

History 43

The Mexican American in the History of the United States I

Dave Smith

Office Hours: GCB, 380R (3rd Floor)

10:00-11:00 MW, 11:00-12:00 TTh, 6-7 Th

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PLEASE feel free to call me anytime before 10 PM

Required Readings

Menchaca, Martha, *Recovering History, Reconstructing Race*

Hand-outs provided by the instructor

Course Requirements

60% - 600 points - Examinations: there will be three exams, each to be worth 20% of the final grade. The exams will be multiple choice/true-false, and you will need to bring an 882 scantron to class for each exam, along with a #2 pencil. The exams will be a combination of material from the book as well as the lectures, with the lecture material counting for slightly more in terms of points; thus, it would be wise to take plenty of lecture notes. Late exams will be at the instructor's discretion, and will be docked 10% of the earned points, unless the student is fighting the nation's enemies or the unwilling victim of circumstances beyond their control.

25% - 250 points - Chapter Questions: for (some) of the hand-outs, and for each chapter in the Menchaca book, there will be a series of questions you will be required to answer in written form. Each chapter's questions will be worth 25 points, and the questions based on the hand-outs will be considered together as a 'chapter' for the purposes of assigning points, making the total worth of the questions 250 points.

- The work must be handed in the first class of the week in which it is due, NOT the second class. Late questions will be accepted, with half credit lost per late day. You may turn in your questions late, by midnight by way of email, on the day they are due for no loss of points.
- You MUST then bring in a hard copy to class with EMAILED written across the front. Until you bring in the hard copy you will receive no points.
- Also, PLEASE bear in mind - work by email is for those emergencies in the semester when something has derailed your ability to have it in class when due - once or twice, do not abuse this privilege, as I do not need my inbox flooded with your assignments.
- LASTLY - you MUST do YOUR OWN WORK. This work may not be done with a friend/sibling/cousin/or whatever in class. Do not think you can copy one another's work, change the first line or resort to some other stratagem you perceive as clever

- this is not group work, it is solo work, and if I find anything to the contrary you will receive an 'F' in the class.

15% - 150 points - Term Paper: a list of prompts will be distributed at the mid-point of the semester, from which you will make a selection and compose a term paper. Details will be discussed in class at that time.

Student Expectations

- Complete the assigned readings before coming to class
- Complete the chapter questions as you do the readings
- Take PLENTY of notes each and every class
- Please bring a sense of curiosity to the class and a desire to pass!

One last thing to bear in mind: studies have suggested that to do well in a class, for every hour of class-time, twice that much time must be spent on homework and studying; thus, for a regular 54-hour, 16-week semester, a student would be spending something like 150 hours outside of class devoting time and energy to passing that class. This may seem like too much, and different students need varying amounts of study time. I am only trying to make one point: in this class you will be compacting 16 weeks into less than one-third that time - please be prepared to exert a lot of effort over the next five weeks to pass the class.

Attendance

Attendance will be taken at each class. Poor attendance will affect your grade, as described above. But -- if you are in any way ill, please do not attend class. Telephone and let me know why you are missing class, and your absence will be excused. Do not fear that you will fall behind, as I will make certain that you get the notes, etc., that you may have missed. AND: do not assume you are going to be/have been dropped for whatever reason, and simply stop coming to class; **PLEASE** contact me to see what may be done.

Three unexcused absences, or a loss of six class hours will result in a drop from the course.

If you come to class late, please take a seat near the back door so as not to disturb others. Be certain not to compromise the stage of history! Excessive tardies will affect your grade. If for whatever reason you cannot make it to class at the assigned time, then you may want to consider taking another class entirely.

Getting up in the middle of class and leaving is disruptive to the other students, but sometimes unavoidable. If you have to leave class early, please let me know in advance, and take a seat near the door. Otherwise you will be counted absent for the day. This is not an idle threat; if these transgressions multiply, it could result in your being dropped from the class. Wouldn't it be silly to be dropped several weeks before semester's end for such a preventable lapse of reason?

Late Work

No late assignments will be accepted, except in rare cases. This is to ensure equal accountability for all students in the class. If anything is accepted late, points will be deducted from the total possible points as a penalty.

