**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

**HISTORY 118: U.S. HISTORY: CHICANO/CHICANA PERSPECTIVES I**

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

HIST 118 U.S. History: Chicano/ChicanaPerspectives I 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. It examines United States history with emphasis on institutions and ideals, beginning with pre-Colombian Meso-America to the Mexican-American War (1848). Social, economic, political and cultural events are covered with attention to Mexican/Chicana/o people in the United States. The Constitution of the United States and the operation of representative government are studied with special emphasis on the impact and effects of U.S.-Mexico relations and their people.

4. **Course Objectives**

The student will:

a. Analyze the historical origins of contributions made by Mexican and Chicana/osin the western hemisphere.

b. Assess the historical, social, cultural and political trends of the Pre-Columbian societies.

c. Identify and place into historical context – major conflicts, social and political movements and aspirations of the Chicana/o in the northern Mexican territory.

d. Develop a multicultural perspective of United States history.

e. Analyze the patterns of Mexican and Chicana/olabor use and immigration, and place them in economic/political perspective**.**

f. Discuss the U.S. Federal Constitution and the philosophies behind its creation, representation, and early Supreme Court cases**,** particularly with reference to Chicana/os and the state of California**.**

g. Examine the earlyhistory of the United States from the perspective of Chicana/os

h. Explain the contributions of the Mexican and Chicana/o population of the United States.

i. Describe the major issues involving the history of Mexican and Chicana/o people in the United States.

j. Describe the origins of the U.S. political system.

k. Discuss the territory of California and its population before statehood.

l. Explain major constitutional issues and cases during the early 19th century and antebellum period.

m. Identify and describe border issues from the perspective of people living on the U.S.-Mexican border.

n. Identify how the economy of the southwest evolved in relation to the rest of the U.S.

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

p. Examine the intersection of gender, race, class and sexuality.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

1. Pre-Columbian Mesoamerica
2. Origins of the indigenous people in Mesoamerica

2) Evolution of corn and farming

3) Cave dwelling and social development

1. Horticulture development from early peoples to Aztecs

1) Olmecs

2) Maya

3) Toltecs

1. Theocratic societies

1) Olmecs

2) Maya

3) Teotihucacan

1. Militaristic societies

1) Rise of Mexica

2) Mexica-Aztec society

(a) Politics

(b) Economy

1. Spanish conquest

1) Spanish and Aztec political setting

2) Chronology of events and interpretation

3) Impact of physical and cultural blending (mestizaje)

1. Colonialism and exploration

1) Spanish colonial regime

2) Exploration and settlement of the Northern territories (Aztlan)

(a) Southwest institutions

(b) Missions

(c) Presidios

(d) Ranching

3) Pueblo Revolt of 1680

4) Bourbon Reforms 1750-1810 “Enlightenment Period”

1. Origins of United States political system**,** comparing the colonial governments; American Revolution
2. The United States Constitution and the philosophies and principles behind it
3. Revolution and Chaos—Mexican Independence 1821

1) United States and Mexican Constitutions

2) Social and economic basis

3) Indian rebellions

4) Conflict between Criollos and Peninsular born Spaniards

5) Activities of Fr. Miguel Hidalgo

6) Activities of Augustin de Iturbide

7) Relationship of Aztlan with Mexican central government

j. Euro-American immigration and U. S. intrusion:

1) Santa Fe trades

2) Euro American settlement of Texas

3) The territory and Stateof California

4) Manifest Destiny

5) Texas Independence

6) Mexican-American War 1846-1848

7) Treaty of Guadalupe Hidalgo

k. Continuedimmigration to the Southwest; impact on California populations; effects of the

Homestead Act

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**

* + - 1. Writtenreports, e.g., Students write a comprehensive analysis of, for example: the Mexican-American War and anti-war movement in the U.S., Manifest Destiny, or the constitutional powers of President Polk

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 on oral and written reports, e.g.,an oral primary source analysis on the Treaty

of Guadalupe Hidalgo, including the treaty’s treatment of Mexican nationals, indigenous

peoples, and protections of rights and property

b. Reading assignments in texts and on the Internet

c. Written film reviews and research paper, e.g., students watch the film *La Otra Conquista* (1998)

and write on the themes of resistance in the film in terms or law, religion and culture from

the Aztecs to the Conquistadors

11. **Representative Texts**

a. Representative texts:

1)Meyer, Michael C., William L. Sherman and Susan M. Deeds. *The Course of Mexican History* 11th ed*.* New York, NY: Oxford University, 2017.

2) Rawles, James., Bean, Walton. *California, an Interpretive History*. New York, NY: McGraw-Hill Education, 2011.

3) Acuna, Rodolfo F. *Occupied America: A History of Chicanos* 8th ed. New York: Pearson, 2014.

4) Sabloff, Jeremy A. *The Cities of Ancient Mexico: Reconstructing a Lost World*. New York, NY: Thames and Hudson Inc., 1992.

5) Vargas, Zaragosa. *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era 2nd ed.* New York: Oxford University Press, 2016.

b. Supplementary texts and workbooks:

None

**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.