

**Course Outline**

**COURSE:** ETHN 12                      **DIVISION:** 10                      **ALSO LISTED AS:** HIST 12

**TERM EFFECTIVE:** Fall 2021                      **CURRICULUM APPROVAL DATE** 12/14/2021

**SHORT TITLE:** MEX-AMERICAN CULTURAL HIST

**LONG TITLE:** Mexican American Cultural History

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

The Mexican American experience as influenced by society in the United States. Emphasis will be on the historical and contemporary contributions made by the Indian, Spanish, Mexican, and Mexican American. Emphasis will also be on the social, economic, and political milieu of the Mexican American within the context of the American society. This course has the option of a letter grade or pass/no pass. This course is also listed as HIST 12. **ADVISORY:** Eligible for English 1A.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Survey, examine, compare and evaluate major historical eras in Mexican American history.
2. Identify and define trends in Mexican American, Chicano, and Xicano social and political thought.
3. Critically assess theories appropriate to the discipline.
4. Appraise and critique historical and cultural literature.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Analyze and articulate concepts such as: race and racism, racialization, ethnicity, equity, eurocentrism, white supremacy, self-determination, decolonization, imperialism, settler colonialism, and anti-racism as analyzed in Ethnic Studies traditions.
2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, national origin, immigration status, and/or citizenship in Chicax American communities.
3. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, has been experienced, enacted, and studied by Chicax Americans and how they are relevant to current and structural issues.
4. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Chicax American communities to build a just and equitable society.
5. Apply theory and knowledge produced by Chicax American communities to describe the social struggles and movements of those groups with an emphasis on activism and empowerment.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

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3 Hours

CONTENT: Identity Issues-Mexican American, Chicano, Hispanic, Latino, Mexicano. Student will be able to distinguish among major Mesoamerica civilization; and analyze how earlier societies influenced later one.

6 Hours

CONTENT: Topics: Pre-Columbian roots, an over-view of the Olmec, Maya, and Toltec civilizations. Aztec origins and rise to power. Structure of Mexican society; the workings of the empire; and daily life in ancient society. Student will be able to distinguish among major Mesoamerica civilization; and analyze how earlier societies influenced later one. Student will describe and examine the nature of society among the ancient Mexican people (Aztecs) in the process of assessing European claims that the Aztecs were "barbarians."

6 Hours

CONTENT: Omnipresent gods and goddesses; conquest and the collapse of the empire; aftermath of conquest; various interpretations of la malinche. Student will evaluate the competing beliefs between the Aztec and Spanish peoples, and analyze how those beliefs effected the expansion of the Spanish in the Aztec empire

6 Hours

CONTENT: The borderlands and the mission system (New Spain far north); Anglo migration to Texas, and events leading to "the Alamo." Culture clash and Manifest Destiny; loss of Texas; and the Mexican American War Student will identify the main components of the mission system, and assess pressures and events that led to Anglo migration into Texas. Student will describe Manifest Destiny, and interpret how the document culminated in culture clash and war.

4 Hours

CONTENT: The Treaty of Guadalupe Hidalgo and the aftermath of the Mexican-American War.

6 Hours

CONTENT: The Mexican Revolution and its effects on the Borderlands; early twentieth century migration, Mexican

American communities; early political organization

6 Hours

CONTENT: The Great Depression and Repatriation, World War II, Zoot Suit Riots; and Bracero Program. Students will describe the causes of the Great Depression and explain its relationship to Repatriation; and evaluate the relationships between WWII, the Zoot Suit Riots and the Bracero

6 Hours

CONTENT: Social and political awakening; the United Farm Workers and Cesar Chave; Teatro Campesino; the Crystal

City Revolt; Chicanas and political organization.

9 Hours

CONTENT: Contemporary issues and debates. During these last nine hours of class lectures and class discussions will be supplemented by student presentations of their research findings. Suggested topics for study can include but not be limited to: Affirmative Action; Education and the New Majority Student; Political Power - District Elections; Mexican Americans and the Administration of Justice; UFW in the 1980s and 1990s; Chicanos in the Arts; Father Serra - Devil or Angel?

2 Hours

Final Exam

### **METHODS OF INSTRUCTION:**

Lecture; large and small group discussion; individual and/or group presentations; guest speakers (where appropriate and available); relevant videos; relevant use of internet review; field trips (where appropriate and accessible.)Lecture; large and small group discussion; individual and/or group presentations; guest speakers (where appropriate and available); relevant videos; relevant use of internet review; field trips (where appropriate and accessible.)

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 50

Assignment Description:

Reading Assignments from textbook and other sources.

Required Outside Hours: 58

Assignment Description:

Written Assignments (e.g. term papers, journals, research projects)

### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 50

Percent range of total grade: 50 % to 70 % Written Homework; Essay Exams; Term or Other Papers

Problem-solving assignments

Percent of total grade: 20

Percent range of total grade: 20 % to 30 % Field Work; Quizzes

Skill demonstrations

Percent of total grade: 10

Percent range of total grade: 10 % to 20 % Class Performance/s

Other methods of evaluation

Percent of total grade: 20

Percent range of total grade: 10 % to 20 % Writing and assessing family narratives

**REPRESENTATIVE TEXTBOOKS:**

Occupied America: A History of Chicanos, 9th Edition, Rodolfo F. Acuna, Pearson, 2020.

ISBN: 978-0135200278

12 Grade

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202170

UC TRANSFER:

Transferable UC, effective 202170

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000623999

Sports/Physical Education Course: N

Taxonomy of Program: 220300