History 7C: Race and Ethnicity in the U.S. Spring 2012

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OFFICE HOURS: W 1-3pm and by appt.

History 7C is part of a three-quarter course sequence exploring the history of racial and cultural difference in U.S. history. While this course uses the study of Mexican Americans and Mexican immigrants as central case-study examples, students will be encouraged to consider the broader and comparative dimension of regional and national history as well.

Required Reading (Books available at Groundwork Books, articles and documents available online):

Zaragosa Vargas, *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Day* (New York: Oxford University Press, 2011).

Peter Andreas, *Border Games: Policing the U.S.-Mexico Divide*, 2nd ed. (Ithaca: Cornell University Press, 2009).

Class Requirements/Student Evaluation:

This is primarily a lecture and discussion course and students expecting to do well should attend both lectures and discussion sections (which are mandatory). Attendance and participation in discussion sections will count for 30% of your grade. An open-book, open-note midterm examination in the form of an 8-10 page essay will account for another 30% of your grade. The final examination, another take-home assignment, will count for the remaining 40% of your grade. Please note: LATE EXAMS WILL NOT BE ACCEPTED.

Class Schedule, Spring 2012:

Week 1—April 3, 5: RACE AND CITIZENSHIP IN THE AMERICAN TRADITION

READ: Vargas, Chapters 1-4; Preamble, Article I of the Constitution of the United States; Naturalization Act of 1790; Treaty of Guadalupe Hidalgo (1848) http://www.ourdocuments.gov.doc.php?flash=false&doc=26.

Week 2—April 10, 12: SHIFTING MEANINGS OF RACE IN THE U.S.-MEXICO BORDER REGION AND BEYOND

READ: Vargas, Chapters 5-6; Mark Reisler, "Always the Laborer, Never the Citizen: Anglo Perceptions of the Mexican Immigrant during the 1920s," *Pacific*

Historical Review 45 (2) (May 1976): 231-54; Jennifer L. Hochschild and Brenna Marea Powell, "Racial Reorganization and the United States Census 1850-1930: Mulattoes, Half-Breeds, Mixed Parentage, Hindoos, and the Mexican Race," Studies in American Political Development 22(Spring 2008): 59-96; In Re Rodriguez (1897) http://www.scribd.com/AAPFdocs/d/59934734-in-Re-to-Rodriguez

Week 3—April 17, 19: INTEGRATION OR INTERNATIONALISM?

READ: Vargas, Chapter 7; League of United Latin American Citizens (LULAC), "LULAC Code," http://lulac.org/programs/youth/handbook.pdf; "LULAC History—All for One and One for All," http://lulac.org/about/history; Daniel Rosenberg, "The IWW and Organization of Asian Workers in Early 20th Century America," Labor History 36 (1) (Winter 1995): 77-87; Luis Moreno, "Caravans of Sorrow: Non-Citizen Americans of the Southwest" http://wadsworth.com/history_d/special_features/ilrn_legacy/waah2c01c/content/amh2/readings/moreno.html

Week 4—April 24, 26: GRAPPLING WITH "WHITENESS" [NOTE: ***Midtern will be distributed in class April 26***]

READ: Vargas, Chapter 8; 14th Amendment to the United States Constitution; Carlos Blanton, "George I. Sánchez, Ideology, and Whiteness in the Making of the Mexican American Civil Rights Movement, 1930-1960" *Journal of Southern History* 72 (August 2006): 569-604; Steven H. Wilson, "Brown Over 'Other White': Mexican Americans' Legal Arguments and Litigation Strategy in School Desegregation Lawsuits, *Law and History Review* 21 (1) (Spring 2003): 145-94.

Week 5—May 1, 3: WORLD WAR II AND THE ASSUALT ON RACE [NOTE: ***No class—May 1. Midterm will be due in class, May 3***]

READ: Vargas, Chapter 9; Richard R. Valencia, "The Mexican American Struggle for Equal Educational Opportunity in Mendez v. Westminster: Helping to Pave the Way for Brown v. Board of Education, *Teachers College Record* 107 (3) (March 2005): 389-423; *Mendez v. Westminster School District* (1946) http://www.uchastings.edu/racism-race/mendez-v.html

Week 6—May 8, 10: REFORM AND REACTION IN THE LONG 1960S

READ: Vargas, Chapter 10; Malcolm X, "The Ballot or the Bullet?" (1964); http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html
Rodolfo "Corky" Gonzales, "Yo Soy Joaquín" ("I Am Joaquín,") (1967); http://www.latinamericanstudies.org/latinos/joaquin.htm

467 F. 2d 142-Cisneros v. Corpus Christi Independent School District (1972); http://openjurist.org/467/f2d/142/cisneros-v-corpus-christi-independent-school-district

and Ian F. Haney-López, "Protest, Repression, and Race: Legal Violence and the Chicano Movement," *University of Pennsylvania Law Review* 150 (1) (Nov. 2001): 205-44.

Week 7—May 15, 17: REFORM AND REACTION, II

READ: Vargas, Chapter 11; L. Petronicolos and W.S. New, "Anti-Immigrant Legislation, Social Justice, and the Right to Equal Educational Opportunity," *American Educational Research Journal* 36 (3) (Fall 1999): 373-408; *Plyler V. Doe* (1982)

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.htm

Week 8—May 22, 24: ECONOMIC RESTRUCTURING AND THE IMMIGRATION DILEMMA

READ: Vargas, Epilogue; Nestor Rodríguez, "Workers Wanted': Employer Recruitment of Immigrant labor," *Work and Occupations* 31 (4) (Nov. 2004): 453-73; Patricia Fernández-Kelly and Douglas S. Massey, "Borders for Whom? The Role of NAFTA in Mexico-U.S. Migration," *Annals of the American Academy of Political and Social Science* 610 (1) (Mar. 2007): 98-118; Raúl Delgado Wise and Humberto Márquez Covarrubias, "Capitalist Restructuring, Development and Labour Migration: The U.S.-Mexico Case," *Third World Quarterly* 29 (7) (Oct. 2008): 1359-74; Andreas, Chapters 1-2.

Week 9—May 29, 31: RESTRUCTURING AND THE DEMOGRAPHIC REVOLUTION

READ: Andreas, Chapters 3-5.

Week 10—June 5, 7: THE SHAPE OF THE FUTURE?

READ: Andreas, Chapters 6-7; Pew Hispanic Center, "Hispanics: A People in Motion," (Washington, DC: Pew Hispanic Center, 2005) http://pewhispanic.org/files/reports/40.pdf