

## Term Information

Effective Term Autumn 2013  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Addition of Social Diversity in the United States GE requirement.

**What is the rationale for the proposed change(s)?**

Please see attached syllabus.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3075
Course Title	Mexican American Chicano/a History
Transcript Abbreviation	Mexican Am History
Course Description	History of people of Mexican descent and their presence in the United States from Spanish colonial times to contemporary period.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.

### [Previous Value](#)

[Prereq or concur: Any 2000-level History course, and English 1110.xx; or permission of instructor.](#)

### Exclusions

Not open to students with credit for 577.01 or 577.02.

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0102

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Quarters to Semesters

### Quarters to Semesters

Semester equivalent of a quarter course sequence (e.g., a 3-quarter sequence becomes a 2-semester sequence, a 2-quarter sequence becomes a 2-semester sequence, a 2-quarter sequence becomes a 1-semester course)

### List the current and proposed sequences by number and title

History 577.01: Chicano History, From the Spanish Colonial Period to 1900; History 577.02: Chicano History, From 1900 to the Present Era.

\*\*\* CONVERSION NOTE: For degree audit purposes, students with credit for either History 577.01 or 577.02 will

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

### [Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

[General Education course:](#)

[Historical Study](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

## Course Details

### Course goals or learning objectives/outcomes

**Content Topic List**

- Conquest & colonization
- Mexican-American War
- Immigration
- Education
- Race and ethnic identity
- Labor
- Politics
- U.S.-Mexico border
- Popular culture and social movements

**Attachments**

- History Assessment plan.doc  
*(GEC Course Assessment Plan. Owner: Roth,Randolph Anthony)*
- History 3075 Mexican American History with rationale.docx: History 3075 Syllabus with GE rationales  
*(Syllabus. Owner: Roth,Randolph Anthony)*

**Comments**

- Resubmitted with a syllabus that contains the rationales for achieving GE objectives. *(by Roth,Randolph Anthony on 12/08/2012 11:11 AM)*
- See 11-6-12 e-mail to N. Breyfogle. *(by Vankeerbergen,Bernadette Chantal on 11/06/2012 11:29 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Roth,Randolph Anthony	10/29/2012 10:15 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	10/29/2012 10:47 AM	Unit Approval
Approved	Heysel,Garett Robert	10/30/2012 08:49 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2012 11:29 AM	ASCCAO Approval
Submitted	Roth,Randolph Anthony	12/08/2012 11:11 AM	Submitted for Approval
Approved	Roth,Randolph Anthony	12/08/2012 11:11 AM	Unit Approval
Approved	Heysel,Garett Robert	12/10/2012 03:19 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/10/2012 03:19 PM	ASCCAO Approval



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## History 3075 Mexican American History

Dr. Lilia Fernández  
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Autumn 2012  
Call # 6882  
T Th 3:55-5:15 pm  
McPherson 1035

Office Hours: W 2:00-3:00 pm & by appointment

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### COURSE DESCRIPTION

This course aims to familiarize students with the broad themes, periods, and questions raised in the field of Mexican American/Chicano History. The course begins with an overview of Spanish colonial conquest of the territory that later became the Mexican nation and what is now the Southwestern United States. We will explore issues of colonization, racial hierarchies, and cultural change. We then turn to Anglo-American conquest of the territory and examine the dynamics of racialization, labor segmentation, and community formation during the 19<sup>th</sup> century. Finally, we focus on the 20<sup>th</sup> century, exploring issues of labor migration, politics, popular culture, gender, sexuality and social movements. We will analyze both primary and secondary sources as we try to understand the past. We will also take a comparative approach, particularly in the 20<sup>th</sup> century, emphasizing the historical experiences of Mexican Americans in the Midwest in relation to those of the Southwest. Ultimately, our goal is to gain an understanding of how the past has influenced and continues to influence contemporary Mexican American life both individually and collectively. At the end of this course students will be able to: identify key watershed moments in Mexican American History; describe theories of Mexican American racial, class, community, and gender formation; place contemporary events in Mexican American life in historical context; and have a broad understanding of the major developments and issues in Mexican American History, which can provide a foundation for further study and research.

### OBJECTIVES & REQUIREMENTS FULFILLED

#### History Major

For the History major, this is a Group B, Area 6 course focusing on the post-1750 period.

#### Latina/o Studies Minor

This course counts toward the Latino/a Studies minor. For more information go to <http://latino-astudies.osu.edu/>

# Historical Study (General Education Goals and Outcomes)

## Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

## Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

## *Rationale for fulfilling the GE Learning Outcomes for Historical Study:*

### *Goals of the course that fulfill the GE Learning Outcomes in Historical Study:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies.

For example, students will examine the development of Mexican American History as a field of study and discuss Mexican American historiography and methods and how these might differ from other fields of history.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past

Students will consider, for example, the various perspectives on the deportation/repatriation of Mexican Americans to Mexico during the Great Depression and evaluate why some people supported that policy and why others opposed it. As another example, students will do a comparative examination of the Mexican American experience in the U.S. Southwest versus in the U.S. Midwest and explore political, social, and economic differences in the two regions.

