

Professor Vicki L. Ruiz
Department of History and Chicano/Latino Studies Program
Social Science Tower 387
Office Hours T/TH 11-12 and by appointment
824-3857
vruiz@uci.edu

Teaching Assistant:
Mark Ocegueda

**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*

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/Genízaro/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 POLICES

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

- Almaguer, Tomás. *Racial Fault Lines*.
- 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*.
- Brooks, James. *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*.
- 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*.
- Casas, María Raquel. *Married to a Daughter of the Land: Interethnic Marriages in California, 1820-1880*.
- 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*
- Deutsch, Sarah. *No Separate Refuge: Culture, Class, and Gender on the Anglo-Hispanic Frontier in the American Southwest, 1880-1940*.
- Deverell, William. *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past*. California.
- Diaz, Bernal. *The Conquest of New Spain*.
- Gonzalez, Deena. *Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1880*.
- Gordon, Linda. *The Great Arizona Orphan Abduction*.
- Griswold del Castillo, Richard. *The Los Angeles Barrio: A Social History*.
- Haas, Lisbeth. *Conquests and Historical Identities in California, 1769-1936*.
- _____. *Pablo Tac, Indigenous Scholar*.
- _____. *Saints and Citizens: Indigenous Histories and the Missions of Colonial and Mexican California*.
- Harlow, Neal. *California Conquered*.
- Heizer, Robert and Alan Almquist, eds. *The Other Californians*.
- Hernández, José Angel. *Mexican American Colonization during the Nineteenth Century: of the Southwest: A History of the U.S.- Mexico Borderlands*.
- Hinojosa, Gilbert. *A Borderlands Town in Transition: Laredo, 1755-1870*.
- 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*

Johnson, Susan Lee. *Roaring Camp: The Social World of the California Gold Rush*.

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*.

Lord, Walter. *A Time to Stand*.

Mckiernan-González, John, *Fevered Measures: Public Health and Race at the Texas-Mexico Border, 1848-1942*.

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*

Monroy, Douglas. *Thrown Among Strangers*.

Officer, James. *Hispanic Arizona*.

Orñelas, Michael. *Between the Conquests: Reading in Early Chicano History*.

Padilla, Genaro. *My History, Not Yours: The Formation of Mexican American Autobiography*.

Paredes, Américo. *With Pistol In His Hand*

Nieto-Phillips, *The Language of Blood: The Making of Spanish-American Identity in New Mexico, 1880s-1930s*.

Pitt, Leonard. *Decline of the Californios*.

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. *Mexicano Resistance in the Southwest*.

Ruiz, Ramón Eduardo, ed. *The Mexican War: Was It Manifest Destiny?*

Sánchez, Rosaura. *Telling Identities: The Californio Testimonios*.

Sandos, James. *Converting California: Indians and Franciscans in the Missions*.

Sheridan, Thomas. *Los Tucsonenses*.

Soustelle, Jacques. *Daily Life of the Aztecs*.

Valerio-Jiménez, Omar. *River of Hope: Forging Identity and Nation in the Rio Grande Borderlands*

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*

Weber, David. *The Mexican Frontier, 1821-1846: The American Southwest Under Mexico*

_____. *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. CHICLA/ history 151 "the north american west to 1850. 3-4 credits." CHICLA 230 "topics in chicana/o and latina/o studies. 3-6 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.