

HIST 26 Course Outline as of Spring 2024

CATALOG INFORMATION

Dept and Nbr: HIST 26

Title: CHICANX/LATINX HISTORY

Full Title: History of Chicanx and Latinx from 1848 to present

Last Reviewed: 3/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**  
Chicanx and Latinx history in the U.S. This course will examine Mexican, Chicanx, and Latinx experiences in the U.S. and their political, economic, social and cultural contributions and adaptations to the U.S. from 1848 to present

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Chicanx and Latinx history in the U.S. This course will examine Mexican, Chicanx, and Latinx experiences in the U.S. and their political, economic, social and cultural contributions and adaptations to the U.S. from 1848 to present (Grade or P/NP)  
Prerequisites/Corequisites:  
Recommended: Eligibility for ENGL 1A or equivalent  
Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 2022	
	F	American Institutions		
	G	American Cultures/Ethnic Studies		
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social Science	Fall 2007	
	D3	Ethnic Studies		
	D6	History		
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 2007	
	4C	Ethnic Studies		
	4F	History		
<b>CSU Transfer:</b>		Transferable	Effective: Fall 2007	Inactive:
<b>UC Transfer:</b>		Transferable	Effective: Fall 2007	Inactive:

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Recognize and define the factors leading to the United States war against Mexico in 1846.
2. Evaluate Mexican, Chicanx, and Latinx participation in the United States society.
3. Indicate the patterns of the Chicanx and Latinx civil rights movements and the new economic, political and social opportunities for Chicanx and Latinx in the United States.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Demonstrate critical thinking and analytical skills by utilizing methods of inquiry used by historians and other social and behavioral scientists.
2. Utilize critical thinking skills to assess and distinguish between factual and interpretive sources of information in the analysis of contemporary issues facing Chicanx and Latinx.
3. Assess the present position of Chicanx and Latinx in U.S. society in comparison to the past.
4. Integrate geographic knowledge with cultural and historical knowledge as to how the Chicanx and Latinx experience moves through both time and space.
5. Identify and employ innovative and non-traditional source materials such as literature, music, cinema, and art to analyze popular Chicanx and Latinx culture.

6. Examine, evaluate, and discuss the experiences, roles, achievements and contributions of Chicanx and Latinx in the U.S. from the 1840s to present.
7. Evaluate U.S. social, political and economic policies in the shaping of the marginalization, exploitation, and oppression of Chicanx and Latinx in the United States.
8. Analyze the historical roots of racism, and its impact on contemporary issues related to Chicanx and Latinx in the U.S.
9. Examine the role of Chicanas and Latinas in their struggle for equality and representation in U.S. political, social, and economic systems.

## **Topics and Scope:**

### **I. Historical Background**

- A. Introduction to the Indigenous societies - Mexica (Aztec), Mayan, and Quechua (Inca) - prior to the Spanish invasion into the Americas
- B. Overview of the Spanish colonial system in Latin America: 1493-1898

### **II. Fusion of Indigenous, European, and African Cultures**

- A. Spanish explorations and the mission system in the Southwest 1650-1846
- B. Indigenous and African experience under European colonial rule in Latin America

### **III. Latin America Independence Movements: 1810-1898**

- A. Indigenous rebellions in the Southwest and the rest of Mexico
- B. National self-determination for Criollos and Mestizos

### **IV. The Monroe Doctrine, Manifest Destiny, and U.S. Expansion**

- A. U.S. War Against Mexico: 1846-1848
- B. Mexican cultural, social, political, and economic displacement

### **V. Spanish/American War, 1898**

- A. U.S. colonization of Cuba
- B. U.S. colonization of Puerto Rico

### **VI. Mexican-American Participation in World War I**

- A. Mexican and American union organizing
- B. The roaring 20's and the Nativist reactions to Mexican migration

### **VII. Great Depression - 1930s: A Repatriation Program of Mexicans and Mexican-Americans**

### **VIII. Mexican-American Patriotism, and Chicanx Cultural Awareness and Identity in World War II**

- A. Zoot Suit Riots
- B. WWII and the Bracero Program
- C. Operation Wetback

### **IX. Civil Rights Movements and Political Awareness of Racism in U.S. Society**

- A. Chicanx struggle for social and economic equality - 1960s-1980s
- B. Cultural identification of Chicanx and Latinx

### **X. Revolutionary Movements of Central America - 1960s-1980s: Immigration patterns of Nicaraguans, Salvadorians, and Guatemalans into the U.S.**

### **XI. Latinx Contributions to Contemporary U.S. Society**

- A. Politics
- B. Arts
  1. literature
  2. film
  3. music
  4. entertainment
- C. Sports

### **XII. Contemporary Issues Affecting Latinx - 1990s-2000s**

- A. Education
- B. Employment

- C. History of U.S. immigration policies in relation to Mexican migration
- XIII. Contributions of Chicanas and Latinas in the U.S. and Latin America
  - A. Chicana and Latina participation in revolutionary movements in Latin America
  - B. Chicana and Latina participation in the U.S. Civil Rights Movement

### Assignment:

1. Weekly reading assignments of approximately 25-50 pages a week. These assignments will be both primary and secondary sources.
2. 1500-4000 words of out-of-class writing will be assigned over the semester. These assignments may include analytical essays, expository, and/or research papers. The assignments will critically interpret primary and secondary sources.
3. One to two midterm(s) and a final. At least two of these exams will be held in class. Exams must include essays with optional objective questions.
4. Regular attendance and extensive note taking in class is expected and assumed
5. Participation in discussion
6. Optional objective quizzes and oral presentations
7. Written homework

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Analytical, expository, and/or research papers

Writing  
30 - 50%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Midterm(s) and Final Exam, Optional objective quizzes

Exams  
40 - 65%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and Participation, Optional oral presentations

Other Category  
0 - 20%

### Representative Textbooks and Materials:

Bless Me Ultima. Anaya, Rudolfo. Warner Books. 1972 (classic)

Caramelo. Cisneros, Sandra. Vintage Contemporaries Edition. 2002 (classic)  
Created Equal: A Social and Political History of the United States. 4th ed. Ruiz, Vicki.  
Longman. 2014 (classic)  
Harvest of Empire: A History of Latinos in America. Gonzalez, Juan. Penguin Books. 2011  
(classic)  
Las Obreras: Chicana Politics of Work and Family. Ruiz, Vicki L. UCLA. 2000 (classic)  
Occupied America. Acuna, Rodolfo. Longman. 2010 (classic)