

HIST - 3332 - Chicano History to 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

Department*	History
Required Approval Steps*	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input checked="" type="checkbox"/> Undergraduate Studies College Curriculum Committee
Will the course be cross-listed with another area?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, has an agreement with department(s) been reached?	<input type="radio"/> Yes <input type="radio"/> No
Department(s) and Course(s) that will be cross-listed with this course	
Catalog year of implementation*	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
Term(s) Course will be TYPICALLY Offered:*	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> 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

Instructional Area/ Course Prefix* HIST

Course Number* 3332

Long Course Title* Chicano History to 1910

Short Course Title (30 character limit)* Chicano History to 1910

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

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* The role of the Chicano in American history from the colonial period to 1910.

Course Notes

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)?

Does this change cause a change in any program?* Yes - attach copy of program plan No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*

Mexican American Studies Minor
U.S. Ethnic Studies Minor

4. Core Curriculum Information

Learning Outcomes*

1. Understand the major forces impacting the history of ethnic Mexican communities in the United States before the 20th century.
2. Develop an interpretation of selected aspects of Mexican American social, economic, political, and cultural history
3. Assess the impact of Mexican Americans on the culture, economy, and politics of the United States.
4. Think critically, write a coherent essay, and conduct historical investigations utilizing a variety of research techniques.

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 skills by choosing from one of the two primary documents to analyze and write about its meaning in relation to the themes and history discussed in class. One document is a manifesto from the Gorras Blancas in New Mexico and the other is from an early nineteenth century inhabitant of California. Students will link the analysis to class readings as well.

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 address personal responsibility 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*

- 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 American History core memo.

Administrative Use Only

**(Administrative
Use Only)
Proposal ID#**

**Original Course
Prefix**

**Original Course
Code**

**Original Course
Title**

**Original Course
OID**

HIST 3332: Chicano/a History to 1910

Raúl A. Ramos, Ph.D.
558 Agnes Arnold Hall
raramos@uh.edu
twitter: @RamosWorld

Fall 2014
MW: 10-10:50am
AAH 208
Hours: 11:30a-1p Wed.



COURSE DESCRIPTION

In early 2008, the makers of Absolut vodka ran a print advertisement in Mexico with what appeared to be an 1830s-era map of North America with the words "In an Absolut World" emblazoned across it. With the ad having been brought to their attention, conservative bloggers and talk show personalities began to call for a boycott of Absolut vodka for advocating undocumented immigration and the return of territory to Mexico. Absolut quickly responded to the growing controversy by pulling the ad and releasing a public apology. In it they stated, "In no way was it meant to offend or disparage, nor does it advocate an altering of borders, nor does it lend support to any anti-American sentiment, nor does it reflect immigration issues." Their response begs the question as to how the ad had been interpreted as commentary on the state of borders, immigration policy and American patriotism in the first place. The brief debate over the vodka ad map reveals the battle over historical memory and identity central to understanding political articulations of citizenship and belonging and, more broadly, the place of Latinos/as in contemporary America. Current politics has brought new relevance and weight to teaching and representing the nineteenth century history of northern Latin America, American imperial expansion, and the constructed nature of borders.

Fortunately, this need coincides with recent shifts in historical and cultural studies towards more complex and critical conceptualizations of the nineteenth century. These shifts can provide students and social analysts with a framework to engage public discourses of memory and Latino/a cultural membership. This task is made more difficult by the silences over the nineteenth century history of the border between the United States and Mexico and more generally the narrow debate over American imperialism. Looking at the 19th century historically provides an antidote. Teaching and invoking the historical processes at play during the creation of the contemporary borderline itself serves as a counter-narrative to dominant discourses around illegality and building a border fence. Recent literature on American expansion and the American West suggests a variety of themes and events that can reframe contemporary debates. This course seeks to present a more complex and situational conceptualization of national identities.

REQUIRED READINGS

1. Monroy – *Thrown Among Strangers*
2. Gomez – *Manifest Destinies*
3. Hernandez – *Mexican American Colonization during the Nineteenth Century*
4. Hayes Bautista— *El Cinco de Mayo*
5. Mitchell – *West of Sex*
6. Paredes – *With His Pistol in His Hand*
7. Menchaca – *Naturalizing Mexican Immigrants*

Each module also includes primary and secondary readings to supplement class monographs and assignments. Those are available on Blackboard.

EVALUATION

60% - Four module assignments throughout the semester.

25% - Final Exam – Comprehensive take-home exam.

15% - Participation – Online coursework and attendance.