Students With Disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services, HLRC room 119, or call (310) 287 4550 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Grading

The coursework is equal to 1000 points, with each assignment worth a specific number of points directly equal to that percentage of the grade. (See Course Requirements.) Content and form are not separate in terms of grading. There is no excuse for poor writing at the college level. If you have trouble with your writing, please see me for recommendations to the Learning Resource Center (LRC), located in the library.

The grade you receive will be directly related to your mastery of the course material, as shown in your work and classroom participation. I will not "give" an 'A' to one and an 'F' to another; rather, each student earns the grade they receive. As the instructor, I am a guide on the path to learning, and a fair judge of your progress -- but it is your responsibility to learn the material. What you leave the course with is what you have put into it.

Please keep all of your assignments and keep track of your point total. If you ever wish to get a sense of where you are in the course, simply add the points you have received and divide them into the number of points possible to that point in the semester; this will give you your % on a 100% scale, and as the course is worth 1000 points, you need then only multiply your score by 10 to get a good sense of your grade.

Academic Integrity

Additionally, all students are expected to do their own work. Any sort of cheating and/or plagiarism are punishable in ways too grim to mention, but they would begin with being dropped from the course, and referred to both the Dean of Academic Affairs and the Vice-President of Student Services. **PLEASE:** if you think that a course of action **MAY** be wrong, then please consult with the instructor before taking it.

Course Objectives

The purpose of this class is to make the student conversant in the main features of Mexican-American history, from the pre-Columbian era to the middle of the 19th century. By the end of the semester the student will be able to list and define major cultural, economic, social, and political patterns of Mexican-American historical development; identify important events, trends, thought and ideas in the history of Mexico and the United States, especially in relation to the role played by Mexican-Americans, by writing and discussing them critically; be able to locate and relate the course of historical events on the North American continent; discuss such salient themes of this period as race/ethnicity, class, gender, et al; and have a solid understanding of the clash and ultimate co-existence of cultures as they contributed to the socio-economic and political development of the United States; and further the development of skills of objective analysis by writing papers, reports, and examinations on salient topics and issues.

In addition to the above, the course will address many of the Institutional Student Learning Outcomes codified by West Los Angeles College, among them:

- **Critical Thinking:** Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. In this class the student will be required to use historical facts to support written arguments.
- **Cultural Diversity:** Respectfully engage with other cultures in an effort to understand them. In this class the student will be required to analyze the contributions of various ethnic groups to the historical development of the society(ies) under discussion, and examine the positive and negative interactions of said groups.

Please take the time to review this syllabus carefully. Do not rely upon the instructor to remind you when assignments are due. This is a learning institution, and one that you are paying for, and attending, by choice. You are responsible for your grade. Please help make the classroom experience for you and everyone else a positive one. If you do not feel you can live up to the course requirements, in terms of both assignments and conduct, please arrange to take this course at another time, or choose another course entirely.

Course Schedule

Week 1, 8/26-30	Course Introduction / "What's In a Name?" Lecture: The "True" History of the Conquest of the Aztecs
Week 2, 9/2-6	Lecture: The "True" History of the Conquest of the Aztecs (cont'd) NO CLASS THIS WEEK ON MONDAY - LABOR DAY LAST DAY TO DROP WITHOUT A 'W' OR A FEE: 9/6
Week 3, 9/9-13	Lecture: The Origins of Mesoamerican Civilizations and the Rise of the Aztecs Lecture: The Cosmology of the Aztecs READ: <i>The Story of Quetzalcoatl, The Creation Tale of the Aztecs, The Primary Gods..., The Birth of Huitzilopochtli..., The Rescuing of the Precious Bones, and The Discovery of Corn</i>
Week 4, 9/16-20	Lecture: The Cosmology of the Aztecs READ: <i>Metaphysical and Theological Ideas of the Nahuas</i> Questions due, Hand-outs
Week 5, 9/23-27	Lecture: The Philosophy of the Aztecs Lecture: The Conquest: Truth and Propaganda
Week 6, 9/30-10/4	VIDEO: <i>Aztecs: Inside the Hidden Empire</i> Lecture: Racial Foundations READ: Menchaca, Ch. 1 Questions due, Ch. 1
Week 7, 10/7-11	EXAM # 1 Lecture: The Development of the Spanish Colonial System

