



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	112
Descriptive Title:	History of the Chicano in the United States
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	Ethnic Studies, History
Catalog Description:	This course surveys United States history from the Chicano perspective and covers historical periods from the Pre-Columbian era and the initial contact between European and indigenous Mesoamerican societies through Mexican colonial, early national, and contemporary American historical periods. Emphasis is placed on this group's contributions to the development of the United States. Factors that have shaped the formation of Mexican American society within the context of United States history will also be analyzed.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	03/18/1996
Transfer UC:	Yes
Effective Date:	July 1997
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	Fall 2010

Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English Area D3 - Ethnic Studies Area D6 - History
Term:	Fall 2010
Other:	
IGETC:	Area 3B - Humanities Area 4 - Social and Behavioral Sciences: Area 4C - Ethnic Studies, Area 4F - History
Term:	Fall 2010
Other:	
Student Learning Outcomes:	<p>SLO #1: Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in Chicano history.</p> <p>SLO #2: Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in an essay addressing issues in Chicano history.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify, compare and contrast Mesoamerican civilizations prior to European colonization. 2. Compare and contrast European and indigenous central Mexican societies at the onset of the Age of European exploration. 3. Evaluate and differentiate between English and Spanish colonial economic, political and social institutions in North American history. 4. Assess the role of Spain and England's colonial inhabitants in the settlement of North America. 5. Analyze the origins of the constitutional and political system of the United States. 6. Describe and analyze United States foreign relations during the nineteenth century with an emphasis on Mexico. 7. Discuss and evaluate the basis for westward expansion into Louisiana, northern Mexican America and the Oregon territory in the first half of the nineteenth century. 8. Identify and assess the impact of American racial attitudes on United States society during the nineteenth and early twentieth centuries with emphasis on the Mexican American experience. 9. Evaluate the impact of the United States conquest of northern Mexican America on the economic, legal, and political status of American Indians, Mexicans, Asians, Blacks and European Americans in the American West during the late nineteenth century. 10. Identify the causes of the American Civil War and describe the influence of the Mexican-American War on this conflict. 11. Analyze the era of industrialization in United States history with emphasis on its impact on Americans of Mexican descent. 12. Outline and discuss patterns of global immigration to the United States in the late nineteenth and early twentieth centuries with emphasis on Mexican immigration. 13. Analyze the cultural affects of early twentieth century Americanization programs on immigrants including Mexicans in the United States. 14. Assess the impact of the Great Depression on American life including Mexican nationals living in the United States.

15. Identify and describe the changes to American society that took place during and after World War II in the family, gender roles, and the expectations of ethnic and racial minorities including Chicanos.
16. Analyze the goals of the 1960s civil rights movement with emphasis on Chicano/Mexican American society.
17. Compare and contrast United States domestic politics, foreign policy, and American society from the Vietnam War to the present including changes in the status of the Mexican American population.

Major Topics: I. Introduction to United States History from a Chicano Perspective (1 hour, lecture)

II. Mesoamerican Civilizations (3 hours, lecture)

- A. Diversity of Native Civilizations Prior to European Colonization
- B. Native Civilizations at the Time of European Exploration

III. Europe on the Eve of Exploration of North America (2 hours, lecture)

- A. Medieval Period Travel/Explorations
- B. Spanish and Portuguese Trade and Exploration (Atlantic Ocean 1419-1507)
- C. Christopher Columbus (1492)

IV. Spanish Conquest of Central Mexico, 1519-1521 (2 hours, lecture)

- A. Triple Alliance of Mesoamerica (Formation and Downfall)
- B. Hernan Cortez
- C. Spanish/Native Alliances in Mesoamerica
- D. Spanish Encounter with the Aztecs (Mexihcas)
- E. Small Pox Epidemic

V. Colonial Era, 16th-Early 19th Centuries (6 hours, lecture)

- A. Early Colonial Settlements in Central Mexico and on Atlantic Coast
- B. Spanish and English Colonial Institutions
- C. Cultural Developments
- D. Spanish Northward Movement and Settlement of American Southwest
 1. Role of Colonists, Settlement Patterns, and Frontier Institutions
 2. Hispano-Mexican Relations with Native Peoples
- E. End of Spanish Colonial Rule and Mexican Independence

VI. Birth of the United States Republic and Early National Period, 1776-1800 (3 hours, lecture)

- A. Independence Movement
- B. The Political Philosophy of the Founders
- C. The Constitution, Bill of Rights, and Emergence of Political Party System
- D. Economic Developments

VII. Growth of the United States and Westward Expansion, 1800-1846 (4 hours, lecture)

- A. Era of Early American Nationalism
- B. Louisiana Purchase
- C. Filibustering into Spanish America, 1800-1821
- D. United States Policy towards the Mexican Republic, 1821-1836
- E. Racial and Cultural Conflict: Texas War 1836 and Cherokee Removal in the South
- F. United States Interest in California and New Mexico, 1821-1846
- G. Oregon Territory

VIII. Mexican-American War, 1846-1848 (3 hours, lecture)

- A. Causes
- B. United States Military Invasion of Mexico and Northern Mexican America
- C. Conclusion of War: Treaty of Guadalupe Hidalgo

IX. The West and Southwest Under United States Rule, 1848-1865 (6 hours, lecture)

- A. Treaty of Guadalupe Hidalgo Guarantees
- B. Political Fate of Native Americans and Mexican Americans
- C. State and Territorial Systems of Government in the West and their Impact on Mexican Americans
- D. Socioeconomic Developments: Gold Rush, Land Dispossession, Segregation, Dual Wage System and the Mexican American
- E. Immigration from Asia, Europe and Latin America and the Interaction of African Americans, Chinese, Mexican American and Native Peoples
- F. African Americans in the West: Free Status vs. Slavery Debate
- G. Mexican American Role in Community Life Throughout Southwest

