San Diego Mesa College
Appeal submission in response to the CalGETC denial of
CHIC 141A – United States History from a Chicano Perspective

CalGETC Review Decision as Published in ASSIST
CHIC 141A - United States History from a Chicano Perspective (3.00)

Appended	Current Decision	Area	Action	Proposal Type
	Deny	6	Add	Cal-GETC
	Approve	4	Retain	Cal-GETC

Comments: **"**Area 6 Ethnic Studies – This course seems to have mostly a historical approach, not a core Ethnic Studies approach. Please clarify how the different events/processes discussed are analyzed through Ethnic Studies frameworks.

Course objectives do not appear connected to the course content outlined in the proposal. Some core concepts are covered in the course. This course would be strengthened in this competency if there was more incorporation of the Ethnic Studies concepts/frameworks integrated in the historical elements of the class.

Strong materials, though missing Ethnic Studies foundational texts in the Chicana/Chicano studies field. Intersectionality is somewhat addressed in this course. Course could be strengthened by including more of a focus on resistance/movement building in the course's historical elements such as US Mexican War, discussing Spanish colonialism in the Southwest, etc."

CalGETC Appeal Supporting Information

1. Title 5 Definition of Ethnic Studies.
   5 CCR § 55061 - § 55061. Associate Degree Course Requirements
   "(6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies." Note: Chicano/a/x Studies and Ethnic Studies are synonymous.

2. Chicana/o History courses are foundational to the Chicana/o discipline and are required in preparation for the Chicana/o and/or Latina/o major at some California State Universities. Please note the following **SFSU-SDMESA LATINA/O STUDIES AND CHICANA/O STUDIES ASSIST ARTICULATION AGREEMENT AY: 2025-2026** as published in ASSIST.

3. The mapping of CHIC 141A course content to 4 of the 5 CSU Ethnic Studies core competencies appear on the course outline listed on pages 5-8. Limited examples of resistance and movement building, which is inherent to Chicana/o existence and experience, is highlighted on pages 2-5.

4. Course alignment within the San Diego Community College District (SDCCD), is established with one course outline of record (COR) for each course taught in the District. The Chicana/o discipline faculty from each SDCCD College (City, Mesa and Miramar) agreed on CHIC 141A course objectives and content and representative textbooks. The CHIC 141B textbooks are foundational to Chicana/o History. The review/approval of all curriculum in the SDCCD include three curriculum committees and one curriculum council review to ensure adherence to the laws, policies and procedures that govern curriculum.

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
COURSE OUTLINE

Section I
SUBJECT AREA AND COURSE NUMBER:
Chicana and Chicano Studies 141A
COURSE TITLE: United States History from a Chicano Perspective
Units: 3
Letter Grade or Pass/No Pass

CATALOG COURSE DESCRIPTION:
This course is a survey of early American history from the Mexican/Chicano perspective. Emphasis is placed on the period of discovery to the period of Reconstruction with emphasis on the evolution, influence, and experience of the Chicano. Students analyze Chicano contributions to the political, social, economic, and cultural development of the United States. This course is intended for all students interested in history, ethnic studies, or other social sciences.

REQUISITES:
FIELD TRIP REQUIREMENTS:
May be required
Credit Status
D - Credit - Degree Applicable
Transfer Status
A - Transferable to both UC and CSU.
General Education Areas
CSU General Education
IGETC
Cal-GETC
C-ID:

Instructional Component	Units	Min/Max Contact Hours	Min/Max outside-of-class Hours	Min/Max Total Student Learning Hours
Lecture	3	48-54	96-108	144-162
Laboratory	0	0	0	0
Other	0	0	0	0
Total	3	48-54	96-108	144-162

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. Apply contemporary theories to analyze and understand concepts such as race and racism, racialization, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, self-determination, and anti-racism in relation to contemporary Chicana and Chicano society to explain the origins of Chicano Studies and Ethnic Studies as United States history.
2. Identify and apply effective and relevant research methodologies and theoretical approaches that emphasize focus through a Chicano Studies lens to an analysis of the contemporary Chicano community and the critical events, histories, intellectual