	READ: Menchaca, Ch. 2 Questions due, Ch. 2
Week 8, 10/14-18	Lecture: The Spanish Expansion Into the Northern Frontier READ: Menchaca, Chs. 3-4 Questions due, Ch. 3
Week 9 10/21-25	Lecture: The Colonization of Texas and Arizona Questions due, Ch. 4
Week 10, 10/28-11/1	Lecture: The Colonization of California READ: Menchaca, Ch. 5 Questions due, Ch. 5
Week 11, 11/4-8	Lecture: The Independence of Mexico
Week 12, 11/11-15	EXAM #2 NO CLASS MONDAY - VETERAN'S DAY LAST DAY TO DROP CLASS WITH A 'W': 11/15
Week 13, 11/18-22	Lecture: The Southwest During the Mexican Period, 1821-1848 READ: Menchaca, Chs. 6-7 Questions due, Chs. 6-7
Week 14, 11/25-29	Lecture: The Mexican American War and Its Aftermath READ: Menchaca, Ch. 8 Questions due, Ch. 8 NO CLASS THURSDAY - THANKSGIVING
Week 15, 12/2-6	Lecture: Race and Legislation READ: Menchaca, Ch. 9 Questions due, Ch. 9
Week 16, 12/9-13	FINAL EXAM/EXAM #3, 12/11, 8:00-10:00 TERM PAPER DUE

HIST 43 - The Mexican American in the History of the United States I

Reading/Chapter Questions

Prof Smith

Questions for *The Story of Quetzalcoatl*

1. How did Quetzalcoatl look physically?
2. How would you characterize the Toltecs and their culture?
3. What is significant about the priests of Tula copying the conduct of Quetzalcoatl, according to the text?
4. What relationship develops between the Huastec (Tezcatlipoca in disguise) and Quetzalcoatl once the latter's daughter has been healed?
5. How does the Huastec win the approval of the Toltecs?
6. What might be the significance of the Toltec's inability to remove the corpse of the man they stoned to death, and of their reaction to this failure?
7. Before Quetzalcoatl leaves for Tlapallan, what does he do with his belongings?
8. What is ironic about the companions that Quetzalcoatl has with him on his journey between the mountains Popocatepetl and Iztactepetl?

9. What are the most remarkable things that Quetzalaocatl does on his journey beyond the mountains to Tlapallan?
10. In the second account, what occurs in the Year 2-Rabbit?
11. What did the wizards try to convince Quetzalcoatl to do?

Questions for *The Rescuing of the Precious Bones*

1. Who are Mictlantecuhtli and Mictlancihuatl?
2. What areas of the natural world does Quetzalcoatl have power over?
3. How does Quetzalcoatl trick Mictlantecuhtli?
4. Are the gods for or against Quetzalcoatl?
5. How are the precious bones brought to life as macehuals?

Questions for *The Birth of Huitzilopochtli, Patron God of the Aztecs*

1. Who is Coatlicue related to and how does she become pregnant?
2. What do Coyolxauhqui and the four hundred gods of the south decide to do to Coatlicue, and why?
3. What did Cuahuitlicac do for Huitzilopochtli?
4. What became of Coyolxauhqui after Huitzilopochtli was born?
5. What did Huitzilopochtli do to the four hundred gods of the south?

Questions for *Metaphysical and Theological Ideas of the Nahuas*

1. At the beginning of their comments, do the tlamatime seem humble or proud?
2. Whom do they speak for, and why do the tlamatime do what they do?
3. Why are they "disturbed...[and] troubled"?
4. According to these wise men, what do the gods do for humanity?
5. What do the tlamatime have to say regarding the beginning of the gods and man's worship of them?
6. What do the tlamatime say regarding the teachings of the Spanish priests?

