CBM003 ADD/CHANGE FORM

1. Department: HIST  College: CLASS
2. Faculty Contact Person: G. San Miguel  Telephone: 713-553-5611  Email: gsanmiguel@uh.edu
3. Course Information on New/Revised course:
   - Instructional Area / Course Number / Long Course Title: HIST / 3333 / Chicano History since 1910
   - Instructional Area / Course Number / Short Course Title (30 characters max.): HIST / 3333 / CHICANO HIST SINCE 1910
   - SCH: 3.00  Level: JR  CIP Code: 54.0102.00.01  Lect Hrs: 3  Lab Hrs: 8
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course?  ■ Yes  □ No
   If Yes, please complete:
   - Instructional Area / Course Number / Long Course Title: _____ / _____ / _____
   - Course ID: _____  Effective Date (currently active row): ______
6. Authorized Degree Program(s): BA, History
   - Does this course affect major/minor requirements in the College/Department?  □ Yes  ■ No
   - Does this course affect major/minor requirements in other Colleges/Departments?  □ Yes  ■ No
   - Can the course be repeated for credit?  □ Yes  ■ No  (if yes, include in course description)
7. Grade Option: Letter (A, B, C...)  Instruction Type: lecture ONLY  (Note: Lect/Lab info. must match item 3, above.)
8. If this form involves a change to an existing course, please obtain the following information from
   the course inventory: Instructional Area / Course Number / Long Course Title
   - Course ID: 25743  Effective Date (currently active row): 12/1/2003
9. Proposed Catalog Description: (If there are no prerequisites, type in "none").
   Cr. 3. (3-0). Prerequisites: junior standing or consent of instructor  Description (30 words max.):
   Examines the historical development of the Mexican origin community within the context of U.S. history
   from 1910 to the present.
10. Dean's Signature: ___________________  Date: 10/12/10
    Print/Type Name: Sarah Fishman
UNIVERSITY of HOUSTON

CORE CURRICULUM REQUEST FOR COURSES NEW TO THE CORE

Originating Department/College: Hist/CLASS

Person making request: Guadalupe San Miguel Jr

Telephone: 3-3111

E-mail: gsanmiguel@uh.edu

Dean's signature: [Signature]

Date: 07/27/06

I. General Information:

Course number and title: Hist 3333 Chicano History since 1910

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- XX Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.

C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 8/23/10. Replaces all previous forms, which may no longer be used.
Objectives and Evaluation

A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.

Hist 3333 exceeds the requirement of 3000 words of writing through the abstracts, writing assignments, and research project that students must complete. In total, students will probably write over 6000 words in this class.

History 3333 meets the following Exemplary Educational Objectives for Writing Intensive in the Disciplines.

In order to understand and demonstrate the shared writing conventions, practices, standards, constructs and methods of the historical approach students will be required to do several writing assignments that introduce them to a variety of historical writing genres. Among the styles emphasized in this class are the development of a historical narrative, descriptive accounts, and analytical written reports. The latter, for instance, will be achieved through the writing of abstracts and summaries. Students, in particular, will write 15 article abstracts and/or summaries in this class. Each of these will be one single spaced page.

In order to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the discipline through written exposition and argument students will conduct research and compose a written report. They will also get an opportunity to discuss their historical report in class.

In order to develop the ability to research and write a documented paper or report that conforms to the standards of the discipline students will turn in several written exercises emphasizing tasks specific to historical research. Among the tasks to be emphasized are selecting historical topics as research topics, becoming familiar with primary and secondary sources in history, reading non-written sources, formatting footnotes or endnotes in historical reports, developing an annotated bibliography of sources used, and writing a historical report.

In all of these writing assignments the instructor will comment on specific writing, grammar and syntax issues. Additionally, students will have an opportunity to revise these assignments.

B. Evaluation

The instructor will ask for student feedback on assignments during the semester and students will do course evaluations at the end of the each semester.