3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context

As one example, student will read primary sources about the experience of Mexican American women on the U.S.-Mexico border in the early 20<sup>th</sup> century to consider how gender, class, race, the local political context and economy shaped their lives.

4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects

Students will analyze and research a final topic in late-20<sup>th</sup> century Mexican American History to draw compare how the contemporary era echoes or contrasts Mexican American experiences in the past.

## **Social Diversity in the United States (General Education Goals and Outcomes)**

### **Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### ***Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States:***

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by:

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere  
For example, we will read about and discuss in class the Spanish colonial system of racial formation that assigned social status to Spaniards and colonial subjects based on the purity and mixtures of their ancestry and heritage (pure-blooded Spanish, mestizos, mulattos, etc.).
2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.  
Students will explain, for example, how Mexican American assimilation is distinct from that of European immigrants because of differences in race, ethnicity, and the distinctive history of U.S.-Mexico relations.
3. Critically examine theories of race, gender, class, ethnicity, religion, and nation  
Mexican American History by nature has at its intellectual core the study of categories of social difference such as race, gender, class, ethnicity, religion, and nation, therefore all of our readings and lectures will include such elements.
4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation  
For example, students will discuss whether Mexican Americans are an ethnic group (similar to European Americans), a racial minority group (similar to African Americans) or something else entirely.
5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context  
Students will consider the Mexican American experience in relation to that of other ethnic or racial groups in the United States and will also examine the diversity,

conflicts, and tensions *within* Mexican American communities as a result of class, religion, sexuality, and other categories of social difference.

6. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects

Students will analyze, for example, how ideas about Mexican American identity have shifted over the twentieth century and on what basis Mexican Americans have made claims to citizenship in the United States (based on gender equality, class, nation, etc.).

### REQUIRED TEXTS

Zaragoza Vargas, *Major Problems in Mexican American History* (Houghton Mifflin, 1999)

Robert Mize and Alicia Swords, *Consuming Mexican Labor: From the Bracero Program to NAFTA* (University of Toronto Press, 2010).

\*Additional readings will be available on Carmen.

Books may be purchased at SBX or a bookseller of your choice and will be available on reserve at Thompson Library.

### COURSE POLICIES & PROCEDURES

\*\*NOTE: In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

#### Assignments

All assignments must be completed and submitted by the announced deadlines. Extensions will not be allowed unless they have been arranged ahead of time with the instructor and for extenuating circumstances only. Late papers will be penalized one-third of a letter grade for each day late.

*Reading:* As a 3000-level course, we will be reading an average of 40-60 pages per week. Students are expected to complete all readings before the corresponding class. *Please be sure to bring readings and/or your notes to every class.*

*Participation/Discussion:* Students will be expected to participate in class discussion regularly. You should come prepared having read the assigned materials, reflected upon them thoughtfully and ready to participate.

Class discussions are an essential part of this course and contribute to our understanding of the readings and lectures. People can often have very strong personal opinions regarding issues of race, ethnicity, class, gender, sexuality, political orientation, religion, and other similar topics. Students are expected to conduct themselves in a respectful and cordial

manner towards one another and the professor at all times, listening to each other's comments and contributing constructively to the conversation. Our goal is to think critically, engage and reflect upon course materials, and learn from one another.

*Quizzes:* We will have 3 quizzes throughout the semester to assess students' understanding of both readings and lecture materials. Quizzes will consist of multiple choice, fill-in-the-blanks, short answer, identifications, true/false, and/or matching items. See schedule.

*Papers:* Due Weeks 4 & 9. Students will analyze primary sources in two 4-5 page papers (double-spaced, 12-pt. Times New Roman, etc., 1" – 1.25" margins). Students can incorporate course readings into the paper to provide greater historical context. More details will be provided in class.

*Final Project:* Students will work in groups of 4 and research a selected topic. Students can draw on class readings but should include 3-4 additional sources found through the library or in consultation with the professor. Each group will prepare a final paper (8-10 pages) and a presentation to the class. The final project grade will include a self-evaluation and peer evaluation from your group members.

#### Evaluation/Grading

Final grade for the course will be determined by the following:

Attendance/Participation	20%
Quizzes (3 x 10% each)	30
Papers (2 x 15% each)	30
<u>Final Project</u>	<u>20</u>
TOTAL	100%

Note: You must receive a passing grade for each section in order to pass the course.

#### Attendance & Tardiness

Class sessions are an integral part of this course. Attendance will be taken at every class meeting. Students are expected to attend all class sessions and be on time and prepared. Excused absences must be cleared in advance. More than 2 unexcused absences will reduce a student's grade for attendance/participation by one letter grade. 4 or more unexcused absences will result in a failing grade ('E') for Participation-Attendance. Repeated tardiness will also result in a lowered grade for attendance/participation.

All cell phones should be turned off during class and any laptops/I-Pads in the classroom should be used strictly to take notes or do other course related tasks. Students found browsing on Facebook, checking email, surfing the web, doing other work, etc. will be asked to discontinue bringing computers to class.

