

# Mexican-American Culture

## Course Design

### 2006-2007

#### **Course Information**

**Organization** EASTERN ARIZONA COLLEGE  
**Division** Social Science  
**Course Number** ANT 110  
**Title** Mexican-American Culture  
**Credits** 3  
**Developed by** Olivia Arrieta  
**Lecture/Lab Ratio** Lecture 3hr: Lab 0

#### **Transfer Status**

ASU	NAU	UA
Elective Credit, [ASU West: HIS Dept Elective], Social and Behavioral Sciences (SB), Cultural Diversity (C), Historical Awareness (H)  Summer I 2007 and beyond: Elective Credit, [ASU West: HIS Dept Elective]	ANT Departmental Elective also satisfies: Cultural Understanding [CU]	MAS 280

**Activity Course** No  
**CIP Code** 45.0201  
**Assessment Mode** Pre/Post Test (Questions = 100, Points = 100)  
**Semester Taught** Spring  
**GE Category** Social Science  
**Separate Lab** No  
**Awareness Course** Yes  
**Intensive Writing Course** No

#### **Prerequisites**

None

## **Educational Value**

There is an increased need for students to better understand the cultures and ethnic groups which make up the Southwestern area of the United States. It is through such understanding that people from different cultures and races learn to interact and function together with increased appreciation of their heritage.

The objective of this class is to familiarize the student with Mexican-American culture. Further, the student should comprehend basic social problems in the Mexican-American community and be able to consider solutions to those problems.

## **Description**

The Mexican-American culture, from an anthropological, sociological and historical point of view with emphasis upon contemporary conditions and problems is presented. The course surveys Mexican-American people from their origins in Meso-America and the Gran Chichimeca to the present in the Southwest United States. It includes settlement patterns, society and political economy of the Spanish Empire and Mexico in El Norte since the Treaty of Guadalupe Hidalgo.

## **Textbooks**

Matt S. Meier and Feliciano Ribera. *Mexican Americans/American Mexicans: From Conquistadors to Chicanos*. Edition: 2nd. Publisher: Hill and Wang. Year: 1993. Required

Edited by John O. West. *Mexican-American Folklore*. Publisher: August House. Year: 1988. Required

## **Supplies**

None

## **Competencies and Performance Standards**

### **1. Identify principal historiographic issues, perspectives and problems of Chicano(a)s.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Locate on a map the geographical areas associated with Chicano(a) history
- b. Identify by name the people who represent major Chicano scholars
- c. Characterize principal historic issues impacting upon Mexican- American culture and history
- d. Identify by chronology major perspectives and problems that confronted Chicano(a).

#### **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams
- o in completing study questions
- o through participation in classroom discussions

*Criteria - Performance will be satisfactory when:*

- o learner can name and locate geographical areas associated with Chicano(a) history
- o learner can name the major Chicano(a) scholars
- o learner can name and characterize principal historic issues associated with Mexican-American culture
- o learner can name principal issues that effected Mexican- American history
- o learner can name and characterize the main issues, perspectives, perceptions and problems that confronted Chicano(a)s

**2. Name the major Chicano(a) scholars.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify the principal Chicano(a) scholars
- b. Characterize scholar's social, political, cultural contributions to Chicano(a) history

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams
- o in completing study questions
- o through participation in classroom discussions

*Criteria - Performance will be satisfactory when:*

- o learner can list the principal Chicano(a)s scholars by name
- o learner can identify Chicano scholars' social contributions
- o learner can identify and describe Chicano scholars' political contributions
- o learner can identify and describe Chicano scholars' cultural contributions

**3. Identify the chronology and delineate the main social, economic, political, cultural and intellectual patterns for each period of Chicano(a) history**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify Chicano(a) roots and describe the indigenous worlds
- b. Identify Chicano(a) roots and apply those to imperial Spain
- c. Identify Chicano(a) roots and apply those to the history of invasion, conquest, Africa and colonialism
- d. Describe explorations and settlement patterns in northern New Spain
- e. Characterize societal and political economy of the frontier north in Bourbon New Spain
- f. Identify earliest contacts of New Spain/Mexico and the United States
- g. Characterize Mexicanidad and the War of Independence in the Northern Territories
- h. Describe the fight for Texas

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams
- o in completing study questions
- o through participation in classroom discussions

