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

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

Week 1
9/26  Introduction and Mesoamerican Societies
      Instructions for Public History Project
      Film: Sentinels of Silence
      Reading assignment: Foreigners, 12-21
      Corn Mothers, 3-94

Week 2
10/1  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

10/3  Indio/Genizaro/Mestizo
      Reading Assignment: Contested Eden, 111-172
                       Corn Mothers, 143-175

Week 3
10/8  Missions, Migrations, and Myths
      Reading Assignment: Contested Eden, 173-229
                       Corn Mothers, 176-270

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

10/12  Expedition to Mission San Juan Capistrano or Bowers Museum

Week 4
10/15  Frontier Mexican Society
       Public History Project Due
       Film: Seguin
       Reading Assignment: Corn Mothers, 298-340
                       The U.S. War with Mexico, 1-7, 37-56

10/17  The Black Legend/The Frontier Dilemma
       Reading Assignment: Contested Eden, 299-330
                       Foreigners, 52-137

10/19  Expedition to Huntington Library
Week 5
10/22  The Texas Revolution and U.S.-Mexican War
       Instructions for Research Paper
       Reading Assignment: The U.S. War with Mexico, 7-27, 57-120

10/24  The U.S. Mexican War, Part II
       Class Guest: Ernesto Chávez, University of Texas, El Paso

Week 6
10/29  In-Class Midterm Examination

10/31  Research Workshop: TEC Room 228, Langson Library
       Reading assignment: Contested Eden, 331-355
       The U.S. War with Mexico, 27-33, 120-130

Week 7
11/5   Treaty of Guadalupe Hidalgo and the Gold Rush
       Reading assignment: Foreigners, 140-199

11/7   Research Day
       Librarians Christina Woo, Steve MacLeod, and I will be available for
       assistance in TEC Room 228

Week 8
11/12  Social Bandits
       Topic and Preliminary Bibliography Due
       Reading Assignment: Foreigners, 204-234
       The U.S. War with Mexico, 130-145

11/14  The Market Economy of the Southwest
       Reading Assignment: Foreigners, 200-202, 234-264

Week 9
11/19  The 19th Century Mexican American Family
       Film: Nobody’s Girls (brief clip)
       Tentative Outline Due

11/21  Individual Conferences

Week 10
11/26  Historic Thresholds: 1848 and 1898

11/28  Thanksgiving
Week 11  
12/3               Research Day  
12/5               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, writing 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 13th at Noon.

**PUBLIC HISTORY PROJECT**
Students can choose between a historic site or history exhibition. In examining the major features of the Mission at San Juan Capistrano or the Bowers Museum exhibit “California Legacies: Missions and Ranchos, 1768-1848, they 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 October 1st. Professor Ruiz and Mr. Ocegueda will be at the Mission on the morning of Saturday, October 12th and then at the Bowers Museum in the afternoon. The project is due on October 17th.

**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 12th and a rough outline no later than November 19th. The paper is due on December 5th. Mr. Ocegueda 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 31st. 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

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.

________. Testimonios: Early California through the Eyes of Women, 1815-1848.

Bouvier, Virginia. Women and the Conquest of California, 1542-1840.

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

________ and Pedro Castillo, eds. Furia y Muerte.


Castañeda, Carlos. The Mexican Side of the Texas Revolution.

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 Costo, The Missions of California.

De León, Arnoldo. The Tejano Community.

________. They Called them Greasers: Anglo American Attitudes Toward Mexicans in Texas, 1821-1900


Gordon, Linda. The Great Arizona Orphan Abduction.


________. Pablo Tac, Indigenous Scholar.


Harlow, Neal. California Conquered.

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


Hurtado, Albert. Indian Survival on the California Frontier.

________. Intimate Frontiers: Sex, Gender, and Culture in Old California.
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.
León-Portilla, Miguel. Aztec Thought and Culture.
______. The Broken Spears.
Limerick, Patricia. Legacy of Conquest.
Lord, Walter. A Time to Stand.
McWilliams, Carey, North from Mexico.
Meinig, D.W., Southwest: Three Peoples in Geographical Change.
Merk, Frederick. Manifest Destiny and Mission in American History
Meyer, Michael, et. Al. The Course of Mexican History
Officer, James. Hispanic Arizona.
Orñelas, Michael. Between the Conquests: Reading in Early Chicano History.
Paredes, Américo. With Pistol In His Hand
Publos, Louise. The Father of All: The de la Guerra Family, Power and Patriarchy in Mexican California.
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
Robinson, Cecil. With Ears of Strangers—the Mexican in American Literature.
Rosenbaum, Robert. Mexican Resistance in the Southwest.
Ruiz, Ramón Eduardo, ed. The Mexican War: Was It Manifest Destiny?
Sheridan, Thomas. Los Tucsonenses.
Vargas, Zaragosa. Crucible of Struggle: A History of Mexican Americans from the Colonial Period to the Present Era
______. ed. Major Problems in Mexican American History
______. The Spanish Frontier in North America
The program in Chicana/o and Latina/o Studies (CLS) offers a systematic and interdisciplinary analysis of Mexican- and Latin-American-origin people, cultures, and collectivities within the United States. The CLS certificate is designed to provide students with a broad knowledge base and the intellectual tools to understand the unity and diversity of U.S. Latina/o populations. The primary objective of the CLS program is to train students in the study of Chicana/o and Latina/os, as well as to introduce them to the central questions, topics, and applications that have emerged in this field of inquiry. Chicana/o history 151—History of the North American West to 1850. 3-4 credits. Chicana/o and Latina/o studies. 3 credits. Topics vary each semester, but may include history, literature, media, political science, culture, social work, etc., as they relate to Chicana/os and Latina/os in the United States. Examines the history of the making of a people from pre-hispanic time to the present. Examines how people of Mexican and Latin American descent in the United States have come to think of themselves as constituting a collectivity by examining the social, cultural, and political worlds of Chicana/os and Latina/os. Topics may include border culture, Chicano/a ethnicity and identity, and Mexican immigration to the United States.