

CHLS 300 & HIST 370

“Chicano History”

Fall 2005

(Tentative Syllabus)

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Days:

Office Hours:

Time:

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Room:

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A. Catalog Course Description.

“Chicanos in the settlement and development of the Southwest and in contemporary U.S. society. Chicano experience as a U.S. minority group; emerging civil rights movement of La Raza. Traditional grading only. Same course as HIST 370.”

B. Expanded Course Description.

The Texas Revolt (1836) and the Mexican-American War (1846-1848) left Mexico shorn of half its national territory and teetering on the brink of economic, social, and political collapse.

The United States, meanwhile, gained not only land, but also approximately 100,000 Mexican citizens. Many of these Mexicans had long tap roots in the borderlands. Over several centuries, they and their ancestors had established farms, ranches, villages, pueblos, and cities extending west from the Gulf of Mexico to the Pacific Ocean and north from the Rio Bravo (lower Rio Grande River) to the Sacramento Valley.

With the termination of warfare, the **new Mexican Americans** and **white Americans** interacted with one another in "**México perdido**". Conflict and hostility oftentimes characterized their relations. They fought over land, gold, silver, copper, politics, culture, labor, and society.

These conflicts led both the new Mexican Americans and white Americans to speculate about the unfolding relations between persons of Mexican-origin and other United States citizens and residents.

Two questions in particular occurred in one form or another: (1) Would Racial and Economic Antagonisms Always Exist Between White Americans and Mexican Americans? (2) Under What Circumstances Might White Americans Accept Mexican Americans as Equals?

Answers to these questions were and are complex. Quite often individuals proposed conflicting answers, varying according to each person's understanding of her/his self-interests and what constituted the "social good" for the United States. In spite of a wide variety of opinion, however, most Mexican Americans and Mexican immigrants encountered many obstacles in their quest for upward mobility in American society.

This class will examine several major aspects of Chicano culture, politics, social life, and society from about 1540 to today. We especially need to understand how men and women of Mexican descent have coped in cultural and social terms with an oftentimes hostile American society.

The following outline should facilitate understanding interactions between Mexicanos and other Americans:

1. The Spanish Conquest of the Aztec Empire in 1521 set in motion three hundred years of colonialism during which the indigenous peoples, the Spanish, and the Africans mixed, clashed, and created cultures and societies far different than those in British North America.

2. From achievement of independence in 1821 until the outbreak of the Mexican American war in 1846, Mexico initiated important changes in its institutional, economic, and political realities which had important consequences for society and culture in the far northern provinces.

3. The imposition of American rule in Texas, then in California, New Mexico, and Arizona set in motion profound changes for the native Mexican populations, including the acquisition of United States citizenship, substantial property losses, political and economic subordination, and ferocious American attacks on Mexican cultural practices and religious traditions.

4. As the United States economy expanded greatly after 1880, large numbers of Mexican immigrants traveled north to labor in the fields, mines, railroads, and factories. In many cases, immigrants mixed with descendants of the early pobladores and thereby revitalized Mexican culture in the Southwest. Various Americans reacted to the changes in the size and distribution of the Mexican-origin population with racism, nativism, and xenophobia.

5. Due primarily to ongoing immigration from Mexico, the Mexican-origin population has grown appreciably from approximately 100,000 at the turn of the twentieth century to more than twenty million today. We shall therefore pay special attention to what Mexicans, their offspring, and white Americans have had to say about Mexican immigration and its effects on Chicano social life and culture and as well the nation's economy, society, and culture.

6. We shall also emphasize the struggles of everyday men and women as well as of political, social, and civil rights movements to achieve equality and prosperity for Mexicanos in the United States.

7. Finally, we will consider the possible future of Chicanos and other Latinos in the United States subject to transnationalism and the global economy.

