New Undergraduate Course Request
Montana State University

Department: MLL
College: CLS
Rubric: SNS
Course Number: 353
Core Area(s): D
First Semester to be Offered: F13

Course Title (for Catalog): Mexican Americans and the Southwest

Have you checked with the Registrar's office (X4155) to make sure the new course number has not been used in the past ten years? [Yes]

Frequency Offered: [ ] Annual [ ] Alternate Years If alternate, starting year: [Demand]

Semesters(s) Offered: [ ] Summer [ ] Fall [ ] Spring

Credits by Mode of Instruction: [ ] Lecture: [ ] Independent Study: [ ] Recitation/Discussion: [ ]

Primary Mode of Delivery (Check One): [ ] Face-To-Face [ ] Audio and/or Video Tape [ ] Internet/Web-Based [ ] Interactive Video

Time and Location (Contact Registrar's Office for room availability):

Days: Tues/Thurs Times: 10:50-12:00

Bldg: Gaines Room: 148 Capacity: 28-30

Prerequisite course(s) (Upper-division courses are normally expected to have prerequisites. When listing multiple prerequisites, please be clear about whether the courses are all required (separated by "and" or if only one is required (separated by "or"): [Writing 101] [HSTA 101 I H]

Co-requisite Courses:

Course Description (40 word limit): Please attach a typed copy of the catalog course description immediately following this cover page.

Person Initiating This Request: Kevane Phone: 6448
Instructor's Banner ID or SSN: -00071120 E-mail: um16k@montana.edu

APPROVAL
You only need to obtain the 2 that are indicated with an asterisk (*)

Kevane

4/17/12

Department Head

4/18/12

Chair, Undergraduate Studies Committee

4/17/12

College Dean or Assistant Dean

4/17/12

Vice Provost Academic Affairs

4/17/12

Revised 10.20.05
A history of Mexican Americans in the Southwest from the Mexican American War to the Chicano Civil Rights Movement. The course examines historical and cultural themes that characterize and connect the Hispanic communities of the Southwest with the rest of the United States.
Information for Review

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.
2. Based on what types of student work (e.g., tests, papers, performance, etc.) will grades be determined?
3. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.
4. List required texts or other required references.
5. Describe how the success of the course will be evaluated?

Level of Offering
6. Has the course been offered previously under 280 or 480? If so, when? Under what number? What was the enrollment? What level of students took the course?
7. Justify the level of course offering.

Relationship to Other Courses, Curricula, and Departments
8. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?
9. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.
10. Is the instructor a member of the regular faculty (i.e., tenured or tenure-line)? If no, please describe the instructor's qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor's qualifications to teach this course.

Students Served
11. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? State areas or disciplines to be served and indicate what specific efforts will be made to make the course material relevant to all disciplines served.
12. What is the anticipated enrollment? Please state any enrollment cap and explain the reason for the cap.

Resources
13. What additional resources, if any, will be required to offer this course? Please explain.
14. What existing information resources -- print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) -- provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library at least three months prior to the beginning of the semester in which this course will be taught.

Other Supporting Material
15. Include any additional information you feel is needed to support this request.
16. Our vision document asserts that, between 2004 and 2009, MSU's academic offerings will be increasingly interdisciplinary. The goal is for fifty percent or more of all new courses, options, and degree programs to have an interdisciplinary basis. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

Revised 10.20.05
General Course Information:

1. Mexican Americans in the Southwest: History, Culture and Literature

This course will introduce students to the historical and cultural experiences of Mexican Americans in the Southwest from the Mexican American War of 1846 to the present. Beginning with this pivotal war, we will explore the shifting geographical boundaries of the Southwest and its consequences for the Mexican American identity and community. This course will progress through various themes including settling the southwest, immigration, Americanization, urbanization, and civil rights and the adoption of the highly politicized label Chicanos. Additional themes will focus on issues of race, gender, and identity, and the ways in which Mexican Americans have integrated (or not) with other communities as they have moved and settled throughout the country including Montana and, more specifically, the Gallatin Valley. Indeed, Mexican Americans have forged new identities and communities, created new hybrid worlds from which they have staked out new opportunities and endured as a significant presence in the United States. We will assess how these new cultural identities are reflected in the cultural production of prominent Chicano/a writers, artists, and musicians.

MLL currently has two broad survey courses in its Latin American and Latino studies minor. It is time to broaden the offerings in the Latino studies segment of our minor. Mexican Americans are the largest ethnic minority group in the United States and, according to the most recent census data, the community will continue to grow. Montana has had a more than 200 year history of Mexican Americans, mostly in Billings. Since roughly 2000 Montana has become a new destination for a small yet significant Mexican American population that is setting down roots in the valley. Offering a course on the history of Mexican Americans in the Southwest in general and incorporating the history of Mexican Americans in Montana will be invaluable to our students especially as we witness the growth of this community. One of the goals of the course is to educate Montana State University students about Mexican Americans and their contributions to our society.