Questions for *Recovering History, Reconstructing Race*

Chapter 1 - Racial Foundations

1. What did Octavio Romano-V write in 1968 and what is its significance?
2. How did David Weber elaborate upon Romano-V's argument?
3. How did Herbert Eugene Bolton and his disciples advance the historical understanding of the history of the Southwest?
4. What transpired at the Chicano Youth Liberation Conference in 1969, and what was the purpose of the event?
5. What was Alurista's purpose in researching, writing, and then reciting the "Epic Poem of Aztlan"?
6. What was the original Aztlan?
7. What is the author's main criticism of Alurista's analysis of the roots of Mexican Americans?
8. How did human beings originally get to the Americas, some 30,000 years ago?
9. Who were the Olmec?
10. What was Mesoamerica?
11. What was remarkable about Teotihuacan?
12. Who were the Anasazi?

13. Briefly describe the Indian societies of California?
14. Who were the Chichimecs?
15. Who were the Toltecs?
16. Who were the Mexica?
17. In your own words, how would you characterize the differences between the Indians of Mesoamerica and the Southwest?
18. When and why did the term "white" appear as a way of distinguishing one human being from another?
19. How did the Empire of Spain come into being?
20. How was Cortes able to finally defeat the Aztecs?
21. How many African slaves were brought to Mexico during the years of the slave trade?

Chapter 2 - Racial Formation

1. How did the Spanish create a stable political structure amongst their conquered Indian subjects?
2. What was an *encomienda*, and why was cheap labor so important to it?
3. What were the Laws of Burgos?
4. Who was Gines de Sepulveda? Father Francisco de Vitoria? Bartolome de Las Casas?
5. Why did the Spanish government first favor intermarriage in Mexico, then later pass laws against it?
6. Who were the peninsulars?
7. What was the *corregimiento* and how did it operate?
8. What was the depopulation crisis, and how did this affect the *repartimiento*?
9. Why was it in the Catholic Church's best interest to bring an end to the slave trade?
10. What was the *casta* system?

Chapter 3 - The Move North

1. What sort of soldiers were primarily used by the Spanish in the invasion of the north, and why were they so useful?
2. What happened to Cabeza de Vaca, and why was the book he wrote so important?
3. Who was Tenemaxtle and what did he do?
4. How and why did the Spanish finally successfully begin the settlement of the north?
5. What was the policy of "*guerra a fuego y a sangre*"? As this grew even more violent towards the rights of the Chichimecs, how did the Catholic Church counter it?
6. How did the Tlaxcalan Indians help the church in the expansion to the north, and how were they rewarded for their efforts?
7. What is ironic about Captain Alonso de Sosa Penalosa's racial classification?
8. What happened at Acoma?
9. Why was Juan de Onate removed as governor of New Mexico?
10. Why were the Pueblo Indians an "attractive and convenient" choice for conquest?
11. Why did the Great Pueblo Rebellion come about, and how did the Spanish manage to reconquer New Mexico?
12. Who were the *genizaros*?

Chapter 4 - The Spanish Settlement of Texas and Arizona

1. Why did the Spanish decide to colonize Texas when they did?
2. Why did the attempts to successfully colonize the northeast of Texas repeatedly fail?
3. What disagreement did Father Olivares have with Governor Alarcon over the colonization of San Antonio?
4. What was the purpose of establishing Nuevo Santander?
5. What problems did the Spanish have in missionizing the Lipan Apaches?
6. Why did the Canary Islanders come to Texas, and why did they receive benefits that other colonists did not?
7. Why, and in what way, was the racial caste system of Texas more flexible than in the southern part of Mexico?
8. What did the Marques de Rubi wish to change about colonization in Texas?
9. How did the colonization of Arizona begin and what sort of problems hindered its growth?
10. In 1732 why did the Indians of Pimeria Alta decide to ally with the Spanish once again?
11. What recommendations did the Marques de Rubi make for Arizona, and how were they carried out?
12. Did the Spanish crown favor or disfavor intermarriage with the Indian population of Arizona, and why? How did they encourage or discourage this?