C. Course Objectives.

1. Students will learn and apply the concepts of *class, ethnicity, gender, nationalism, racialization, and transnationalism* to understanding social interaction and social change among Chicanas/os and between Chicanas/os and other Americans.
2. Students have the ability to acquire, evaluate, interpret, synthesize, apply, document, and present knowledge gained through diverse and appropriate methods of inquiry in the context of an analysis of an issue, question, or problem.
3. Students can formulate a manageable research topic, translate it into a research question, and from it, design a thesis statement.
4. Students will learn about the formation and transformation of Chicano communities.
5. Students will learn about the dynamics of individual and group identity among Chicanos.
6. Students will learn about the interaction and outcome of the many strategies put forth by both Mexican Americans and white Americans to determine what place Mexicans and their descendants should occupy in the American social order.
7. Students will develop their skills to select an appropriate research topic.

D. Course Expectations.

1. You may well wish to improve your reading and study skills. For some suggestions, please consult "How to Read a History Book" in the class Beachboard "Documents" section.

E. The Classroom as a Teaching-Learning Environment.

1. President Robert Maxson reminds us that the key to learning is for students to "GO TO CLASS"; ATTENDANCE IS MANDATORY.
2. Obtain notes from another student if you miss class.
3. You are responsible for knowing all material presented in class.
4. Complete the required readings before class as noted below in the "Tentative Schedule."
5. You are responsible for knowing the content of all required readings.
6. You are expected to prepare for class discussions and satisfactorily complete all assignments.
7. Raise your hand so the Instructor may call on you to ask a question or comment on the material.

8. Let us listen carefully to one another, discuss the ideas presented, and not comment on the speaker.
9. Treat others with respect.
10. Be sure your side conversations and comments are not keeping others from learning.
11. Turn off all cell phones and pagers.

F. Required Texts for Purchase at the CSULB Bookstore.

1. Gonzales, Manuel G. and Cynthia M. Gonzales, eds. En Aquel Entonces: Readings in Mexican American History. Indianapolis: Indiana University Press, 2000. (G&G)
2. Montejano, David. Anglos and Mexicans in the Making of Texas, 1836-1986. Austin: University of Texas Press, 1987. (DavidM)
3. Monroy, Douglas. Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression. Berkeley: University of California Press, 1999. (DougM)
4. Treviño, Jesús S. Eyewitness: a Filmmaker's Memoir of the Chicano Movement. San Antonio: Arte Público Press, 2001. (JT)
5. Marquez, Benjamin. Constructing Identities in Mexican American Political Organizations. Austin: University of Texas Press, 2003. (BM)

G. Course Work (450 points total). [Dates to be Changed.]

1. **In-Class Response Papers**, 2 papers worth 25 points each; 50 points total: On 9 February and 18 April.
2. **Research Paper**, 100 points total [Includes 10 points for "Research Paper Assignment 1 - Choosing and Focusing Your Topic"]: Research Paper Topic Due Fourth Week; Research Paper Due 11 May.
3. **Essay Exams**, 2 exams worth 100 points each; 200 points total: On 16 March and 18 May.
4. **Brief Papers**, 2 papers worth 50 points each; 100 points total: Due 2 March and 11 April.

INSTRUCTIONS FOR EACH ASSIGNMENT WILL BE DISTRIBUTED IN CLASS AND VIA BEACHBOARD AT LEAST ONE WEEK BEFORE THE ASSIGNMENT IS SCHEDULED.

All course work must be completed in order to earn a letter grade.

5. **Extra Credit.** Students may earn extra credit in two ways. First, a student may write brief reviews (1-2 pages) of campus-and-community events. The instructor will announce the events in class throughout the semester. Depending on the degree of difficulty, as determined by the

instructor, an extra-credit assignment will be worth anywhere from 1 to 5 points. A student may earn a maximum of 10 points of extra credit for her/his reports on campus-and-community events. Second, a student may prepare a fifteen-to-twenty minute Power Point presentation based on her/his research paper. A student may earn a maximum of 20 points of extra credit for her/his Power Point presentation. GUIDELINES FOR BOTH TYPES OF EXTRA CREDIT WILL BE POSTED ON BEACHBOARD BY MONDAY, 31 JANUARY. ALL EXTRA CREDIT IS DUE BY MONDAY 9 MAY 2005; POWER POINT PRESENTATIONS WILL BE SHOWN IN CLASS ON MONDAY, 9 MAY OR WEDNESDAY, 11 MAY, OR SHOWN TO THE INSTRUCTOR IN HIS OFFICE ON A DAY/TIME TO BE DETERMINED DURING FINALS' WEEK.

