

Prepared by: T. Mendoza
Reviewed by: J. Altenhofel
Reviewed by: M. Oja
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Semester effective:

Ethnic Studies (ETHN) 2280 Mexican-American Culture and History in the American Context CSU (3 Units)

Prerequisite: None

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours (144 Total Student Learning Hours) 3 Units

Catalog Description: This course examines the cultural, social, economic, and political evolution of Mexican-Americans with emphasis upon the inter-relationships between the histories of the United States and Mexico from Pre-Columbian times to the 21st Century. It will examine the historical heritage and culture held in common by Mexican Americans as well as the diversity that exists within this group. It will also study the challenges that Mexican Americans have faced and the ways in which they have organized to combat these challenges. Finally, it will explore the intra-group tensions, evolution of culture, and conflicts that have arisen over the historical period of the course.

Type of Class/Course: Degree Credit

Texts: Yanez, Angelica, editor. *United States History from a Chicano Perspective*. Cognella Academic Publishing, 2020.

Mintz, Steven, editor., Wiley-Blackwell, 2009.

Additional Required Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. analyze and articulate major forces, events, and people instrumental in shaping human history particularly relevant to Mexican American history and culture from pre-Columbian time to the 21st Century.
2. demonstrate an understanding of past social-cultural value systems which have formed a basis for human beliefs and challenges to those beliefs
3. analyze the concepts of race and ethnicity, settler colonization, and self-determination of the various racial, ethnic and social sub-groups which have played a role in the shaping of early Mexican American culture and history.
4. evaluate historical evidence using both primary and secondary sources, and utilize their skills to form arguments and critique others' views
5. apply theory and knowledge produced by Native American, African American, Asian Americans, and/or Latino/a American communities

Course Scope and Content:

Unit I

Mesoamerican Origins of Early Chicano History/Studies Unit

- a. intellectual foundations and origins of Chicana/o History/Studies?
- b. changing nature of ethnic and racial identity important to understanding the long scope of Chicana/o history?
- c. social, political, and economic characteristics defined Mesoamerican life prior to Spanish colonization?
- d. Why is the conquest of Mexico a contested historical event?
- e. Compare and contrast the development of Mesoamerica with the Southwest, California, and other parts of the North American continent.
- f. Discuss the invasion of “less civilized” tribes like the Aztecs from northern Mexico into the Valley of Mexico, where established groups like the Toltecs fear the destabilizing factor of these new arrivals.
- g. Compare the experience of these immigrants with the immigrant experience of Mexicans in the U. S. today.

Unit II

The Spanish Conquest & Origins of New Spain

- a. In what ways did the Spanish conquest of Mexico represent a clash of different cultures as well as the blending of cultures in the New World?
- b. Critically analyze the intersection of different religious, economic, and political aspects of the conquest, as well as the often-conflicting relationships between two very different cultures which eventually become one syncretic culture.
- c. Analyze the concept of mestizaje, or racial mixing, of three racial groups, the European, the Native American, and the African in the Americas. What ways did Spanish conquest impact gender and sexuality?
- d. What major transformations/continuities occurred in Mesoamerica following the Spanish conquest?
- e. Compare the establishment of New Spain with the establishment of the British colonies in North America and the Caribbean.

Unit III

Spanish Colonialism in Greater Mexico & the U.S.-Mexico Borderlands

- a. Describe the social, political, and economic life of the Spanish colonies in Central and North America?
- b. What impact did the mission system play in Alta California?
- c. What were the origins of the Mexican Independence movement and how does it compare to the American Revolution?
- d. What are historic borderlands?
- e. How does the borderlands of the American Southwest demonstrate a history of competing interests, nationalities, and struggle for sovereignty?

Unit IV

Nationalism, War, and Anglo-Mexican Relations in the U.S.-Mexico Borderlands

- a. What impact did the Mexican Revolution have upon ethnic Mexicans living in greater Mexico and the North American continent?

- b. How did Anglo-Mexican relations evolve and change during the Mexican national period, in Texas and California for example?
- c. What impact did the Anglo doctrine of Manifest Destiny have upon the American Southwest?
- d. How did the U.S. War with Mexico alter and impact ethnic Mexican life and Anglo-Mexican relations in the U.S-Mexico borderlands?

Unit V

The Conquered Generation, 1848-1900

- a. What were some of the major impacts of the U.S. War with Mexico upon the ethnic Mexican population living in the conquered territory?
- b. How did major economic transformations in the United States impact ethnic Mexicans in the American Southwest?
- c. What impact did American economic expansion in the late-nineteenth century have in Mexico?
- d. What impact did Mexican migration have upon the American Southwest?

Unit VI

The Immigrant & Mexican Americans Generations, 1910-1960

- a. What were some of the most important impacts of large-scale Mexican immigration to the United States in the early 20 century?
- b. What were the major experiences of ethnic Mexicans in the United States in both urban and rural areas of the United States?
- c. What impact did war and depression have upon the ethnic Mexican population of the United States?
- d. In what ways did ethnic Mexicans acculturate and maintain their own cultures and traditions in the United States in the first-half of the twentieth century?
- e. In what ways did ethnic Mexicans resist and challenge racial and economic discrimination and exploitation?

Unit VII:

The Chicano/a Generation, 1960-1990

- a. What are some of the strategies of resistance ethnic Mexicans championed during the Chicano/a movement generation?
- b. Why is the context of the war in Vietnam and decolonization in the so-called Third World important for understanding the Chicana/o movement era?
- c. What were some of the regional struggles championed by Chicano/a activists in various parts of the United States?
- d. What were some of the problems and limits of Chicana/o activists during the movement era?
- e. What were some of the most important legacies of the Chicana/o movement era?

Unit VIII:

The Latino/a Generation, 1980-Present

- a. In what ways did continuing immigration from Mexico and Central and South American change the ethnic identity and racial formation of Latinos in the United States in the late 1970s through the 1990s?

- b. In what ways did Americans and major political parties react to the growth of Mexican immigration, as well as Central and South America, in the late twentieth and early twenty-first centuries?
- c. In what ways has increased migration and youth activism impacted the evolution of identity among Hispanics in the United States?
- d. Critically review how the struggle and solidarity of Mexican Americans and South American immigrants is relevant to current and structural issues of politics and identity.

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading text, taking notes on text, studying text
2. Completing written work including reading responses, discussions, and/or research papers.

Methods of Instruction

1. Lectures
2. Discussion
3. Class presentations
4. Group projects

Methods of Evaluation

1. Substantial writing assignments, including one or more of the following:
 - a. Essay exams
 - b. Critical thinking papers
 - c. Research paper using primary and secondary sources
 - d. In-class writing

Supplemental Data:

T.O.P. Code:	2203.00 Ethnic Studies
Sam Priority Code:	E: Non-Occupational
Distance Education:	Online, Hybrid
Funding Agency:	Y: Not Applicable
Program Status:	1. Program Applicable

Noncredit Category:	Y. Not Applicable; credit course
Special Class Status:	N. Course is not a special class
Basic Skills Status:	N. Course is not a basic skills course
Prior to College Level:	Y. Not Applicable
Cooperative Work Experience:	N. Not part of a cooperative work experience educational program
Eligible for Credit by Exam:	E. Credit by Exam
Eligible for Pass/No Pass:	C: Pass/NoPass
Taft College General Education	Area F
Discipline:	History or Ethnic Studies