

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**NEW COURSE PROPOSAL**

PROGRAM AREA           HISTORY          

**1. Catalog Description of the Course.**

HIST 350 CHICANO HISTORY AND CULTURE (3)

Examines the settlement and culture of Mexicanos in the United States to the present. Particular attention is given to the relationship of Mexicanos to the political and economic institutions of the United States.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	___3___	___1___	___35___
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

**2. Justification and Learning Objectives for the Course.** *Fulfills the North American requirements for the History major.*  
(Title V)

Upon completion of this course students will be able to:

1. Identify and analyze indigenous civilizations that existed in North America prior to the European conquest.
2. Record the historical migration of peoples and commerce within North America, that being present-day Mexico and the United States Southwest, prior to the European invasion.
3. Discuss the astronomical, technological, mathematical, and agricultural developments of early Native American civilizations.
4. Compare the religious worldviews of the various indigenous North Americans, the Spanish, and of Euro Americans, and how this came to affect social relations between these peoples.
5. Illustrate within the context of the cultural syncretism of European and indigenous peoples, how European America political, commercial, and legal values and institutions came to influence Chicana/o culture.
6. Analyze the nature of the historical dynamics of social stratification between Chicanas/os and European Americans beginning from the United States' conquest of the Southwest in 1848 to the present.
7. Study the factors of class, culture, and race that shaped relations between European Americans, African Americans, Asians, Native Americans, and Chicanas/os in what is today the United States from the period of the European conquest to 1995.
8. Examine the Chicana/o family and the effect of political economy on gender roles.
9. Appraise the expansion of the Chicana/o culture into the Southwestern part of the United States and the early nineteenth century intrusion of the dominant culture into this area.
10. Analyze/examine the role western institutions have had on the Chicana/o and how the Chicana/o has historically reacted; zoot suit riots, Texas blowout, and L.A. walkouts.

**4. Is this a General Education Course** **NO**

**If Yes, indicate GE category:**

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Life Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- A.** Indigenous civilizations prior to and after European contact

- B. The creation of the *la raza cosmica*
- C. Mexicanos North from Mexico
- D. The Mexican American War
- E. The Age of El Porfiriato
- F. Industrialization in the borderlands.
- G. Labor and the Great Depression
- H. The Mexican American Generation
- I. The Chicana/o Movement

**6. References.** [Provide 3 - 5 references on which this course is based and/or support it.]

Rodolfo Acuña, *Occupied America: A History of Chicanos*. 2001.

Tomas Almaguer, *Racial FaultLines*. 1996

Richard Griswold Del Castillo and Arnolde De León, *North To Aztlan: A History of Mexican Americans in the United States*. 2001

Martha Menchaca, *The Mexican Outsiders: A Community History of Marginalization and Discrimination in California*. 1995

**7. List Faculty Qualified to Teach This Course.**

**Frank Barajas**

**Ranier Buschmann**

**8. Frequency.**

a. Projected semesters to be offered: Fall \_\_\_\_\_ Spring 2004 Summer \_\_\_\_\_

**9. New Resources Required.**

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

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Proposer of Course \_\_\_\_\_ Date \_\_\_\_\_