

UC 11127 10F

CBM003 ADD/CHANGE FORM

APPROVED FEB 23 2011

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

81 or

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

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 / 4315 / THE CHICANO BROWN POWER MOVEMENT
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
HIST / 4315 / CHICANO BROWN POWER MOVEMENT
 • SCH: 3.00 Level: JR CIP Code: 54.0102.00 01 Lect Hrs: 3 Lab Hrs: 0

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): B.A., Hist
 • 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 / 4315 / THE CHICANO BROWN POWER MOVEMENT
 • Course ID: 25979 Effective Date (currently active row): 08232010

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.): The historical origins, development and legacy of the Chicano and Chicana Brown Power Movement of the 1960s and 1970s.

10. Dean's 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 4315 Chicano Brown Power Movement

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 4315 meets the requirement of 3000 words of writing through the abstracts, writing assignments, and research project that students must complete.

History 4315 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.

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.

OK
10/12/10

HIST 4315: The Chicano Brown Power Movement

Fall 2010

Sec. 32488

Prof. Guadalupe San Miguel, Jr.
322 AH
Off phone: 713-743-3111

TTh 10:00-11:30
Off Hrs: M-TH 2:30-4:00
E-mail: Gsanmiguel@uh.edu

Couse Description

This course examines the historical origins, development and legacy of the Chicano Movement of the 1960s and 1970s. It addresses issues of organizational development, political involvement, cultural production, and the intersections of nationalism, feminism, Marxism, and liberalism in social activism. It also explores the impact and legacy of this important social movement.

Learning Outcomes

Upon completion of this course, the students should be able to:

1. Attain and be able to demonstrate knowledge about the historical development of the Chicano/a movement, an integral aspect of U.S. social movements.
2. Discuss the major forces impacting the history of the Chicano and Chicana movement in the United States during the 1960s and 1970s.
2. Provide an interpretation of the Chicano and Chicana movement and the roles played by men and women of different classes, ages, and ideological persuasions.
3. Assess the impact of the Chicano/a Movement on the Mexican American community and on the culture, economy, and politics of the United States.
5. Read and think critically, write a coherent essay, and conduct historical investigations utilizing a variety of library and archival research techniques.
6. Integrate the diverse historical experiences of Mexican-Americans into the narrative of American history.

Required Readings

Ignacio Garcia, *Chicanismo: The Forging of a Militant Ethos* (Notre Dame, Ind.: University of Notre Dame Press, 1998).

F. Arturo Rosales, *Chicano! The History of the Mexican American Civil Rights Movement* (Houston: Arte Publico Press, 1996).

Alma Garcia, *Chicana Feminist Thought: The Basic Writings* (NY: Routledge, 1997).

George Mariscal, *Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975* (Albuquerque, NM: University of New Mexico Press, 2005)

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Jim McCarthy with Ron Sansoe; foreword by Carlos Santana,

Voices of Latin rock : people and events that created this sound (Milwaukee, WI : Hal Leonard Corporation, 2004)

Recommended

Lorena Oropeza, *Raza Si, Guerra No: Chicano Protest and patriotism during the Viet Nam War Era* (LA: University of California Press, 2005).

Craig Allan Kaplowitz, *LULAC*, (TAMU, 2005)

Julie Leininger Pycior, *LBJ & Mexican Americans* (Austin: UT Press, 1997) 0-292-76578-9

The books can be bought at the University bookstore. All of these books as well as additional readings are on reserve in the Anderson Library or can be obtained via e-reserve.

Student Evaluation

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

1. Class attendance & participation	15%
2. Group presentation	20
3. Article abstracts (5X4)	20%
4. Exams (3X15)	45%

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.

Group presentation

You are required to do one group presentation. Guidelines for this presentation will be distributed at a late time. This is worth 25% of your grade.

Article abstracts

You will be required to write five abstracts based on the class readings. See syllabus for the content and deadlines for the abstracts. Each assignment will be one single spaced page and worth 3% of your grade. See the syllabus for their due date.

Exams

You will be required to take three exams during the semester. See the syllabus for exam dates.

Scale for determining grades:

90-100 points	A
80-89	B
70-79	C
60-69	D
below 60	F

LECTURES AND READING ASSIGNMENTS

Part I: Introduction-Context and Discourse

- 010825 Syllabus
discuss syllabus and assignments
- 020827 Contextualizing the 1960s & Chicano/a Movement
G. Mariscal, "Through a Smoking Glass Darkly," 25-52
Do Abstract #1 (provide a brief summary of the chapter and answer the following three questions: What is the Chicano movement and what is its ideology; how have the popular media, Anglo scholars, and Chicana/o scholars interpreted the Chicano Movement; what accounts for the limited and negative view of the Chicano Movement?)

