

CBM003 ADD/CHANGE FORM

APPROVED FEB 23 2011

Undergraduate Council  
 New Course : Course Change  
 Core Category: WI-ID Effective Fall 2011

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or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2011

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

RECEIVED OCT 15 2010

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

HIST / 3333 / Chicano History since 1910  
 • Course ID: 25743 Effective Date (currently active row): 1212003

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: [Signature] Date: 10/12/10

Print/Type Name: Sarah Fishman

U N I V E R S I T Y *of* H O U S T O N  
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:  Date: 10/12/10

**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](http://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.

ag 1/14/10

**HIST 3333: CHICANO HISTORY SINCE 1910**

**Spring 2010**

**Sec. 31471**

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](mailto:Gsanmiguel@uh.edu); [DoctorG4HISD@yahoo.com](mailto:DoctorG4HISD@yahoo.com)

**Couse 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 Vicki Ruiz, *Out of the Shadows* (Oxford University Press, 1998)
2. Guadalupe San Miguel, Jr, *Let All of Them Take Heed* (College Station: Texas A&M Press, 2001)
- 3 Matt S. Meier and Feliciano Ribera, *Mexican Americans, American Mexicans: From Conquistadors to Chicanos* (NY: Hill and Wang, 1993)
4. Gilberto García and Jerry García, Eds., *The Illusion of Borders: The National Presence of Mexicanos in the United States* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2002)
5. Additional articles

**Recommended readings**

1. Guadalupe San Miguel, Jr. *Tejano Proud: Tex-Mex Music in the 20<sup>th</sup> Century*, 2002
2. Robert Courtney Smith, *Mexican New York* (Berkeley: UCB, 2006).

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%
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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	<b>30%</b>
2. Article abstracts (15X1)	15%
3. class presentation	10%
<b>4. written report of class presentation</b>	<b>15</b>
5. Final exam	30%
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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

10

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

15

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  
  
A.I. Castaneda, "Sexual Violence in the Politics and Policies of Conquest," in Adela De la Torre and Beatrice Pesquera, eds., *Building with Our Own Hands*, UCP, 1993, 15-33. (e-reserves)
- 1/26 The American Conquest and Colonization of Mexico  
  
Al Camarillo, "Mexican Society in Nineteenth-Century Southern California," In *Chicanos in a Changing Society*, Harvard, 1979, 1996, 101-141 (e-reserves)  
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
- Mario Garcia, "The Chicana in American History,"  
*Pacific Historical Review*, XLIX, 2 (May  
1980): 315-337 (e-reserve)
- 2/18 Political Participation: Electoral Involvement
- M. Garcia, "Border Politics," In *Desert  
Immigrants*, 1979, 155-171 (e-reserve)



Abstract #5 (In this article, Garcia argues that while the Mexican vote and Mexican politicians 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
- Meier/Ribera, "Braceros: World War II and After,"  
In *Mexican Americans*, 1993, 172-184. (e-  
reserves)
- 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
- Ruben Donato, "Sugar Beets, Segregation, and  
Schools: Mexican Americans in a Northern  
Colorado Community, 1920-1960," *Journal of  
Latinos in Education*, 2,2 (2003): 69-88.  
(Internet)
- 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
- M. Garcia, "Border Proletariats," In *Mexican  
Americans*, 1989, 175-198 (E-reserve)
- 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

Katherine Underwood, "Pioneering Minority Representation: Edward Roybal and the Los Angeles City Council, 1949-1962," *Pacific Historical Review*, Vol. 66, No. 3 (Aug., 1997): 399-425.

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

Jerry García and Gilberto García, "The Illusion of Borders: The Impact and Growth of the Mexican Origin Population in the New Millennium," (3-24). In Gilberto García and Jerry García, Eds., *The Illusion of borders: The National Presence of Mexicanos in the United States* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 2002) (e-reserve)

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, "Before the Arrival of the Major Record Labels, 1964-1989," *Tejano Proud*, 60-91  
 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