*Criteria - Performance will be satisfactory when:*

- o learner can specify Chicano(a)s beginnings in the indigenous worlds
- o learner can apply Chicano beginnings to imperial Spain
- o learner can describe the impact of the beginnings as related to invasion and conquests
- o learner can describe the beginnings as associated with Africa and colonialism
- o learner can specify the explorations and settlement patterns in northern New Spain
- o learner can specify and characterize the earliest contacts of New Spain/Mexico and the United States
- o learner can describe the Mexicanidad and the War of Independence in the Northern Territories
- o learner can describe the fight for Texas

**4. Describe the emergence of the Mexican Americans in the 19th century in each of their homelands to include Texas, California, New Mexico-Arizona in the face of the U.S. "Manifest Destiny" and independent Mexico**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Characterize repression and resistance in Nineteenth Century to 1880
- b. Describe the purpose of Manifest Destiny
- c. Characterize the War with Mexico during 1846-1848
- d. Describe the Treaty of Guadalupe Hidalgo and its relationship to the rights of first class citizenship
- e. Characterize Chicano(a) emergence in California, New Mexico-Arizona and Texas

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams
- o in completing study questions
- o through participation in classroom discussions

*Criteria - Performance will be satisfactory when:*

- o learner can describe repression in Nineteenth Century to 1880
- o learner can describe resistance in Nineteenth Century to 1880
- o learner can describe the War with Mexico during 1846-1848
- o learner can describe the Treat of Guadalupe Hidalgo and characterize its impact upon the rights of first class citizenship
- o learner can describe Chicano(a)s emergence in California
- o learner can describe Chicano(a)s emergence in New Mexico-Arizona

- o learner can describe Chicano(a)s emergence in Texas

**5. Describe the complexity(ies) of the border region, the difficult relationship between the United States and Mexico, its economic basis, labor movements and the impact on Mexican Americans and Mexicans.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Describe political and economic dynamics in the development of the West
- b. Identify the political and economic dynamics with the advent of the railroads to World War I
- c. Characterize the dynamics associated in the Mexican Revolution and the Chicano(a)s
- d. Describe the political and economic elements that impacted Chicano(a)s from the Great Depression to World War II
- e. Characterize the impact of deportations and military service

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams
- o in completing study questions
- o through participation in classroom discussions

*Criteria - Performance will be satisfactory when:*

- o learner can characterize the political dynamics in the development of the West
- o learner can characterize the economic dynamics in the development of the West
- o learner can describe the consequences of the railroads to World War I
- o learner can describe the dynamics associated in the Mexican Revolution and Chicano(a)s
- o learner can describe the political elements that impacted Chicano(a)s from the Great Depression to World War II
- o learner can describe the consequences of deportations and military service

**6. Discuss the totality of Chicano(a) experiences in the 20th century as the laboring class of the U. S. West and the expected challenges of the 21st century with demographic changes.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify the Chicano(a)s experiences with the war generations demand for equal rights, voting, unions, education
- b. Describe the Chicano(a) movement associated with the concept of "Liberation Now"
- c. Identify the demographics associated with the "Decade of the Hispani"
- d. Describe the consequences of Mexican immigration, neoliberalism
- e. Describe the laboring classes and their movement for social change
- f. Characterize Chicano(a) culture, art and social ideas
- g. Identify the remaining questions for Chicano(a)s into the 21st century

## **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams
- o in completing study questions
- o through participation in classroom discussions

*Criteria - Performance will be satisfactory when:*

- o learner can describe Chicano(a)s experiences with equal rights
- o learner can describe Chicano(a)s experiences with voting, unions and education
- o learner can describe the result of "Liberation Now"
- o learner can characterize the demographics associated with Decade of the Hispanic
- o learner can describe the results of Mexican immigration
- o learner can describe the results of Mexican neoliberalism
- o learner can characterize the laboring classes and describe social change that resulted
- o learner can describe Chicano(a)s social ideas
- o learner can characterize Chicano(a)s culture and art products
- o learner can list questions that remain for Chicano(a)s into the 21st century

## **Types of Instruction**

Lecture and Discussion

## **Grading Information**

### **Grading Scale**

A	90 to 100%
B	80 to 89%
C	70 TO 79%
D	60 TO 69%
F	Below 60%