No extensions will be given for any assignment. Points will be deducted for late work (except work late due to extraordinary circumstances, such as an automobile accident). See "Make-Up Policy" below for additional information.

H. Course Grade.

The course grade will be computed by adding the scores on all the above required assignments (and extra credit, if any) and dividing the total points earned by the number of possible points (450) and multiplying the quotient by 100. The average corresponds to a letter grade, according to the following scale:

- A, 90-100
- B, 80-89
- C, 70-79
- D, 60-69
- F, <60

I. Course Policies

1. **Accommodation of Disability Policy.** Students are responsible for notifying the Instructor in advance of any assignment for accommodation of a disability.
2. **Class Attendance Policy.** Students are expected to attend all classes: attendance is mandatory. If you miss class, then obtain notes from another student. Keep in mind that students are responsible for knowing all material presented in class.
3. **Excused Absences Policy.** Students are responsible for notifying the Instructor of predictable excused absences.
4. **Incomplete Policy.** Students must complete satisfactorily at least two-thirds of the course work in order to be eligible for a grade of Incomplete. Incompletes will be granted only for serious and compelling reasons. The student must follow the procedures and time line printed in this semester's Schedule of Classes.
5. **Make-Up Policy.** Students who do not take exams and response papers as scheduled or who do not submit the brief papers and the research paper as scheduled must call or see the instructor as soon as possible -- preferably before the work is due -- in order to arrange make ups. Points

will be deducted for all late work submitted, unless students present compelling and verifiable reasons why they could not complete the work on time.

6. Plagiarism and Cheating Policy. Each student must do her/his own work. The University does not tolerate cheating and plagiarism. Students who cheat and/or plagiarize will probably earn a grade of FAIL for the course. For more information, please see this semester's Schedule of Classes.

7. Withdrawal & Drop Policy. The student is responsible for dropping the course, not the instructor! The student must follow the procedures and time line printed in this semester's Schedule of Classes.

J. Tentative Schedule of Class Topics & Assignments.

(Please complete the readings by the dates listed below -- **Dates Need to Updated for Fall Semester**).

Week 1	"Welcome to CHLS 300"
24 January	"Overview Of Course Content" No Reading Assignment
26 January	"Syllabus Review; The Authors' Themes & Interpretations" Read: Course Syllabus (Beachboard); G&G, Intro; DaveM, Intro; DougM, Intro; JT, Foreword & Preface; BM, Chapter 1
Week 2	"When Worlds Collide: The Making of New Spain, 1519-1810"
31 January	"Why Did the Spanish Defeat the Aztec Empire?" "Research Paper Assignment 1" Guidelines Distributed Read: Chronology of Mesoamerican Religions (Beachboard)
02 February	"What Was New About New Spain?" "Review of Research Paper Assignment 1" Guidelines Read: La población de nueva españa (Beachboard); La sistema de castas (Beachboard); Doctor Donald Blakewell's website: http://www.emory.edu/COLLEGE/CULPEPER/BAKEWELL/thinksheets/castas.html
Week 3	"Spain's Northern Frontier & Northern Mexico, 1540-1846"
07 February	"Did the Northern Frontier Challenge the Logic of Empire?" Read: G&G, 1, 2, 3

09 February "Was Northern México So Different from Central México?"
Read: G&G, 4, 5, 6
In-Class Response Paper 1

Week 4 "México Perdido, 1836-1848"
14 February "Did the Norteños Support México or the United States?"
Read: DaveM, 2
Research Paper Assignment 1 Due