Chapter 5 - The Settlement of California and the Twilight of the Spanish Period

1. Why did the Spanish government decide to colonize California when it did?
2. Briefly describe the process whereby Jose de Galvez, Father Junipero Serra, and Gaspar de Portola journeyed to and began the colonization of California?
3. Who opened the route between Sonora and California, and why and how was it done?
4. What was the disagreement between Ricardo y Moncada and Father Serra over the future of Spanish colonization in California?
5. What went wrong at the Yuma Crossing?
6. How many Indians were baptized in California during the colonial period? Why in this "official" figure not really accurate?
7. What are the two competing theories as to why was it easier to convert the Chumash than other Indian peoples?
8. What are the two competing theories as to why missionization amongst the Indians of northern California was not very successful?
9. What sorts of land grants were given out in California, and what was the differences between them?
10. Why was it so difficult for Indians to maintain control of land grants?
11. What advantages did the peninsulares have that other groups in Mexico did not?
12. In the late 1770s, how did the Spanish crown try to address the grievances of the non-*peninsulares* in Mexico?
13. What was the Limpieza de Sangre?
14. What happened in Spain that allowed the passage of reform laws starting in 1808, and what sort of changes did were created for the non-Whites of Mexico?

15. How did the above reforms affect the church in Mexico?

Chapter 6 - Liberal Racial Legislation During the Mexican Period, 1821-1848

1. How was Mexico reorganized politically under the Constitution of 1824? (Hint: states, territories)
2. Who were citizens under the independent government of Mexico, and how was slavery dealt with in relation to this?
3. What did Mexico wish to do about the hostile Indian peoples of the Southwest, and how did the Azcarate Commission tie into this thinking?
4. What was the debate over slavery that preoccupied federal legislators at this time? How did the pro-abolition lawmakers use state laws to further their designs?
5. Why did the Mexican government decide to stop collecting racial data on the people of Mexico? How and where did this process start during the colonial era?
6. What identified an individual as a *gente de razon* after independence?
7. What identified an individual as an Indian after independence?
8. Why did the practice of counting Indians separately continue in the southern part of the country, and especially in the northern regions (the Southwest)?
9. How does the author suggest that acculturation takes place?
10. How were Indian communities supposed to change their style of government to suit the Spanish and, later, Mexicans?
11. What were the methods used by the Spanish government to try and facilitate the acculturation of the Indians in the Southwest?
12. What was the point of the Colonization Law of 1824, and how was it related to the Property Law of 1813? How did these laws harm the Indian communities of the Southwest?
13. How did the Colonization Law of 1824 entice further immigration to the Southwest, and what was the hope for this strategy?
14. What was the problem with the above laws as regards the actions of governors in the Southwest?
15. Why did so many people in the Southwest, colonist and Indian alike, lose their lands at this time?

Chapter 7 - Land, Race, and War, 1821-1848

1. Please explain the difficulties the Pueblo Indians faced in retaining ownership of their lands.
2. What were debt peonage contracts?
3. Why was there no land reform in Arizona?
4. How was racial privilege ended in Texas when land reform began?
5. How was Hayden Edwards a problem in Texas?
6. Who was General Manuel Mier y Teran and what did his report say? What were the results of the report?
7. Why was land reform problematic in California - how did Governor Figueroa implement it?
8. What was the problem with the California Indians and Mexican land grants?
9. Discuss Governor Pio Pico and his actions regarding the mission lands.

Chapter 8 - The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Population

1. What was the Treaty of Guadalupe Hidalgo?
2. How and why were Indians denied U.S. citizenship under the treaty?
3. What was the treatment accorded to the nomadic Indians?
4. What is the significance of *Sunol v. Hepburn* (1850)?
5. What made a person a *mestizo* or a mulatto in California?
6. What did the California Supreme Court rule in *People v. Pablo De La Guera* (1870s)?
7. How were Blacks treated in California? And nomadic Indians?
8. What happened to the Pueblo Indians of New Mexico under the Organic Act of New Mexico, and how and why did this change in the 1870s?
9. How were Blacks treated under the Organic Act?
10. After the Mexican American War, why did the United States become interested in acquiring southern Arizona?
11. How were Blacks treated in Arizona after the war, and what about Christianized Indians?
12. How were Blacks and tribal Indians treated in Texas after the war?
13. What did the Northwest Ordinance of 1784 have to do with the way Indians were treated in the Southwest after 1848?
14. How successful were Mexicans in claiming and protecting their land in Texas after the war?
15. How were things different in New Mexico for the Pueblo Indians?
16. What were the difficulties other New Mexicans faced in solidifying their land grant claims?
17. How difficult was it for the various racial groups to retain their lands in Arizona?
18. What happened to the Indian population of California after the War?
19. What did the California Act of 1850 do to the Indians? How did this lead to Indians "changing their identity"?
20. What did the Preemptive Act of 1853 do?
21. Why was it in 1865 that there was an attempt made to force the relocation of Indians not currently living on reservations?
22. What were the consequences of *Byrne v. Alas*?
23. What was the problem in California with Congress's definition of "vacant lands" in relation to the Homestead Act of 1862?