C. Improving course

The instructor will take student feedback into consideration and use their comments to strengthen weak areas and to expand those lectures, materials, or assignments that facilitated student success in mastering course goals and in improving their writing level.
HIST 3333: CHICANO HISTORY SINCE 1910

Spring 2010

Prof. Guadalupe San Miguel, Jr.  TTh 10:00-11:30  FH 232
Office Hrs: M-TH 1:30-4:00
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
2. Guadalupe San Miguel, Jr., Let All of Them Take Reed (College Station: Texas A&M Press, 2001)
5. Additional articles
Recommended readings

The books can be bought at the University bookstore. All of the books and articles are either on reserve or on e-reserve at the Anderson Library.

Student Evaluation
Student grades will be based on the completion of the following requirements:
1. Class participation 15%
2. Article abstracts (15X1) 15%
3. Class presentation 10%
4. Final exam 30%
5. Research based biography on historian 30%

Total 100%

Class participation
You are expected to attend class at all times and to participate in its activities. Class participation is worth a total of 15 points.

Article abstracts/summaries
You will be required to write 15 article abstracts and/or summaries. Each assignment will be less than one single spaced page and worth 1% of your grade. These abstracts thus are worth a total of 15 points. See the syllabus for their due date. No late assignments will be accepted.

class presentation 10
You will be required to do one presentation to the class based on a book of your choosing. See list of books provided by faculty.

Final exam
You will be required to take a written, take-home final exam during the semester. The final is worth thirty percent of your grade.

History Research Project
All students are required to do a 10 double-spaced typewritten research-based biography of a Mexican American historian. A penalty will be assessed for projects turned in after the due date (3/11). This project is worth a total of 30 points. Additional information on the research project will be provided by the professor.

Scale for determining grades:
Revision of class requirements for Hist 3333, Feb 25, 2010

**Student Evaluation**

Student grades will be based on the completion of the following requirements:
1. Class participation  
   30%
2. Article abstracts (15X1)  
   15%
3. Class presentation  
   10%
4. **written report of class presentation**  
   15
5. Final exam  
   30%

Total 100%

**Class participation**

You are expected to attend class at all times and to participate in its activities. Class participation is worth a total of 30 points.

**Article abstracts/summaries**

You will be required to write 15 article abstracts and/or summaries. Each assignment will be less than one single spaced page and worth 1% of your grade. These abstracts thus are worth a total of 15 points. See the syllabus for their due date. No late assignments will be accepted.

**Class presentation**

You will be required to do one group presentation to the class based on a book of your choosing. This book will deal with an area outside of the Southwest. Your presentation will compare and contrast select aspects of the Mexican community’s experiences in the Southwest with developments in the region you select. See list of questions and books provided by faculty.

**Written report of class presentation**

You will be required to do a 6-9 double spaced page report on your class presentation. Make sure you have an introduction and a conclusion, a thesis, adequate evidence from secondary sources, footnotes, and a bibliography. The report is due on the last day of class.

**Final exam**

You will be required to take a written, take-home final exam during the semester. The final is worth thirty percent of your grade.
Scale for determining grades:

94-100 points  A
90-94         A-
87-89         B+
83-86         B
80-82         B-
77-79         C+
73-76         C
70-72         C-
67-69         D+
63-66         D
60-62         D-
below 60       F

LECTURES AND READING ASSIGNMENTS

INTRODUCTION

1/19 Introduction to Class
Syllabus
Issues in Chicano History

1/21 The Spanish Conquest & Colonization of the Aztecs


1/26 The American Conquest and Colonization of Mexico


Abstract #1 (do summary of Camarillo article and describe how each of the five historical processes affected the Chicano community.)
PART 1: IMMIGRANT ERA, 1890-1930

1/28 Causes/Consequences of Population Growth, (Im)migration and Settlement

Ricardo Romo, “Responses to Mexican Immigration, 1910-1930,” Aztlan 6,2 (1975): 173-194. Abstract #2 (Do summary of article and discuss the origins of Mexican immigration, the factors contributing to this, and American responses to it.)