16 February "All the Rights of Citizens?: The Treaty of Guadalupe-Hidalgo"
Read: The English-version of
the Treaty of Guadalupe-Hidalgo, at The Avalon Project at Yale
University website:
<http://www.yale.edu/lawweb/avalon/diplomacy/mexico/guadhida.htm>

Week 5 "Incorporation of Mexicans into the United States, 1836-1900"
21 February President's Day: No, Class; Campus Closed
No Reading Assignment

23 February "Strangers In Their Own Land?: Land & Politics"
Read: G&G, 8, 9

Week 6 "Incorporation of Mexicans into the United States, 1836-1900"
28 February "Hewers of Wood & Drawers of Water?: Race & Labor"
Read: G&G, 10; DaveM, 3, 4

02 March "Whose Citizenship & Culture Did the new Americans Defend?"
Read: G&G, 7, 11, 12
Brief Paper 1 Due

Week 7 "Citizens & Immigrants in Industrial America, 1900-1920"
07 March "Opportunity?: Mexican Americans & Commercial Agriculture"
Read: DaveM, 5, 6

09 March "A New Start?: The Making of México de Afuera"
Read: DougM, 1; G&G, 14, 17

Week 8
14 March "Citizens & Immigrants in Industrial America, 1900-1920"
"A New Home or Temporary Refuge?: Colonias & Barrios"
Read: DougM, 2; G&G, 13, 15

16 March "Exam 1"
No Reading Assignment

Week 9
21 March "Spring Recess"
No Class
Read: DaveM, 7, 8

23 March No Class
Read: DaveM, 9, 10, 11

Week 10
28 March "Coping with the Color Line, 1920-1940"
"Can't We All Just Get Along?: Rural Segregation"
Read: G&G, 16, 18, 19

30 March "Mexicans or Americans?: Urban Realities"
Read: DougM, 4, 5

Week 11
04 April "Opportunity At Last, 1936-1960"
"Are We Mexican Americans?: The Roots of Integration"
Read: DaveM, 12; G&G, 21, 22, 23,

06 April "Separate or Apart?: Struggles for Educational Equality"
Read: G&G, 25

Week 12
11 April "Breaking & Reinforcing the Color Line, 1942-1965"
"Guest Workers or Slaves We Rent?: Braceros & Mojados"
Read: G&G 25
Brief Paper 2 Due

13 April "Americans Afterall?: Middle-Class Mexican Americans"
Read: DaveM, 13; G&G, 24

Week 13 "The Rise of the Chicano Movement, 1960-1970"

18 April A Promise Betrayed? Mexican American Youth & America
Read: JT, One, Three - Six,
In-Class Response Paper 2

20 April Aren't You Grateful?: La Huelga, La Tierra, México Perdido"
Read: G&G, 26; JT, Two, Seven - Twelve

Week 14 "The Chicano Movement's Transformations, 1970-1990"
25 April "Did the Movement Die?: Effects of Success & Repression"
Read: JT, Thirteen - Senventeen; G&G, 27

27 April "Who Needs the Movement?: Inclusion, Identity & Politics
Read: G&G, 28, 29, 30; BM, 2

Week 15 "The Browning of America, 1965-2000"
02 May "Why Don't The Mexicans Stay Home?: Mexican Immigration"
Read: G&G, 31; BM, 3, 4

04 May "Aren't Guatemalans Mexicans?: Latino Immigration"
Read: BM, 5, 6; To Be Announced (Beachboard)

Week 16 "Identity & Political Kaleidoscope, 1980-2000"
09 May "¿Mejor Solo Que Mal Acompañado?: Political Visions"
Read: BM, 7

11 May "Do Things Remain The Same, the More They Change?"
Read: JT, Eighteen; DougM, "En Fin"
Research Paper Due

Week 17 "Final Exams"
18 March "Exam 2" (12:30 to 2:30 p.m.)