

**HIST 26 Course Outline as of Fall 2015****CATALOG INFORMATION**

Dept and Nbr: HIST 26 Title: CHICANO/LATINO HISTORY  
 Full Title: History of Chicanos and Latinos from 1848 to 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	17.5	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:**

An introductory survey of Chicano and Latino history in the U.S. this course will examine the political, economic, social, and cultural aspects influencing these groups' advances, contributions, and adaptations to U.S. society. After a brief overview of early Latin American history the course will focus on the period from 1848 to the present.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

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

Description: An introductory survey of Chicano and Latino history in the U.S. this course will examine the political, economic, social, and cultural aspects influencing these groups' advances, contributions, and adaptations to U.S. society. After a brief overview of early Latin American history the course will focus on the period from 1848 to the 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		
	D	Social and Behavioral Sciences	Fall 2007	Fall 2022
	G	American Cultures/Ethnic Studies		

<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>	
	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		

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>	
	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. Identify and analyze the major cultural, economic and political centers in the Southwest before 1848.
2. Recognize and define the factors leading to the United States war against Mexico in 1846.
3. Evaluate Mexican-American and Latino participation in United States society.
4. Indicate the patterns of the Chicano and Latino civil rights movements and the new economic, political and social opportunities for Chicanos and Latinos in the United States.

## **Objectives:**

Upon completion of this course, students will 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 Chicanos and Latinos.
3. Assess the present position of Chicanos and Latinos in U.S. society in comparison to the past.
4. Integrate geographic knowledge with cultural and historical knowledge as to how the Chicano and Latino 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 Chicano and Latino culture.
6. Examine, evaluate, and discuss the experiences, roles, achievements and contributions of Chicanos and Latinos 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 Chicanos and Latinos in the United States.
8. Analyze the historical roots of racism, and its impact on contemporary issues related to Chicanos and Latinos 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:**

1. 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
2. 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
3. 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
4. The Monroe Doctrine, Manifest Destiny, and U.S. expansion
  - A. Mexican/American War: 1846-1848
  - B. Mexican cultural, social, political, and economic displacement
5. Spanish/American War, 1898
  - A. U.S. colonization of Cuba
  - B. U.S. colonization of Puerto Rico
6. Mexican-American participation in World War I
  - A. Mexican-American union organizing
  - B. The roaring 20's and the Nativist reactions to Mexican migration
7. Great Depression - 1930s: A Repatriation program of Mexicans and Mexican-Americans
8. Mexican-American Patriotism, and Chicano cultural awareness and identity in World War II
  - A. Zoot Suit Riots
  - B. WWII and the Bracero Program
  - C. Operation Wetback
9. Civil Rights movements and political awareness of racism in U.S. Society
  - A. Chicano struggle for social and economic equality - 1960s-1980s
  - B. Cultural identification of Chicanos and Latinos
10. Revolutionary movements of Central America - 1960s-1980s: Immigration patterns of Nicaraguans, Salvadorians, and Guatemalans into the U.S.
11. Latino contributions to contemporary U.S. society

- A. Politics
  - B. Arts: literature, film, music, entertainment, etc.
  - C. Sports
12. Contemporary issues affecting Latinos - 1990s-2000s
- A. Education
  - B. Employment
  - C. History of U.S. immigration policies in relation to Mexican migration.
13. 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. Regular attendance and extensive note taking in classes expected and assumed.
2. Weekly text reading assignments approximately 80 pgs, or 1-2 chapters in text and anthologies.
3. Analysis of text readings, lectures, films, and in-class writing exercises.
4. Participate in discussions as directed by the instructor.
5. Two in-class essay exams and one final examination.
6. An assigned book review of 4-6 pages.

**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, 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.

Essay exams

Exams  
40 - 60%

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

Attendance and Participation

Other Category  
0 - 15%

**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, fourth edition. Ruiz, Vicki L. Longman: 2014

Harvest of Empire: A History of Latinos in America. Gonzalez, Juan. Penguin Books: 2011

Las Obreras: Chicana Politics of Work and Family. Ruiz, Vicki L. UCLA: 2000 (Classic)

Occupied America. Acuna, Rodolfo. Longman: 2010