2/2 Community Formation

Ruiz, “The Flapper and the Chaperone,” From Out of the Shadows, 51-71
Abstract #3 (what does she mean by the statement that Chicanas negotiated their way between two cultural worlds at home, at work, and at play?)

2/4 Institutional & Community Responses by Americans

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

2/9 Social Agency-Resist, Accommodate & Adapt

Ruiz, “Confronting America,” From Out of the Shadows, 33-50 (adaptation)
Abstract #4 (do summary of article and answer the question: why were the efforts to convert and Americanize Mexican women not successful?)

2/11 Video: Lemon Grove Incident

2/16 Occupational Structure, Work Conditions, and Labor Struggles


2/18 Political Participation: Electoral Involvement

Abstract #5 (In this article, Garcia argues that while the Mexican vote and Mexican politicos were important to El Paso a pattern of political manipulation, subordination, and under-representation emerged on the border. Describe what he means by this and how he developed his argument. What type of evidence did he use to substantiate it.)

PART 2: MEXICAN AMERICAN ERA, 1930-1960

2/23 Causes/Consequences of Population Growth, (Im)migration & Settlement

Abstract #6 (do summary of Meier and Ribera and discuss the three major phases of the Bracero program and why the final one was the more significant one.)

2/25 Community Formation

San Miguel, “Roused from Our Slumber,” In Let All of Them Take Heed, 2001, 64-90
Abstract #7 (do a summary of the article and describe the new identity. How was it different from the Mexicanist identity?)

3/2 Institutional & Community Responses by Americans

Abstract #8 (do a summary of the article)

3/4 Social Resistance and Civil Rights

San Miguel, “Compelled to Litigate,” In Let All of Them Take Heed, 1987, 113-138

3/9 Occupational Differentiation, Work Conditions, and Labor Struggles

Abstract #9 (do a summary of the Garcia article and explain what accounted for the success of the Chicano union in eliminating the dual wage system and in getting equality of treatment in the mines.)
3/11 Salt of the Earth: Video

**TURN IN RESEARCH PROJECT**

3/16 Spring Break

3/18 Spring Break

3/23 Political Participation: Electoral Involvement


Abstract #10 (do a summary of the article and discuss her thesis of how his election exemplified both the opportunities and limits of political change after WWII.)

3/25 Student Presentation

**PART 3: THE NATIONALIST & POST-NATIONALIST ERA, 1960-2005**

3/30 Causes/Consequences of Population Growth, (Im)migration & Settlement


Abstract #11 (do a summary of the article and discuss the pros and cons of the regional and the national model of ethnic Mexican history.)

4/1 Community Formation


San Miguel, ““The Era of Corporate Involvement, 1989-1999,” Tejano Proud, 92-112

4/6 Institutional & Community Responses by Americans

Jose Campos Torres & Moody Riots, 77-78

Joe Horn case: Murder or Self-Defense? 2008
Abstract #12-13 (do a summary of several newspaper articles dealing with either of these two cases).

4/8 The Shift in Identity

C. Munoz, “From Chicano to Hispanic,” 171-183
Hispanic vs. Latino, The Washington Post,
Abstract #14 (do a summary of one of the articles/book chapters)

4/13 Chicano! (Video)

4/15 Social Resistance Across the Decades

San Miguel, “We Cannot Afford to Rest,” In Let All of Them Take Heed, 192-214
Chief Justice Court Ruling on Bilingual Education,
July 2008 (internet)
Abstract #15 (Summarize the court ruling on bilingual education)

4/20 Occupational Differentiation, Work Conditions, and Labor Struggles

4/22 Political Participation: Electoral Involvement

4/27 Student presentations: Southeast, Northeast

CONCLUSION

4/29 Overview of class
Final passed out on last day of class