traditions, contributions, lived-experiences and social struggles of Chicanas and Chicanos with a particular emphasis on agency and group-affirmation.
3. Identify and analyze data, such as primary and secondary texts related to the historical and contemporary lived experiences of Chicanas and Chicanos in order to reveal the intersectional relationship between class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age and how these intersectionalities collectively affect contemporary Chicana and Chicano realities.
4. Compare and contrast pre-Columbian cultures in Mesoamerica, the Southwestern United States and other indigenous communities throughout North America.
5. Analyze the patterns and implications of sixteenth century colonial expansion, settlements, and institutions as they relate to Chicana and Chicano identity and experience, including Chicana and Chicano participation in key historic events with an emphasis on Chicana and Chicano resistance to historical systemic and structural oppression in areas such as immigration, labor, education, and the legal system and how both the oppression of Chicanas and Chicanos as well as their resistance have contributed to the current local, national, and transnational, socio-political structures against which the community continues to struggle.
6. Evaluate the political debates that took the founders from the Articles of Confederation to the Constitution, the Bill of Rights and the idea of the Republic.
7. Analyze the debate over slavery in the United States and explain how the founders addressed that debate within the Constitution and its resultant political institutions.
8. Explain the Casta system created under Spanish colonialism throughout the United States Southwest.
9. Compare and contrast the American War for Independence with the Mexican War for Independence.
10. Explain the role of European immigration on the social make-up of the United States in the early nineteenth century.
11. Compare and contrast the evolution of United States and Mexican institutions in the early nineteenth century.
12. Define the concept of Manifest Destiny and explain the political, economic, social and military causes and effects of American expansionism.
13. Analyze the impact of United States western expansion on Mexican American participation in the American Civil War.

Section II
1. COURSE OUTLINE AND SCOPE:
A. Course Content:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.
Course Lecture Content

1. Introduction to a Chicano Studies perspective of U.S. History
    1. Definitions
    2. Plan de Santa Barbara in 1969
    3. Emergence of Chicana and Chicano Studies departments and programs and Ethnic Studies departments and programs
    4. Contemporary theories
    5. Research methodologies
    6. Lived experiences
2. An introduction to America's pre-Columbian cultures
    1. Early plant domestication
    2. The rural village cultures
    3. The urban cultures

    4. Mesoamerican cultures
        1. The Olmecs
        2. Teotihuacan
        3. Maya
        4. Aztecs
        5. El Tajin
        6. Tula
        7. Chichen Itza
    5. Southwestern cultures
    6. Cultures of North America
3. Sixteenth century colonial expansion
    1. The Spanish explorations
    2. Early Spanish settlements
    3. Hispaniola
    4. The English and French explorations in America
4. Emergence of the United States
    1. Emerging economic and political independence
    2. The Wars for Independence
    3. The Articles of Confederation
    4. The Bill of Rights
    5. States' rights versus republicanism
    6. Popular sovereignty
    7. The debate over slavery
5. American expansionism in North America
    1. Manifest Destiny
    2. Andrew Jackson
    3. Jacksonian America
    4. James K. Polk
    5. The Louisiana Purchase
    6. The Texas annexation
    7. Acquisition of the Mexican territories
    8. Texas
    9. Oregon
6. Spanish colonialism in the Southwest
    1. Settlement patterns
    2. The buffer zone
    3. Regional expansion
        1. New Mexico
        2. Texas
        3. Arizona
        4. Pimeria Alta
        5. California
    4. Ranchos/encomiendas
    5. Catholicism
        1. Missions
        2. Mestizaje
    6. Castas
        1. Race
        2. Gender
        3. Class
    7. Spanish colonial practices in the Southwest
7. Independence movements
    1. The American War for Independence
    2. The Mexican War for Independence
8. Slavery

    1. Mexico
    2. United States
9. Early nineteenth century United States
    1. The emergence of Jacksonian America
    2. European immigration
10. The United States Constitution versus the Mexican Republic during the early nineteenth century
    1. Popular sovereignty
    2. The Bill of Rights
    3. Separation of Church and State
    4. The Catholic Church in Mexico
    5. The Electoral College
    6. Proportional and absolute representation
    7. The House and the Senate
    8. The slavery debate
11. United States expansionism and Spain and Mexico through the nineteenth century
    1. Manifest Destiny
    2. The Louisiana Purchase
    3. The Transcontinental Treaty
    4. The Texas Revolt
    5. The Mexican provinces of California and New Mexico
    6. The U.S. Mexico War
12. The Treaty of Guadalupe Hidalgo
    1. Articles V, VIII, IX, X and the Protocol of Queretaro
    2. Land and constitutional rights and the Supreme Court
13. Annexation of California
    1. The first California Constitutional Convention
    2. The role of the Californios
    3. The debate over slavery
14. The American Civil War
    1. The abolitionist movement
    2. Reconstruction

CALGETC Ethnic Studies Area 6 CSU Core Competency Mapping

Examples of Student Learning Objectives and Course Lecture Content in the Course Outline of Record which align with the CALGETC CSU Core Competencies include, but are not limited to, the following:

Core Competency No. 1

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self- determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

Student Learning Objective No. 1

Apply contemporary theories to analyze and understand concepts such as race and racism, racialization, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, self-determination, and anti-racism in relation to contemporary Chicana and Chicano society to explain the origins of Chicano Studies and Ethnic Studies as United States history.