#### Course Website/Carmen

This course has a page on Carmen (<http://carmen.osu.edu>). Students should check the website regularly for readings, announcements, course resources, and other information.

#### Email



The instructor will communicate with students via OSU email. Please make sure you check this account regularly and that you keep your account under quota. Also, please make sure you check the course's Carmen page for important announcements, assignment instructions, or schedule changes.

Class Cancellation Policy

In the unlikely event that a class meeting must be cancelled, I will contact you via email and request the History Department staff to place a note on our classroom door.

**COURSE SCHEDULE**

(subject to change)

8/23            **Why Study Mexican American History?**  
Introduction

I. FOUNDATIONS

**Week 1**  
8/28            **Theoretical & Historiographical Origins**  
Gonzalez & Fernandez (2-11) [V, Ch 1]  
Gutierrez (20-28) [V, Ch 1]

8/30            Chicano Coordinating Council, "El Plan de Santa Barbara" on Carmen  
News stories on Carmen

**Week 2**  
9/4             **Indigenous Peoples & Civilizations**  
Velez-Ibañez (30-48) [V, ch 2]  
Riley (48-53) [V, ch 2]

9/6             Readings and Primary Sources on Carmen

**Week 3**  
9/11            **Spanish Conquest and Colonization**  
Castañeda (54-61) [V, ch 2]  
QUIZ 1 (in class)

9/13            **New Mexico**  
Primary Sources [V, ch 2]

**Week 4**  
9/18            **Making Spanish Subjects—Alta California & Texas**  
Poyo & Hinojosa (83-89) [V, ch 3]

9/20            PAPER DUE  
Primary Sources [V, ch 3]

II. Northern Mexico & Anglo American Conquest

**Week 5**            **Community Life in the Mexican Southwest**  
9/25                Brear (112-128) [V, ch 4]

9/27                Primary Sources [V, ch 4]

**Week 6**            **The Mexican American War**  
10/2                De Leon (167-175) [V, ch 5]

10/4                Primary sources [V, ch 5]

**Week 7**            **New Americans in the late 19<sup>th</sup> Century**  
10/9                Deutsch (194-202) [V, ch 6]  
Primary Sources [V, ch 6]

10/11              QUIZ 2 (online)

III. The Twentieth Century

**Week 8**            **The Mexican Revolution and 20<sup>th</sup> Century Immigration**  
10/16              Garcia (216-222) [V, ch 7]

10/18              Primary Sources [V, ch 7]

**Week 9**            **Comparative Views: Midwest and Southwest**  
10/23              Vargas (254-265) [V, ch 8]

10/25              **Guest speaker: Pablo Mitchell – Meeting room TBA**  
PAPER DUE

**Week 10**          **Constructing Mexican Labor**  
10/30              Mize & Swords, *Consuming Mexican Labor*, Intro, Ch 1

11/1                Mize & Swords, Ch 2  
Primary Sources [V, ch 9]

**Week 11**          **Social Movements, Politics and Protest**  
11/6                Mize & Swords, ch 3

11/8                Mize & Swords, ch 4

**Week 12**          **Mexican Immigration since the 1980s**  
11/13              Mize & Swords, ch 6

11/15              Mize & Swords, ch 7  
QUIZ 3 (in class)

**Week 13**

11/20 Research Day

11/22 THANKSGIVING HOLIDAY

**Week 14**

11/27 Final Presentations

11/29 Final Presentations

12/4 Conclusion - FINAL PROJECTS DUE

*Academic Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf)).

**Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave., tel. 292-3307, [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)**

## MEMORANDUM

**TO: Arts and Sciences Committee on Curriculum and Instruction**

**FROM: Randolph Roth, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GEC courses: Historical Study Category, Social Diversity in the U.S., and Diversity: International Issues**

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### **Assessment Goals and Objectives**

1. Both the GEC and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

##### **Expected Learning Outcomes:**

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. critically examine theories of ethnicity, race, and nationalism
2. engage with contemporary and historical debates on ethnicity and nationalism
3. access and critically examine ethnically or nationally framed movements in a wider socio-cultural context
4. carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, or nationalist mobilization or social movements and their effects

2. Both the GEC and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
2. describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

3. Both the GEC and course-specific learning objectives for History courses requesting Diversity in International Issues might be summarized as follows:

**International Issues GE Requirements:**

**Goals:**

International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

**Expected Learning Outcomes:**

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues such as health and healing in Africa, or pandemics such as HIV-AIDS reshaped debates world-wide, etc. and help students understand and analyze the

relationships between historical debates and practices about international issues such as health and healing.

2. describe theories of international issues on exams and written assignments.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity of International Issues, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

### **Summary of Data:**

An advanced graduate student, supervised by the UTC Chair, will be asked to evaluate the sampled questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity International Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments, including class discussions. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. Students will also be surveyed to assess their mastery of the General Education objectives through a survey instrument at the end of the semester. We will compare these data with the exams and papers mentioned above. We will be interested to assess improvement over time, so that we will compare each of the selected student's answers from the surveys, papers, and exams to those on the finals to see if any has in fact occurred. A brief summary report will be written by the grad student and UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed

courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.