The overall structure of the course will follow a chronological order beginning with special emphasis on the Mexican American War and moving on to major historical events like the role of Mexican Americans during the Civil Rights movement, United Farm Workers activism, and more. We will also read two novels, study music like the ranchera and we will move on to the communities that chose to stay within the new boundaries of the United States, Civil Rights movement including the adoption of the identity-lable Chicano, the United Worker’s movement of César Chavez, the feminist Chicana artists and ranchera and tejana music. Chicano murals and artists.

2. Students will be required to take two tests (mid-term and final). In addition they will have multiple quizzes, homework, and short reaction papers.

3. Course Content Outline:
I. Mexico: Aztecs, Conquistadores, and Colonization
   a) The Aztec Empire and Hernan Cortes
   b) The Process of Colonization
   c) El Grito de Dolores: Mexico’s Independence (1810)

This section is meant to provide students with a brief historical narrative of the history of Mexico from pre-Colombian civilization to subsequent conquest, colonization and independence.

II. The Lost Land: Texas, Mexico, and the United States
   a) Manifest Destiny and the Annexation of Texas by the United States (1845)
   b) The Mexico-United States War (1846-1848)
   c) The Treaty of Guadalupe Hidalgo (1848), New Borders and a New People

   A review of the watershed war that resulted in the annexation of much of the Mexican frontier territory that now known as the Southwest (primarily California, Arizona, New Mexico, Texas and Colorado). This part will focus on the terms relating to the thousands of new American citizens, their rights and their losses, their language and their identity.

III. The emerging Mexican-American Community: 1920’s to 1950’s
   a) Californios, Tejanos, Nuevo Mexicanos
   b) The Bracero Program and the United States
   c) Betabeleros, sugar beets, and Billings, Montana

   This segment will examine the emergence of a collective Mexican American identity that will replace the more isolated geographical identities of nuevo mexicanos or tejanos. It will also highlight the struggle for integration in the United States. Attempts to be “100 percent American,” exemplified by the high numbers of Mexican Americans who joined the army to fight in World War II and the Korean War, are met with continued discrimination and marginalization. The Mexican American community in Billings, Montana, is no exception as the community self segregates to the south side of the town.

IV. Chicanos! The Civil Rights Movement and a New Identity
   a) Cesar Chavez and the United Farm Workers
   b) I am Joaquin: The Power of a New Identity
   c) Chicano Power and La Raza

   Reacting to the second class citizen status, Mexican Americans become politicized. The Civil Rights movement creates a new consciousness and the beginnings of a new and more powerful community in the United States.

V. The Hispanization of the United States: Making Inroads
   a) Immigration, Voting Power and Politics
   b) Chicano art, murals, graphics, social activism
   b) Literature and Music: tejana, ranchera, mariachi
This segment will focus on the cultural contributions as well as the contemporary political issues facing the Mexican American community in the United States.

3a. Proposed Learning Outcomes:

Students will be able to:
- Write analytical essays on Chicano history containing a thesis, appropriate historical evidence, and awareness of counter-arguments to proposed thesis.
- Synthesize and address the major events, ideas, and transformation in Chicano social, cultural, political, economic, and diplomatic history from 1865 to the present.
- Critically analyze primary and secondary historical sources to investigate specific events or historical issues.
- Evaluate historical myths, clichés, and/or prejudices in U.S. and Chicano history.

4. Selected Readings from:
   Rodolfo Acuña, *Occupied America: A History of Chicanos*
   Ramon Saldívar, *Becoming Mexican American*
   John R. Chavez, *The Lost Land: The Chicano Image of the Southwest*
   Tomas Rivera, *...y no se lo trago la tierra/And the Earth Did Not Devour Him*
   Sandra Cisneros, *The House on Mango Street*
   Course reader

5. Success of the course will be determined by mid-term evaluations as well as end of semester Knapp forms.

Level of Offering
6. No.
7. 300 level is in keeping with other offerings that require students to employ advanced analytical and critical thinking skills.

Relationship to Other Courses, Curricula, and Departments
8. Yes, this course will form part of the Latino literature and culture offerings for students in the department of Modern Languages & Literatures. It will also be considered as elective credit for students in the Department of History, Philosophy and Religion as well as the American Studies program.
9. No.
10. Yes.

Students Served
11. No.
12. 25-30.

Resources
13. None.
14. The MSU Library has an extensive collection of books on the culture, history,
sociology, and literature of the Mexican Americans in the United States. I have a DVD collection as well. I will put relevant materials on reserve for students.

Supporting Material
15. --
16. This course addresses one of the most important and fastest growing ethnic minorities in the United States, Mexican Americans. Understanding the cultural roots of this community requires analyzing the historical, political, and social and cultural changes that have impacted this community and its integration into the United States. It is interdisciplinary in its nature drawing on multiples lens to help students understand this community.