Part II: Contesting & Rejecting the Liberal Agenda, 1960-68

- 030901 The Liberal Agenda, 1930-60
Rosales, "The Mex American Generation," 89-110
- 040903 Contest & Reject the Lib Agenda at the Nat Level
"Walkout in Albuquerque," in Valdez/Steiner, 211-214 (E-reserve)
- 050908 Reject the Liberal Agenda at the Local Level- Chavez
The Plan of Delano, 1966, In Valdez/Steiner, 197-201. (E-reserve)
Ceasar Chavez, "Why Delano," in Valdez/Steiner, 202-204 (E-reserve)
- 060910 Reject the Liberal Agenda at the Local Level - Tijerina and Corky
Rosales, "In Quest of a Homeland," 153-162 (REC)
"All the Rights of Citizens [Treaty of Guadalupe Hidalgo], in Weber, 162-168. (E-reserve)
"We Demand," Rodolfo Corky Gonzalez, spring 1968, in Valdez/Steiner, 218-221. (E-reserve)
Video-*Chicano* (only TJ part)
- 070915 Reject the Liberal Agenda at the Local Level Students
Rosales, "The Fight for Educ Reform," 173-196

- 080917 VIDEO: Chicano! The Fight For Educational Reform
 A Rough Profile of School Boycotts in Texas (E-reserve)
 List of Demands Made by Barrios Unidos and Submitted to HISD, February 13, 1970 (E-reserve)
- 090922 Exam 1

Part III: The Chicano Agenda and Its Ideologies

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- 100924 Cultural Nationalism
 El Plan Espiritual de Aztlan (E-reserve)
 Turn in Abstract #2 (who are the "raza de bronze"? What are their origins? What is the meaning of Aztlan? What do activist seek? What is meant by liberation?)
- 110929 Video-*I Am Joaquin*
 Corky Gonzalez, *I Am Joaquin*
<http://www.judybaca.com/dia/text/joaquin.html>
 (E-reserve)
 Turn in Abstract #3 (who is Joaquin? What is the status of Chicanos in the present? How have Chicanos been treated in the past? What does he mean by cultural survival?)
- 121001 Feminism
 Alma Garcia, "Introduction," 1-16.
- 131006 Discussion of Feminist Writings
 See Handout with readings for three groups
- 141008 Marxism
 "Venceremos," Luis Valdez and Roberto Rubalcava in Valdez/Steiner, 214-218. (E-reserve)
Fan the Flames, 1975, 1-12 (E-reserve)
 Turn in Abstract #4 (summarize *Fan the Flames* and define the following terms: Marxist-Leninist, Marxism, the national question, socialism, political secession, dictatorship of the proletariat, imperialism, capitalism, determination of nations, self-bourgeoisie)

**Part IV: The Chicano Movement and the Struggle Against
Racism, 1969-1978**

- 151013 Labor Organizing & Nationalism: Cesar Chavez and UFWOC
Rosales, "The Struggle in the Fields," 129-152
- 161015 VIDEO: *The Struggle in the Fields* (on UFWOC)
- 171020 Student Activism on Campus
"Organizing and Instituting Chicano Programs on Campus," In *El Plan de Santa Barbara*, 1970, 13-22 (E-reserve)
G. Mariscal, "To Demand That the University Work for Our People," 210-246
- 181022 Youth Activism and Social Reform
Rosales, "The Youth of Aztlan," 209-226
Henry B. Gonzalez, "Race Hate," *Congressional Record*, April 3, 1969: 8590 (E-reserve)
- 191027 Mobilizing Against the War
Rosales, 197-208
VIDEO: *Chicano!* (on moratorium, 10 mins) Or *Requiem 29*
- 201029 Nationalism & Electoral Reform: La RUP
Rosales, "The Road to Political Empowerment," 227-248
- 211003 VIDEO: *Gaining Political Power*
- 221105 Exam 2

**Part V: The Chicana Movement: Feminism, Nationalism &
Activism**

- 231110 Expanding Social Justice Struggles to Include Women's Issues
In Virginia Espino, "Woman Sterilized as Gives Birth,"
V. Ruiz, ed, *Las Obreras*, 1993, 65-82 (E-reserve)
"Chicanas and Abortion," In Garcia, 120-121

Anna NietoGomez, "Chicanas in the Labor Force," in Garcia, 126-29
Anna NietoGomez, "The Chicana-Perspectives for Education," in Garcia, 130-131.

241112 Re-vising Scholarship

R. del Castillo, "Malintzin Tenepal: a Preliminary Look into a new perspective," in Garcia, 122-126.
Abstract #5 (Who is Malintzin? How have historians portrayed her in the past? How is she portrayed by del Castillo?)

Part VI: The Liberal Agenda during the Chicano/a Movement

251117 Nationalism and the Liberal Agenda

Cisneros vs. Corpus Christi ISD, 1968

Part VII: Nationalism and Culture

261119 Contesting Assimilation; Affirming Culture

TBA

271124 Music during the Chicano Movement Era

Waiting, 55-62, In *Voices*
Abraxas, 63-38, In *Voices*
Incident at Berkeley, 69-80, In *Voices*

281126 Thanksgiving

291201 Book Presentation

Voices of Latin Rock

Part VIII: Decline and Legacy of the Chicano Movement

301203 Decline, Marginalization and Legacy of Chicano Movement

Rosales, 249-268