HISTORY 151A/CHICANO-LATINO STUDIES 132A
CHICANA/CHICANO HISTORY: PRE COLONIAL TO 1900

This course offers an overview of Chicano History from Mesoamerican origins to 1900. Focusing on the contributions of Mexican Americans to the economic and cultural development of the region now known as the American West. Decades, even centuries, before the famed covered wagons rolled across the prairies and deserts, mestizo peoples, citizens of New Spain (and later Mexico) ventured north. Women and men of many colors and backgrounds established presidios, missions, pueblos, and ranchos. This course relates the history of these mestizo pioneers, their diachronous interactions with indigenous peoples and EuroAmerican newcomers, as well as the economic, political, and cultural transformation of their societies following the Texas Revolution and the U.S.-Mexican War. I believe in an atmosphere of discovery and discussion. This course should be akin to an archaeological dig where teacher and students together excavate a forgotten, buried past. In addition to dispelling prevalent myths and misconceptions concerning Mexican Americans and their history, I emphasize a public history approach in which students learn historic site and website evaluation skills.

REQUIRED READINGS

David J. Weber, ed., Foreigners In Their Native Land: Historical Roots of Mexican Americans

Ramón A. Gutiérrez, When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846

Ramón A. Gutiérrez and Richard J. Orsi, eds., Contested Eden: California Before the Gold Rush

Miroslava Chávez-García, Negotiating Conquest: Gender and Power in California, 1770s to 1880s

Jovita González Mireles and Eve Raleigh, Caballero: a Historical Novel, eds. José Limón and María Cotera
COURSE SYLLABUS

Week 1
1/9
Introduction and Mesoamerican Societies
Instructions for Website Evaluation
Film: *Sentinels of Silence*
Reading assignment: *Foreigners*, 12-21
*Corn Mothers*, 3-94

1/11
Colonial Mexico/Expeditions North
Film: *Fall of the Aztec and Maya Empires* (brief clip)
Reading Assignment: *Foreigners* 22-50
*Contested Eden*, 48-109
*Corn Mothers*, 95-140

Week 2
1/16
Indio/Genizaro/Mestizo
Reading Assignment: *Negotiating Conquest*, 1-24
*Contested Eden*, 111-172
*Corn Mothers*, 143-175

1/18
Missions, Migrations, and Myths
Reading Assignment: *Contested Eden*, 173-229
*Corn Mothers*, 176-270

Week 3
1/23
Frontier Mexican Society
Reading Assignment, *Contested Eden*, 230-259
Website Evaluation Assignment Due

1/25
Frontier Mexican Society
Film: *Seguin*
Reading Assignment: *Corn Mothers*, 298-340
*Negotiating Conquest*, 24-51

1/27
Expedition to Mission San Juan Capistrano

Week 4
1/30
The Black Legend/The Frontier Dilemma
Reading Assignment: *Contested Eden*, 299-330
*Foreigners*, 52-137

2/1
The Texas Revolution and U.S.-Mexican War
Instructions for Research Paper
Midterm Review
Reading Assignment: Negotiating Conquest, 52-85

Week 5
2/6
In-Class Midterm Examination

2/8
Research Workshop
TEC Room 228 in Langson Library
Reading assignment: Contested Eden, 331-355

Week 6
2/13
Treaty of Guadalupe Hidalgo and the Gold Rush
Reading assignment: Foreigners, 140-199
Negotiating Conquest, 90-122

2/15
Research Day
Librarians will be available for assistance in TEC Room 228
Reading assignment: Begin Caballero

Week 7
2/20
Social Bandits
Topic and Preliminary Bibliography Due
Reading Assignment: Foreigners, 204-234
Negotiating Conquest, 123-150

2/22
The Market Economy of the Southwest
Reading Assignment: Foreigners, 200-202, 234-264

Week 8
2/27
The 19th Century Mexican American Family
Film: Nobody’s Girls (brief clip)
Tentative Outline Due
Reading Assignment: Finish Caballero
Negotiating Conquest, 151-178

3/1
Caballero: Fiction As History

Week 9
3/6
Historic Thresholds: 1848 and 1898

3/8
Research Day
COURSE EXPECTATIONS

I will not grade on the curve. Each assignment will be evaluated on its own merits, using the scale outlined below:

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

The final course grade will be based on the following:
20% Midterm
20% Final
40% Research Paper
10% Website Evaluation
10% Class Participation (includes in-class discussions, writing projects, and attendance)

MIDTERM EXAMINATION

The in-class midterm examination will contain both short answer and essay sections. Questions will be drawn from lectures, readings, films, and class discussions. No make-up tests will be given unless I receive prior notification.

FINAL EXAMINATION

The take-home final examination will consist of comprehensive essay questions and the answers must reflect original thought, not simply a regurgitation of lectures and readings. It will be due on Thursday, March 22nd at Noon.

