Professor Vicki L. Ruiz  
Department of History and Chicano/Latino Studies Program  
Social Science Tower 375  
Office Hours T/TH 11-12 and by appointment  
824-3857  
vruiz@uci.edu  

Teaching Assistant:  
Rachael De La Cruz  

**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 interpretive skills with regard to historic sites.  

**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*  

Ernesto Chávez, *The U.S. War with Mexico: A Brief History with Documents*
COURSE SYLLABUS

Week 0
9/24  Introduction and Mesoamerican Societies
      Instructions for Public History Project
      Film: Sentinels of Silence
      Reading assignment: Foreigners, 12-21
      Corn Mothers, 3-94

Week 1
9/29  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

     10/1  Indio/Genízaro/Mestizo
     Reading Assignment: Contested Eden, 111-172
     Corn Mothers, 143-175

Week 2
10/6  Missions, Migrations, and Myths
      Reading Assignment: Contested Eden, 173-229
      Corn Mothers, 176-270

     10/8  Frontier Mexican Society
     Reading Assignment, Contested Eden, 230-259

     10/10  Expedition to Mission San Juan Capistrano or Bowers Museum

Week 3
10/13  Frontier Mexican Society
      Film: Seguin
      Reading Assignment: Corn Mothers, 298-340
      The U.S. War with Mexico, 1-7, 37-56

     10/15  The Black Legend/The Frontier Dilemma
     Public History Project Due
     Reading Assignment: Contested Eden, 299-330
     Foreigners, 52-137

Week 4
10/20  The Texas Revolution and U.S.-Mexican War
      Instructions for Research Paper
      Reading Assignment: The U.S. War with Mexico, 7-27, 57-120
10/22  The U.S. Mexican War, Part II  
In-Class Interpretative Exercise

Week 5
10/27  In-Class Midterm Examination
10/29  Research Workshop: Rooms 228/570, Langson Library  
Reading assignment: Contested Eden, 331-355  
The U.S. War with Mexico, 27-33, 120-130

Week 6
11/3  Treaty of Guadalupe Hidalgo and the Gold Rush  
Reading assignment: Foreigners, 140-199
11/5  Research Day  
Librarians Christina Woo, Steve MacLeod, Rachael De La Cruz and I  
will be available for assistance in Room 228

Week 7
11/10  Social Bandits  
Topic and Preliminary Bibliography Due  
Reading Assignment: Foreigners, 204-234  
The U.S. War with Mexico, 130-145
11/12  The Market Economy of the Southwest  
Reading Assignment: Foreigners, 200-202, 234-264

Week 8
11/17  The 19th Century Mexican American Family  
Film: Nobody’s Girls (brief clip)  
Tentative Outline Due
11/19  Individual Conferences

Week 9
11/24  Historic Thresholds: 1848 and 1898
11/26  Thanksgiving

Week 10
12/1  Natives and Newcomers: The Border in 1900  
Review for Final  
Film: Episode 1 “Foreigners in Their Own Land” of Latino Americans  
Research Papers Due
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% Public History Essay  
10% Class Participation (includes in-class discussions, interactive projects, and attendance)

DISABILITY  
“Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Services Center at 949/824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.”

ACADEMIC HONESTY  
Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but also for the entire community. It is essential that all members of the academic community subscribe to the ideal of academic integrity and accept individual responsibility for their work. Please familiarize yourself with the UCI Policy on Academic Honesty: http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754

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, December 10th at Noon.
PUBLIC HISTORY PROJECT
In examining the major features of the Mission at San Juan Capistrano, students 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 essay summarizing their findings. The evaluation must contain three basic components: 1) the embedded historical interpretation, 2) types of documents or material culture, and 3) their evaluation. Complete instructions will be distributed on September 24th. Professor Ruiz and Ms. De La Cruz will be at the Mission on the morning of Saturday, October 10th. Students may also choose an alternative site: the exhibits at the Bowers Museum “First Californians” and “California Legacies: Missions and Ranchos, 1768-1848.” The project is due on October 15th.

RESEARCH PAPER
The research paper should encompass a variety of sources, reflect creativity, and have 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 November 10th and a rough outline no later than November 17th. The paper is due on December 1st. Ms. De La Cruz and I will gladly critique rough drafts. Steven MacLeod and Rebecca Imamoto of Langson Library will present an engaging, interactive workshop on locating a topic and conducting research on October 29th. 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 weekly readings. Do not plan to catch up on the required readings the weekend before the exams.

ATTENDANCE /INCOMPLETE POLICIES
Regular attendance is mandatory and will be reflected in the grade for participation. All cell phones, tablets, and laptops 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
Barr, Juliana. Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands.
Basso, Matthew Basso, et. al., eds. *Across the Great Divide: Cultures of Manhood in the American West*.

Beebe, Rose Marie. *Lands of Promise and Despair; Chronicles of Early California, 1535-1846*.


Brands, H.W. *Testimonios: Early California through the Eyes of Women, 1815-1848*.

Brooks, James. *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*.


Camarillo, Albert. *Chicanos in a Changing Society from Mexican pueblos to American barrios in Santa Barbara and southern California, 1848-1930*.


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

Clendinnen, Inga. *Ambivalent Conquests: Maya and Spaniard in the Yucatan*.

Cortés, Hernando. *Five Letters of Cortés to the Emperor*.

Costo, Rupert and Jeannette Henry. *The Missions of California*.


De León, Arnoldo. *The Tejano Community*.


Haas, Lisbeth. *Conquests and Historical Identities in California, 1769-1936*.


Hackel, Steven. *Children of Coyote, Missionaries of St. Francis*.

Hackel, Steven. *Junípero Serra: California’s Founding Father*.

Hamalainen, Pekka. *Comanche Nation*.

Heizer, Robert and Alan Almquist, eds. *The Other Californians*.


Hurtado, Albert. *Indian Survival on the California Frontier*.

Jameson, Elizabeth and Susan Armitage, eds. *Writing The Range: Race, Class, and Culture in the Women’s West.*
Jensen, Joan and Darlis Miller, eds., *New Mexico Women: Intercultural Perspectives.*
Johanssen, Robert. *From the Halls of Moctezuma.*
Johnson, Benjamin. *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans*
Langum, David. *Law and Community on the Mexican California Frontier.*
Lathrop, Jacqueline Phillips. *Ancient Mexico.*
León-Portilla, Miguel. *Aztec Thought and Culture.*
_____. *The Broken Spears.*
Limerick, Patricia. *Legacy of Conquest.*
McWilliams, Carey, *North from Mexico.*
Merk, Frederick. *Manifest Destiny and Mission in American History*
Meyer, Michael, et. Al. *The Course of Mexican History*
Orñelas, Michael. *Between the Conquests: Reading in Early Chicano History.*
Paredes, Américo. *With Pistol In His Hand*
Ramos, Raúl. *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821-1861*
Reyes, Bárbara. *Private Women/Public Lives: Gender and the Nineteenth Century California Missions*
Rosenbaum, Robert. *Mexicano Resistance in the Southwest.*
Ruiz, Ramón Eduardo, ed. *The Mexican War: Was It Manifest Destiny?*
Sheridan, Thomas. *Los Tucsonenses.*