X. The Civil War, 1861-1865 (3 hours, lecture)

- A. Sectionalism, Slavery, and the Constitutional Debate
- B. The Civil War in the West and the Role of Americans of Mexican Descent

XI. Post-Civil War Period and the Era of Industrialization, 1865-1900 (3 hours, lecture)

- A. Reconstruction, Indian Wars, and Rise of Industry
- B. Role of Railroads: Confiscation of Land in the Southwest from a Mexican American Perspective
- C. Impact of Territorial Politics, Segregation, Dual Wage System, Cultural and Racial Strife on Americans of Mexican Descent
- D. Immigration from Asia, Eastern and Southern Europe, Mexico and the Formation of United States Views Towards These Groups

XII. The Early Twentieth Century through the 1920s (3 hours, lecture)

- A. Immigration from the Perspective of the "Mexican Problem"
- B. Americanization Programs for Immigrants: Strategies for Mexican Immigrants and Separate but Equal Schools
- C. Economic Developments
 1. Rise of Agriculture in the West
 2. Dependence on Immigrant Labor in Rural and Urban Sectors

- D. World War I
- E. Resurgence of Mexican Immigration and the Restrictionist Debate of the 1920s
- F. Urbanization, Community and Family Life and the Status of Women: Views from the Mexican Immigrant Experience
- G. Early Civil Rights Struggles with Emphasis on Early Political Organizations in the Midwest and Southwestern United States

XIII. The Great Depression from the Perspective of the Chicano/Mexican American Experience (3 hours, lecture)

- A. Urban Versus Rural Life
- B. Unionization Efforts
- C. Repatriation of Mexican Nationals
- D. United States Foreign Policy towards Latin America and the World

XIV. World War II, 1941-1945 from a Chicano/Mexican American Perspective (3 hours, lecture)

- A. The Economic Role of the West during the War
- B. Military Role of American Minorities
- C. Domestic Life and the Status of Women including Chicanas
- D. Racial Conflict
- E. Bracero Labor Program

XV. Post-World War II Era, 1945-1960 (3 hours, lecture)

- A. Post-War American Society: Suburbanization, Cold War Politics, Korean War, and Civil Rights
- B. Impact on the Chicano War Veteran Generation
 - 1. Formation of Civil Rights Organizations
 - 2. Desegregation of "Mexican Schools" in the Southwest
 - 3. The Adoption of a Mexican-American Identity and American Values

XVI. The Civil Rights Era and Social Upheaval in American Society, 1960s-1970s (3 hours, lecture)

- A. Kennedy, Black Civil Rights Movement, and the Vietnam War
- B. Chicano Civil Rights Movement: Causes, Philosophy, and Outcome
- C. Rise of Feminism

XVII. Recent American History, 1980 to the Present (3 hours, lecture)

- A. Conservative Politics, Foreign Relations, Economic Prosperity: Consequences for Chicanos/Mexican Americans
- B. Legacy of the Chicano Civil Rights Movement
 - 1. Cultural Renaissance
 - 2. Political Empowerment

	<p>3. Education and Immigration Issues</p> <p>4. The Birth of the Hispanic Generation</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Based on the course lecture on the Chicano Movement of the 1960s and 1970s and the assigned reading on this same topic (Chapter 8: <i>Aztlan Rediscovered: The Chicano Movement in North to Aztlan: A History of Mexican Americans in the United States</i> by Arnoldo de León and Richard Girswald del Castillo), in a two-page essay, compare and contrast the goals of this socio-political movement with others of the same era in American Society.
Critical Thinking Assignment 1:	In a five- to six-page typed essay, discuss the factors that lead to the increasing racial and political tensions between Mexicans and Anglos during the 1800s (1830s-1840s). In your answer, make sure to explain issues regarding economic and political motives, ethnocentric attitudes and illegal actions taken that lead to major confrontations between Anglos and Mexicans during this time. Be sure to make reference to the assigned course readings, course lecture notes and the primary source provided, <i>The Mexican Character</i> by Joel "John" Poinsee, in your answer.
Critical Thinking Assignment 2:	In a five- to six-page essay, discuss the aftermath of the Mexican-American War. In your answer, make sure to describe the social, racial, political, economic and labor conditions affecting Mexicans in the southwest soon after the war as well as the connection between the Mexican-American War and the outbreak of the American Civil War. Be sure to make reference to the assigned course readings, course lecture notes and the primary source provided, <i>Articles VIII and IX of the Treaty of Guadalupe Hidalgo</i> , in your answer.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Guest Speakers, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	<p>Manuel Gonzalez, <u>Mexicanos: A History of Mexicans in the United States</u>, 3rd edition, Indiana University Press, 2019.</p> <p>Rodolfo F. Acuna, <u>Occupied America: A History of Chicanos</u>, 8th edition, Pearson, 2014. (Discipline Standard)</p> <p>Neil Foley, <u>Mexicans in the Making of America</u>, Belknap Press, 2014. (Discipline Standard)</p>
Alternative Textbooks:	

Required Supplementary Readings:	Mario T. Garcia, Ellen McCracken, <u>Rewriting the Chicano Movement: New Histories of Mexican American Activism in the Civil Rights Era</u> , University of Arizona Press, 2021. Amy S. Greenburg, <u>A Wicked War: Polk, Clay, Lincoln and the 1846 U.S. Invasion of Mexico</u> , Vintage Books, 2013. (Discipline Standard)
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	English 1 or
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Requisite Skill:	eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	M. Espejo-Ponce Hunt
Date:	10/01/1977

Original Board Approval Date:	
Last Reviewed and/or Revised by:	Xocoyotzin Herrera
Date:	10/21/2021
Last Board Approval Date:	12/20/2021