WEBSITE EVALUATION

Each student will be assigned a particular website on Spanish/Mexican colonization of the Borderlands. In examining the major features of the site, she/he will be asked to evaluate the historical argument with regard to the representations of the nascent explorations, settlements, and missions and write a three-page report summarizing his/her findings. The evaluation must contain three basic components: 1) the historical interpretation embedded in the site, 2) types of documents presented, and 3) student evaluation. Complete instructions will be distributed on January 4th. The project is due on January 23rd.
RESEARCH PAPER

The research paper should encompass a variety of sources, reflect creativity, and have at least eight pages of text supported by footnotes and a bibliography. Students can define their own topic, issue, or historical problem in Chicana/o history from the precolonial times to 1900. Examples include the canonization of Junipero Serra, education in the Southwest, the California missions, the impact of the Foreigner Miner’s Tax, racial constructions of stereotypes, and the lives of women on the Mexican frontier. Students must use at least one primary source from the Special Collections division of the Library. Special Collections contains a treasure trove of primary research (e.g. newspapers, government documents) as well as an extensive rare book collection for the history of the Southwest, particularly California. Internet sources must be credible and verifiable. To avoid the problem of an incomplete essay, the research topic and preliminary bibliography will be due no later than February 20th and a rough outline no later than February 27th. The paper is due on March 13th. Ms. Christensen and I will gladly critique rough drafts. Steven MacLeod and Kay Collins of Langson Library will present an engaging, interactive workshop on locating a topic and conducting research on February 8th. The bibliography provided below gives you a start on the secondary literature.

IN-CLASS WRITING PROJECTS

In-class writing assignments will be short “think” pieces in which students compose on the spot interpretations of materials presented. It is important to complete the readings before class. Do not plan to catch up on the required readings the week before an exam.

ATTENDANCE / INCOMPLETE POLICIES

Regular attendance is mandatory and will be reflected in the grade for participation. All cell phones and beepers must be turned off during class. I will sign an incomplete form under extenuating circumstances and with advance notice.

BIBLIOGRAPHY

Mexican American History to 1900

Tómas Almaguer, Racial Fault Lines
Matthew Basso, et. al., eds. Across the Great Divide: Cultures of Manhood in the American West.
Virginia Bouvier, Women and the Conquest of California, 1542-1840
Albert Camarillo, Chicanos in a Changing Society
Albert Camarillo and Pedro Castillo, eds. Furia y Muerte
Carlos Castañeda, The Mexican Side of the Texas Revolution
Inga Clendinnen, Ambivalent Conquests: Maya and Spaniard in the Yucatan
Hernando Cortés, Five Letters of Cortés to the Emperor
Rupert Costo and Jeannette Henry Costo, The Missions of California
Rebecca Craver, The Impact of Intimacy: Mexican-Anglo Intermarriage in New Mexico, 1821-1846
Arnoldo De León, *The Tejano Community*
Arnoldo De León, *They Called them Greasers: Anglo American Attitudes Toward Mexicans in Texas, 1821-1900*
Sarah Deutsch, *No Separate Refuge: Culture, Class, and Gender on the Anglo-Hispanic Frontier in the American Southwest, 1880-1940*
Bernal Díaz, *The Conquest of New Spain*
Richard Griswold del Castillo, *The Los Angeles Barrio: A Social History*
Richard Griswold del Castillo, *La Familia*
Lisbeth Haas, *Conquests and Historical Identities in California, 1769-1936*
Neal Harlow, *California Conquered*
Robert Heizer and Alan Almquist, eds., *The Other Californians*
Gilbert Hinojosa, *A Borderlands Town in Transition: Laredo, 1755-1870*
Albert Hurtado, *Indian Survival on the California Frontier*
Albert Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California.*
Elizabeth Jameson and Susan Armitage, eds. *Writing The Range: Race, Class, and Culture in the Women's West.*
Joan Jensen and Darlis Miller, eds., *New Mexico Women: Intercultural Perspectives*
Robert Johansen, *From the Halls of Moctezuma*
David Langum, *Law and Community on the Mexican California Frontier*
Jacqueline Phillips Lathrop, *Ancient Mexico*
Miguel León-Portilla, *Aztec Thought and Culture*
Miguel León-Portilla, *The Broken Spears*
Patricia Limerick, *Legacy of Conquest*
Walter Lord, *A Time to Stand*
Carey McWilliams, *North from Mexico*
D.W. Meinig, *Southwest: Three Peoples in Geographical Change*
Frederick Merk, *Manifest Destiny and Mission in American History*
Alfredo Mirandé and Evangelina Enriquez, *La Chicana*
Douglas Monroy, *Thrown Among Strangers*
James Officer, *Hispanic Arizona*
Michael Ornelas, *Between the Conquests: Reading in Early Chicano History*
Americo Paredes, *With Pistol In His Hand*
Leonard Pitt, *Decline of the Californios*
Cecil Robinson, *With Ears of Strangers—the Mexican in American Literature*
Robert Rosenbaum, *Mexican Resistance in the Southwest*
Thomas Sheridan, *Los Tucsonenses*
Jacques Soustelle, *Daily Life of the Aztecs*
Frances Swadesh, *Los Primeros Pobladores*
Zaragosa Vargas, *Major Problems in Mexican American History*
James Diego Vigil, *From Indians to Chicanos*
David Weber, ed., *The Spanish Frontier in North America*