and the Transformation of the U.S. South, 112-125

26-11/19 Activism in the Community: Electoral, Labor, Social


27-11/24 Video: Precious Knowledge

28-11/26 Thanksgiving

29-12/1 Presentation on The Dreamers

CONCLUSION

30-12/3 Conclusion and pass out quiz 3

Overview of class
Quiz 3 passed out on last day of class