

HIST 3333: CHICANO/A HISTORY SINCE 1910

Spring 2007

Sec. 05603

Prof. Guadalupe San Miguel, Jr.
T 5:30-8:30 9 AH
Office Hrs: M-TH 2:30-4:00
Off phone: 713-743-3111; (713-743-3216, fax)
E-mail: Gsanmiguel@uh.edu

Couse Description

This is the second of a two-part course series that examines the historical development of the ethnic Mexican community within the context of United States history. More specifically, this course addresses the major social, economic, political, and cultural trends and issues in this group's development during the entire span of the 20th century.

Learning Outcomes

Upon completion of this course, the students should be able to:

1. Discuss the major forces impacting the history of ethnic Mexican communities in the United States during the 20th century.
2. Provide an interpretation of selected aspects of Mexican American social, economic, political, and cultural history
3. Appreciate the continuities and discontinuities in the history of this particular ethnic minority group.
4. Assess the impact of Mexican Americans on the culture, economy, and politics of the United States.
5. Think critically, write a coherent essay, and conduct historical investigations utilizing a variety of library research techniques.
6. Integrate the diverse historical experiences of Mexican-Americans into the narrative of American history.

Required Readings

1. Matt S. Meier and Feliciano Ribera, *Mexican Americans, American Mexicans: From Conquistadors to Chicanos* (NY: Hill and Wang, 1993).
2. Vicki Ruiz, *Out of the Shadows* (Oxford University Press, 1998)
3. Guadalupe San Miguel, Jr. *Tejano Proud: Tex-Mex Music in the 20th Century*, 2002
4. Craig A. Kaplowitz, *LULAC: Mexican Americans and National Policy* (College Station: TAMU, 2005)
5. George Sanchez, *Becoming Mexican American* (NY: Oxford Press, 1993) 0-19-509648-7
6. Guadalupe San Miguel, Jr. *Contested Policy: The Rise and Fall of Federal Bilingual Education Policy*, 2004

Recommended

1. Benjamin H. Johnson, *Revolution in Texas*, 2003
2. Elizabeth Martinez, ed., *500 Years of Chicano History in Pictures* (Albuquerque, New Mexico: Southwest Organizing Project, 1991) 0-9631123-0-9

The books can be bought at the University bookstore. All of these readings are on reserve in the Anderson Library.

Student Evaluation

Student grades will be based on the completion of the following requirements:

1. Class participation	15%
2. Article abstracts (10 X 2)	20%
3. Final exam	25%
4. Research project	40%
Select topic	5%
Narrow Topic & Develop Tentative Hypothesis	5%
Evidence of research	5%
Examples of Footnotes/bibliography	5%
Present research	5%
Research paper	15%

	Total 100%

Class participation

You are expected to attend class at all times and to participate in its activities. Class participation is worth a total of 15 points.

Article abstracts/summaries

You will be required to write ten article abstracts and/or summaries. Each assignment will be one single spaced page and worth 2% of your grade. See the syllabus for their due date.

Final exam

You will be required to take a final exam during the semester. The final is worth twenty-five percent of your grade.

History Research Project

All students are required to do a research project of between 12-14 double-spaced typewritten pages. A penalty will be assessed for projects turned in after the due date. This project is worth a total of 40 points. See the syllabus for specific dates for selecting the topic, for turning in evidence of research, for turning in references, for doing a class presentation and for the final draft of the project.

Additional information on the research project is located at the end of the syllabus.

Scale for determining grades:

94-100 points	A
94-90	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
below 60	F

LECTURES AND READING ASSIGNMENTS

INTRODUCTION

Week 1 Introduction to Class

Syllabus
Issues in Chicano History

Week 2 The Pre-1890 Years

A.I. Castaneda, "Sexual Violence in the Politics and Policies of Conquest," in Adela De la Torre and Beatrice Pesquera, eds., *Building with Our Own Hands*, UCP, 1993, 15-33.

Al Camarillo, "Mexican Society in Nineteenth-Century Southern California," In *Chicanos in a Changing Society*, Harvard, 1979, 1996, 101-141

Turn in Abstract #1 (do summary of Castaneda article & answer the question: Why did sexual violence continue despite policies forbidding it?)

PART 1: IMMIGRANT ERA, 1890-1930

Week 3 Social Differentiation

Ricardo Romo, "Responses to Mexican Immigration, 1910-1930,"

Aztlan 6,2 (1975): 173-194.

V. Ruiz, "The Flapper and the Chaperone," 51-71

G. San Miguel, "Diversity and Change in the Original Recordings," 20-36

V. Ruiz, "Confronting America," 33-50

Border Bandits: Video

Turn in Abstract #2

Week 4 Research Projects

Week 5 Economic Formation and Identity (Re)Construction

Mario Garcia, "The Chicana in American History," *Pacific Historical Review*, XLIX, 2 (May 1980): 315-337

Arnoldo De Leon, "Houston's Little Mexico," In *Ethnicity in*

the Sunbelt, 1989, 22-42.

Turn in Abstract #3

Week 6 Political Participation

M. Garcia, "Border Politics," In *Desert Immigrants*, 1979, 155-171

Lemon Grove Incident: Video

Turn in Abstract #4

PART 2: MEXICAN AMERICAN ERA, 1930-1960

Week 7 Social Differentiation

Meier/Ribera, "Braceros: World War II and After," In *Mexican Americans*, 1993, 172-184.
G. San Miguel, "Post-WWII Developments, 1946-1964," 37-59
G. San Miguel, "Cross-purposes," In *Let All of Them Take Heed*, 1987, 32-63
Turn in Abstract #5

Week 8 Economic Formation and Identity (Re)Construction

C. A. Kaplowitz, "A League of American Citizens," 11-35
Turn in Abstract #6

Week 9 Spring break

Week 10 Political Participation

G. Sanchez, "Forging a New Politics of Opposition," 227-252
Ruiz, "With Pickets, Baskets, and Ballots," 72-98
Salt of the Earth: Video
Turn in abstract #7

Week 11 Student Presentations of Research Projects

Present and turn in research project

PART 3: THE NATIONALIST & POST-NATIONALIST ERA, 1960-2005

Week 12 Social Differentiation

San Miguel, "Before the Arrival of the Major Record Labels, 1964-1989," 60-91
G. San Miguel, "The Era of Corporate Involvement, 1989-1999," 92-112
Turn in Abstract #8

Week 13 Economic Formations and Identity (Re)Constructions

V. Ruiz, "La Nueva Chicana: Women and the Movement," 99-126
C. Munoz, "From Chicano to Hispanic," 171-183
Chicano!
Turn in Abstract #9

Week 14 Political Participation

G. San Miguel, *Contested Policy*

Turn in Abstract #10

Conclusion

Week 15 Overview and Conclusion

Final passed out on last day of class