Chapter 9 - Racial Segregation and Liberal Policies Then and Now

1. Why was the Fourteenth Amendment passed in 1868? How were state governments able to deny the provisions of this law?
2. What is significant about the Supreme Court decisions *Elk v. Wilkens* (1884), *United States v. Sandoval* (1913), and *State of Nevada v. Ah Chew* (1881)?
3. How does *United States v. Wong Kim Ark* (1898) represent a challenge to the results of the above Supreme Court decisions?
4. What were the difficulties for Mexicans and *mestizos* in applying for citizenship in the late 19th and early 20th centuries?
5. What is the significance of the Nationality Act of 1940?
6. What was *de jure* segregation?

7. What was the problem in classifying Mexicans in racial terms in the 1890s?
8. What was the result of the 1883 Supreme Court decision *Robinson and Wife v. Memphis and Charleston Railroad Company*? And the 1896 *Plessy v. Ferguson*?
9. How was school segregation justified?
10. What did *Mendez v. Westminster* (1947) do to help to bring an end to *de jure* segregation?
11. What was the point of the President's Committee on Equal Employment Opportunity?
12. What did the Civil Rights Act of 1964 achieve?
13. What sorts of advances were made for American women during the 1960s?
14. What did the concept of "space" have to do with the 1978 Supreme Court decision *Regents of the University of California v. Bakke*?
15. How do Neoconservatives and the Far Right interpret the idea of reverse discrimination?

Readings Questions Grading Key

The questions are worth 25 points per reading assignment/chapter. For any missed question, you lose 2 pts; bad grammar/sloppiness you lose 3 points overall (not per question); a grossly inaccurate answer results in a loss of 1 point. Turning in questions late, which is at my discretion, will result in a loss of half points per day late.

The following is a breakdown of the manner in which I grade the discussion questions. It should be easily understandable, but if you have any questions, please see me.

If your paper has no number on it other than the point total, then:

You have done a terrific job, and there is really no need for you to do anything different. Proceed in the same fashion throughout the course of the semester for maximum points. Carry on and good show! NOTE: if you do a perfect job on the first batch of questions, and then on the second batch, I will not be using the '1' at all - the fact that you have full points will indicate to you that you are doing a great job.

If your paper has a large 2 on it, then:

You have problems in terms of CONTENT; that is to say, you have not answered the questions thoroughly enough. On the next chapters, be certain to address the questions in a more thoughtful and detailed fashion.

If your paper has a large 3 on it, then:

You have problems in terms of GRAMMAR and or FORM; that is to say, there are issues with spelling, sentence construction, punctuation, capitalizations or lack thereof, indentation, spacing, lack of typing, etc. Be sure to carefully proofread your paper aloud in order to eliminate much of this, and utilize spell-check at all times.

If your paper has a large 4 on it, then:

Please see both 2 & 3 above for a sense of what your problems are, and then please see me.

If words or sentences, or even whole sections of text are underlined, bracketed, or circled, then there are problems with that particular piece of writing. Sometimes you may see a ? to indicate that your point is unclear. Also, if you see a line drawn through your paper from left to right, this is my way of indicating that I will not be grading the work like an English teacher from that point forward. This is simply to communicate to you that problems do lie beyond the line, but it is your job to see a writing tutor in the Learning Resource Center for assistance with your writing.