**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

 Curriculum Committee Approval: 02/02/2021

 GCCCD Governing Board Approval: 03/16/2021

**HISTORY 119– U.S. HISTORY: CHICANO/CHICANA PERSPECTIVES II**

 1. **Course Number** **Course Title** **Semester Units**

 HIST 119 U.S. History: Chicano/Chicana Perspectives II 3

 **Semester Hours**

 3 hours lecture 48-54 hours 96-108 outside of class hours 144-162 total hours

 2. **Course Prerequisites**

 None

 **Corequisite**

 None

 **Recommended Preparation**

 None

 3. **Catalog Description**

This course is designed to explore the role and development of the Chicana/o (Mexican American) people in the history of the United States. Beginning with the Mexican-American War (1848)to the present period, institutions and ideals of United States history are examined, with emphasis on the social, economic, political and cultural implications to Chicana/o people in the United States. The U.S. Constitution, operation of representative government, and developments in California state and local government are studied with special emphasis on the impact and effects on Chicana/os.

 4. **Course Objectives**

 The student will:

 a. Analyze the historical contributions made by Chicana/os in the United States.

 b. Assess the historical, social and political trends in U.S.-Mexican/Chicana/o communities.

 c. Identify and place into historical context: major conflicts, social and political movements, and aspirations of the Chicano/Chicana.

 d. Analyze historical events to develop a cross-cultural perspective on United States history.

 e. Analyze the patterns of Mexican/Chicana/o labor use and immigration and place them in economic and political perspective.

 f. Discuss the Federal Constitution, comparing and contrasting broader changes with their impact on Mexicans/Chicana/os.

 g. Explain major constitutional issues and developments and illustrate the evolution of American constitutional principles

 h. Identify and describe border issues.

 i. Identify how the economy of the Southwest developed.

 j. Explain the Constitution of the state of California within the framework of federal-state relations.

 k. Explain selected California State and local issues as they relate to the Mexican/Chicana/o people.

 l. Integrate the history of the Southwest with the major events of American history.

 n. Analyze selected contemporary issues of California within a framework of federal-state relations as it relates to the Mexican/Chicana/o peoples.

5. **Instructional Facilities**

 Standard Classroom

 6. **Special Materials Required of Student**

 None

 7. **Course Content**

1. Cultural values and attitudes of Mexicans/Chicana/os.
2. Chicana/o experience after the Mexican-American War.
	1. Euro American and Chicana/o conflicts in California.
	2. Euro American and Chicana/o conflicts in Texas.
	3. Euro American and Chicana/o conflicts in New Mexico.
	4. Chicana/o participation in the American Civil War.
3. The Constitution of the State of California and its impact on diverse residents of California.
4. The early 20th century:
	1. Diaz regime.
	2. Impact of refugees and political exiles.
	3. Impact of migrant labor.
	4. Mexican immigration 1900-1940 and Federal Progressive era activism, laws and ideals
5. World War I and World War II:
	1. U.S. in World War I & immigrants as soldiers
	2. Social and economic impact of immigration, legal and illegal.
	3. The Great Depression, esp. Chicana/os
	4. Chicana/os and World War II.
	5. The Pachuco Movement: Zoot Suit Riots 1940-1952.
6. Repatriation throughout the 20th Century.
7. Labor organizations and movements.
8. Education.
9. Mining, railroads and agri-business.
10. Farm worker movements with California emphasis.
11. The rise of the Chicano Movement 1960 to the present.
12. Border issues: BIP to NAFTA.
13. Other policies of federal, state and local governments as they relate to the Mexican/Chicana/o people such as education, affirmative action, immigration, employment.
14. Issues: political, social and economic which have affected the Mexican/Chicana/o community in the 20th century.
15. Future trends in California, the Southwest and the United States.

8. **Method of Instruction**

1. Assigned texts/reading assignments.
2. Virtual or in-person visits to relevant sites related to course content.
3. Instructor lecture and/or interactive presentations, including videos, slides, web-based teaching resources, music and art.
4. Class discussions
5. Small group activities that promote active learning and critical thinking
6. Optional service-learning, including an instructor statement of commitment requirements, expectations and evaluation.

9. **Methods of Evaluating Student Performance**

 a. Written reports, e.g., students write a primary source analysis on one Amendment of the American Constitution and how it has affected Mexican-Americans; students analyze the 14**th** Amendment and court case outcomes which would extend these rights to Mexican-Americans

 b. Written film or book reviews.

 c. Quizzes or graded discussions.

 d. Objective final essay exam, project or portfolio

10. **Outside Class Assignments**

 a. Library research for oral and written reports, e.g., students research and present different forms of resistance from oppression within different Chicana/o communities; topics would include law, education, housing, and other foreign and domestic American policies.

 b. Reading assignments in texts and on selected readings on the Internet.

 c. Written film reviews and research papers, e.g., students watch the film “Zoot Suit” and write a

reflection about depictions of the Chicana/o family and culture, domestic discrimination during

 World War II, and violations of the 14th Amendment during the Sleepy Lagoon Murder Trials.

11. **Representative Texts**

 a. Representative Text(s):

 1) Vargas, Zaragosa. *Crucible of Struggle: A History of Mexican Americans from the Colonia Period to the Present Era 2****nd*** *Edition.* New York: Oxford University Press, 2016.

 2) Meier, Matt S. and Feliciano Ribera. *Mexican Americans, American Mexicans: From Conquistadors to Chicanos*. New York, NY: Farrar, Straus and Giroux, 1994.

 3) Acuna, Rodolfo. *Occupied America: The History of Mexican Americans 8****th*** *Edition*. New York: Harper and Row, 2015.

 4) McWilliams, Carey and Matt S. Meier. *North From Mexico: The Spanish Speaking People of the United States*. Westport, CT: Greenwood Press, 1990.

 5) Vigil, James Diego. *From Indians to Chicanos.* Long Grove, IL: Waveland Press, 3rd edition, 2012.

 b. Supplementary texts and workbooks:

 1) Loza, Mireya. *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and*

 *Political Freedom.* Chapel Hill: University of North Carolina Press, 2016.

 2) *The Lemon Grove Incident*. Directed by Frank Christopher; written by Paul Espinosa. San

Diego: KPBS, 1985.

 **Addendum: Student Learning Outcomes**

 Upon completion of this course, our students will be able to do the following:

1. Evaluate primary and secondary sources in support of a thesis statement
2. Explain significant individuals and events in Chicano/a history and the relationships between causes of historical events and their effects.
3. Analyze the sources/causes of Chicana/o inequality and discrimination in historiographical context.