Course Lecture Content:

1. Introduction to a Chicano Studies perspective of U.S. History
    1. Definitions
    2. Plan de Santa Barbara in 1969
    3. Emergence of Chicana and Chicano Studies departments and programs and Ethnic Studies departments and programs.
    4. Contemporary theories
    5. Research methodologies
    6. Lived experiences
2. An introduction to America's pre-Columbian cultures
    1. Early plant domestication
    2. The rural village cultures
    3. The urban cultures
    4. Mesoamerican cultures
        1. The Olmecs
        2. Teotihuacan
        3. Maya
        4. Aztecs
        5. El Tajin
        6. Tula
        7. Chichen Itza
    5. Southwestern cultures
    6. Cultures of North America
3. Sixteenth century colonial expansion
    1. The Spanish explorations
    2. Early Spanish settlements
    3. Hispaniola
    4. The English and French explorations in America
4. Emergence of the United States
    1. Emerging economic and political independence
    2. The Wars for Independence
    3. The Articles of Confederation
    4. The Bill of Rights
    5. States' rights versus republicanism
    6. Popular sovereignty
    7. The debate over slavery
5. American expansionism in North America
    1. Manifest Destiny
    2. Andrew Jackson
    3. Jacksonian America
    4. James K. Polk
    5. The Louisiana Purchase
    6. The Texas annexation
    7. Acquisition of the Mexican territories
    8. Texas
    9. Oregon

Core Competency No. 2

Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Student Learning Objective No. 2

Identify and apply effective and relevant research methodologies and theoretical approaches that emphasize focus through a Chicano Studies lens to an analysis of the contemporary Chicano community and the critical events, histories, intellectual traditions, contributions, lived-experiences and social struggles of Chicanas and Chicanos with a particular emphasis on agency and group-affirmation.

Course Lecture Content:

6. Spanish colonialism in the Southwest
    1. Settlement patterns
    2. The buffer zone
    3. Regional expansion
        1. New Mexico
        2. Texas
        3. Arizona
        4. Pimeria Alta
        5. California
    4. Ranchos/encomiendas
    5. Catholicism
        1. Missions
        2. Mestizaje

Core Competency No. 3

Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Student Learning Objective No. 3

Identify and analyze data, such as primary and secondary texts related the historical and contemporary lived experiences of Chicanas and Chicanos in order to reveal the intersectional relationship between class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age and how these intersectionalities collectively affect contemporary Chicana and Chicano realities.

Course Lecture Content:

6. Spanish colonialism in the Southwest
    6. Castas
        1. Race
        2. Gender
        3. Class
    7. Spanish colonial practices in the Southwest
7. Independence movements
6. The American War for Independence
    7. The Mexican War for Independence
8. Slavery
6. Mexico
    7. United States

Core Competency No. 4

Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler- colonialism, multiculturalism, language policies.

Student Learning Objective No. 5

Analyze the patterns and implications of sixteenth century colonial expansion, settlements, and institutions as they relate to Chicana and Chicano identity and experience, including Chicana and Chicano participation in key historic events with an emphasis on Chicana and Chicano resistance to historical systemic and structural oppression in areas such as immigration, labor, education, and the legal system and how both the oppression of Chicanas and Chicanos as well as their resistance have contributed to the current local, national, and transnational, socio-political structures against which the community continues to struggle.

