

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 12/8/2020

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 HUM 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:

1. Survey, examine, compare and evaluate major historical eras in Mexican American history.

Measure: Essays, exams, group projects

ILO: 2,1,5,7,4

3,6,

GE-LO: A1, A2, A3, A5, A6, A7, A9, F1, F2

2. Identify and define trends in Mexican American, Chicano, and Xicano social and political thought.

Measure: Essays, quizzes, group projects

ILO: 2,7,1,4

GE-LO: D1, D4, D5, F1

3. Critically assess theories appropriate to the discipline.

Measure: Essays, Reading journals, projects

ILO: 2,1,7

GE-LO: D1, D4, D5, F1

4. Appraise and critique historical and cultural literature.

Measure: Essays, exams, projects

ILO: 2,1,7,3

GE-LO: C1, C2, C3, C4, C5, C6, F1, F2

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

Curriculum Approval Date: 12/8/2020

DE MODIFICATION ONLY

3 Hours

CONTENT: Identity Issues-Mexican American, Chicano, Hispanic, Latino, Mexicano.

STUDENT PERFORMANCE OBJECTIVES (SPO): Student will be able to distinguish among major Mesoamerica civilization; and analyze how earlier societies influenced later one.

OUT-OF-CLASS ASSIGNMENTS: Reading from Text

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 Mexica society; the workings of the empire; and daily life in ancient society.

SPO: 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 Mexica people (Aztecs) in the process of assessing European claims that the Aztecs were "barbarians."

OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles

3 Hours

CONTENT: Omnipresent gods and goddesses; conquest and the collapse of the empire; aftermath of conquest; various interpretations of la malinche

SPO: 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

.OUT-OF-CLASS ASSIGNMENTS: Readings from text and/or articles. Written response to assigned reading

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

SPO: 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.

OUT-OF-CLASS ASSIGNMENTS: Reading from text, and/or articles, research

3 Hours

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

SPO: Student will analyze the nature war between nations and evaluate economic and social effects of war.

OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles

9 Hours

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

SPO: Students will recognize the main issues leading to Mexican Revolution and analyze their effects on the creation of Mexican American communities in the United States.

OUT-OF-CLASS ASSIGNMENTS: Readings form text and/or articles. Research

6 Hours

CONTENT: The Great Depression and Repatriation, World War II, Zoot Suit Riots; and Bracero Program

SPO: 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 Program.

OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles

6 Hours

CONTENT: Social and political awakening; the United Farm Workers and Cesar Chave; Teatro Campesino; the Crystal City Revolt; Chicanas and political organization.

SPO: Students will identify and describe key events and individuals; and will analyze the evolution of social and political movements.

OUT-OF-CLASS ASSIGNMENTS: Reading from text and/or articles

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?

SPO: Appraise student presentations and evaluate current debates

OUT-OF-CLASS ASSIGNMENTS: Reading from text, research, writing family narratives, and preparation of class presentations

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.)

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 50 % to 70 %

Written Homework

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 30 %

Field Work

Quizzes

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 10 % to 20 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: % to %

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 10 % to 20 %

Writing and assessing family narratives

REPRESENTATIVE TEXTBOOKS:

Acuna, Rodolfo , Occupied America: A History of Chicanos (8th Ed), Pearson, 2014
or other appropriate college level text.

Reading level of text: 14 grade Verified by: Enrique Luna

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201570

GAV D2, effective 201570

GAV F, effective 201570

CSU GE:

CSU C2, effective 201570

CSU D, effective 201570

CSU D3, effective 201470

CSU D6, effective 201470

IGETC:

IGETC 3B, effective 201570

IGETC 4F, effective 201570

CSU TRANSFER:

Transferable CSU, effective 201570

UC TRANSFER:

Transferable UC, effective 201570

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 12

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: CCC000178447

Sports/Physical Education Course: N

Taxonomy of Program: 220500