No plagiarism or violations of academic integrity will be tolerated. All students will submit their work through TurnItIn.com.

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with disabilities. If the ADA applies to you and you need accommodation to perform the tasks required in this class, you must inform me of this immediately.

CALENDAR

Aug 25-27
Introduction
Cabeza de Vaca (online)

Sep 3
Cabeza de Vaca
Monroy

Sep 8-10
Monroy

Sep 15-17
Gomez

**Conquest Module Due
Friday, Sept. 19**
Sep 22-24
Gomez

Sept 29- Oct 1
Mitchell

Oct 6-8
Hernandez/Mitchell

**Gender Module Due
Friday, Oct. 10**

Oct 13-15
Hayes-Bautista/Hernandez

Oct 20-22
Hayes-Bautista

Oct 27-29
Menchaca

Nov 3-5
Menchaca

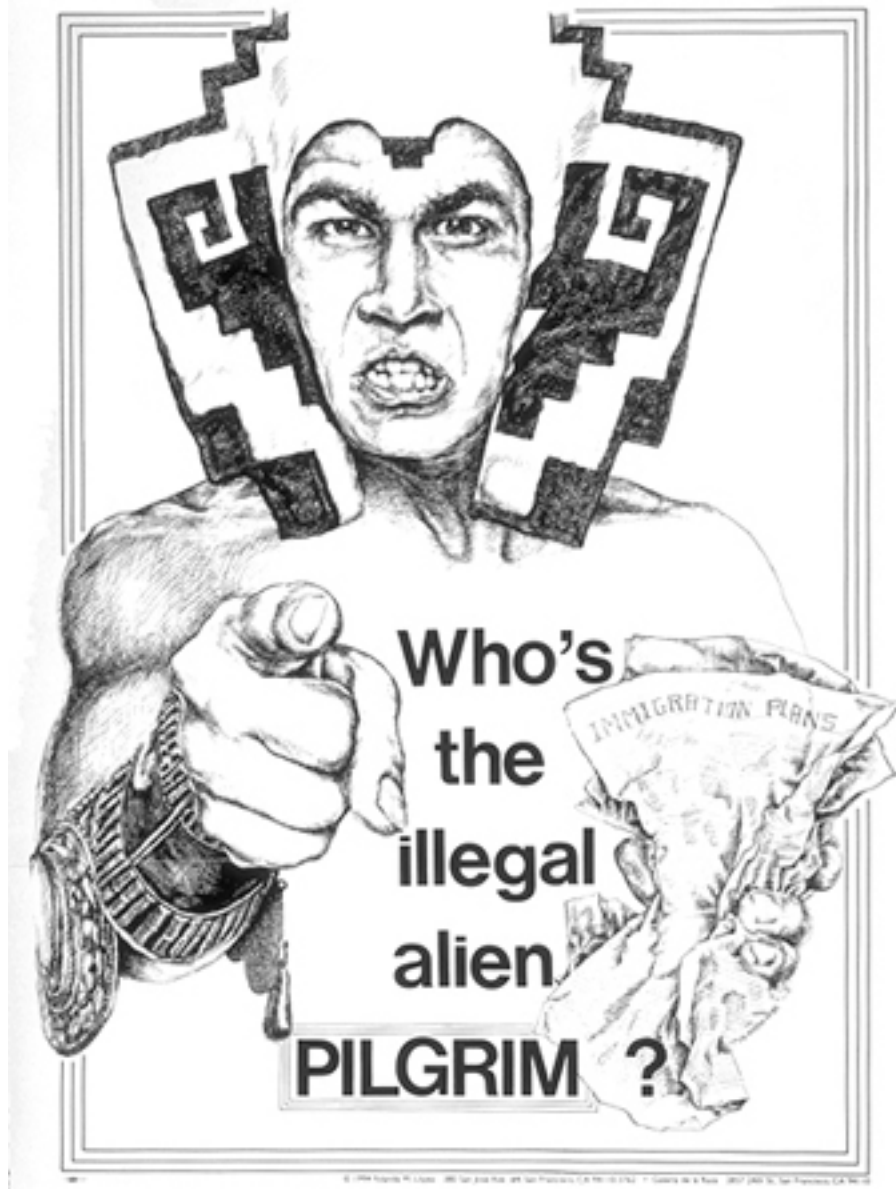
**Americanization Module Due
Friday, Nov. 7**

Nov 10-12
Paredes

Nov 17-19
Paredes

Nov 24
**Narrative Module Due
Friday, Nov. 28**

Dec 1-Dec 3
Film: Come and Take It Day



Yolanda Lopez, 1978