

HIST 26 Course Outline as of Fall 2025**CATALOG INFORMATION**

Dept and Nbr: HIST 26 Title: CHICANX/LATINX HISTORY

Full Title: History of Chicanx and Latinx from 1400 to the Present

Last Reviewed: 5/13/2024

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:

In this course, students will examine Mexican, Chicanx, and Latinx experiences in the U.S. and their political, economic, social, and cultural contributions and adaptations from pre-Columbian times to the present United States.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: In this course, students will examine Mexican, Chicanx, and Latinx experiences in the U.S. and their political, economic, social, and cultural contributions and adaptations from pre-Columbian times to the present United States.

(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:

AS Degree:	Area		Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 2022	
	F	American Institutions		
	G	American Cultures/Ethnic Studies		
	D	Social and Behavioral Sciences	Fall 2007	Fall 2022
	G	American Cultures/Ethnic Studies		
CSU GE:	Transfer Area		Effective:	Inactive:
	D	Social Science	Fall 2024	
	D3	Ethnic Studies		
	D6	History		
	X1	U.S. History		
	D	Social Science	Fall 2007	Fall 2024
	D3	Ethnic Studies		
	D6	History		
IGETC:	Transfer Area		Effective:	Inactive:
	4	Social and Behavioral Science	Fall 2024	
	4C	Ethnic Studies		
	4F	History		
	XA	U.S. History		
	4	Social and Behavioral Science	Fall 2007	Fall 2024
	4C	Ethnic Studies		
	4F	History		
CSU Transfer:	Transferable	Effective:	Fall 2007	Inactive:
UC Transfer:	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. Examine the Native American Cultures of Mesoamerica, North America, and South America.
2. Recognize and define the factors leading to the United States war against Mexico in 1846.
3. Evaluate Mexican, Chicanx, and Latinx contributions to society in the United States.
4. Analyze 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 Chicanx and Latinx experiences, and their achievements and contributions of to the rich cultures of the United States.
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 in the Southwest (US), Mesoamerica, and South America-prior to the Spanish invasion into the Americas

B. Overview of the Spanish colonial system in the Southwest (US) and Mexico: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

C. Indigenous rebellions in the Southwest and the rest of Mexico

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. Analytical Writing assignments (1500-3500 words total) to include at least one of the assignments listed below. An analytical component of primary and secondary sources may be part of these assignments
 - A. Critical and historical interpretation essays of primary and secondary sources
 - B. Reaction/response papers
 - C. Analytical essays
 - D. Research papers or assignments utilizing primary resources
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. Participation in discussions
5. Additional assignments as determined by instructor may include: quizzes and oral presentations
6. 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 Writing assignments, homework
--

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; objective quizzes (if assigned)

Exams
40 - 65%

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

Attendance and participation; oral presentations (if assigned)

Other Category
5 - 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).