Course Lecture Content:

9. Early nineteenth century United States
    1. The emergence of Jacksonian America
    2. European immigration
10. The United States Constitution versus the Mexican Republic during the early nineteenth century
    1. Popular sovereignty
    2. The Bill of Rights
    3. Separation of Church and State
    4. The Catholic Church in Mexico
    5. The Electoral College
    6. Proportional and absolute representation
    7. The House and the Senate
    8. The slavery debate
11. United States expansionism and Spain and Mexico through the nineteenth century
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    6. The U.S. Mexico War
12. The Treaty of Guadalupe Hidalgo
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    2. Land and constitutional rights and the Supreme Court
13. Annexation of California
    1. The first California Constitutional Convention
    2. The role of the Californios
    3. The debate over slavery
14. The American Civil War
    1. The abolitionist movement
    2. Reconstruction

B. Reading Assignments:

Reading assignments are required and may include, but are not limited to, the following:

- **Assigned Textbooks Related to U.S. History**: Textbooks that cover key events, figures, and themes in U.S. history.
- **Assigned Textbooks and/or Readers on the Historical Evolution of Pre-Columbian Cultures of the Americas**: Materials focusing on the history, cultures, and societies of the Americas before European contact.
- **Anthologies Interpreting the Chicano Historical Experience Since the Mid-Sixteenth Century**: Collections of works that analyze and interpret the Chicano experience from the 1500s onward.
- **Primary Documents and Maps**: Original historical documents and maps that provide direct evidence of past events and geographical contexts.

C. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

1. **Critical Response Papers to Readings**: Analytical papers that engage with the assigned readings, offering an evaluation of the author's arguments, evidence, and overall effectiveness.
2. **Brief Responses to Questions on Primary Source Documents**: Concise answers to specific questions based on primary source texts, demonstrating understanding and analysis of the document's content and context.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

1. Research reports and digital presentations on Chicana/o Studies contributions to U.S. History.

2. Preparation for in-class presentation of research findings.

3. Attendance at conferences, lectures, exhibits, and events related to U.S. History and Chicana/o Studies.

1. Experiential community service learning and applied knowledge opportunities, such as:
    - Preparation and engagement of student projects, exhibits, and presentations on Chicana/o Studies contributions to U.S. History in collaboration with local community organizations.
    - Engagement in historical reenactments highlighting Chicana/o contributions to U.S. History.
    - Participation in events, activities, and student organizations affiliated with Chicana/o Studies professional organizations, such as the National Association for Chicana and Chicano Studies (NACCS).

E. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

1. Assessments and interpretations of the impact of European arrival on the pre-European cultures of the Americas.
2. Essays that explain and interpret the impact of Spanish and American colonial practices on the cultural and environmental evolution of the Southwestern U.S.
3. Primary document analysis of key historical events, including:
    - The Mexican-American War
    - The Treaty of Guadalupe Hidalgo

- The American Civil War And their effects on the evolution of the Chicana/o identity and experience.

2. METHODS OF EVALUATION:
A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- Essay/Paper
- Exams
- Oral Tests/Class Performance
- Participation
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam

3. METHODS OF INSTRUCTION:
Methods of instruction may include, but are not limited to, the following:

- Lecture
- Computer Assisted Instruction
- Lecture Discussion
- Discussion Seminar
- Audio-Visual
- Collaborative Learning
- Distance Education (Fully Online)

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:
ZERO COST TEXTBOOK(S)/OPEN EDUCATIONAL RESOURCE(S):
TEXTBOOKS:

1. Gómez, Laura E., Manifest Destinies: The Making of the Mexican American Race, 2nd, NYU Press, 2018, ISBN:9781479894284
2. Beebe, Rose Marie and Robert M. Senkewicz, Testimonios: Early California through the Eyes of Women, 1815–1848, University of Oklahoma Press, 2015, ISBN:9780806148724
3. Lathrop, Jacqueline P, Ancient Mexico: Cultural Traditions in the Land of the Feathered Serpent, Kendall Hunt Publishing, 2016, ISBN:9781524911706
4. Schwartz, Stuart B. and Tatiana Seijas, Victors and Vanquished: Spanish and Nahua Views of the Fall of the Mexica Empire, Bedford/St. Martin's, 2017, ISBN:9781319094850
5. Robb, Matthew, Teotihuacan City of Water, City of Fire, UC Press, 2017, ISBN:9780520296558
6. Jaffary, Nora E. and Jane E. Mangan, Women in Colonial Latin America, 1526 to 1806: Texts and Contexts, Hackett Publishing Company, Inc., 2018, ISBN:9781624667503
7. Saavedra, Yvette J, Pasadena Before the Roses Race, Identity, and Land Use in Southern California, 1771–1890, University of Arizona Press, 2018, ISBN:9780816535538
8. Chao Romero, Robert, Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity, InterVarsity Press, 2020, ISBN:9780830852857
9. Vargas, Zaragosa, Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era, 2nd, Oxford University Press, 2016, ISBN:9780190200787