

**HILD 7C: Chican@ History**  
**Spring Quarter 2015, MWF, 1:00-1:50pm**  
**Price Center Theater**



**Instructor:** José I. Fusté, Ph.D.

**Office Hours:** Mondays, 2:00-3:00pm @ Perks Coffee (Price Ctr.), or by appointment.

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The HILD 7 series is a three-quarter course sequence exploring the history of “race” and ethnicity in American history. In HILD 7C, we will learn about the social and political forces that have shaped the lives, of Chian@s/Mexican@s/Mexican-Americans in the U.S. from 1848 until today, particularly in the Southwest, and especially in California and the U.S./Mexico borderlands. We will analyze the cultural production of these communities along with historical sources about the individual and communal struggles they waged. The goal of the course will be to transcend a mere memorization of the who, what, when and, where of Chican@ history (that’s what we have libraries and wikipedia for!!!). Instead, we will familiarize ourselves with a set of counter-narratives to dominant ways of telling the history of this country to better understand how populations at the receiving end of racial and imperial power have related to each other historically in relation to those who have benefitted from the privileges of settler colonialism, citizenship, and whiteness. In other words, we will transcend a “black *versus* white” understanding of race in America by adding an analysis of how land taking, labor exploitation, barrioization/ghettoization and immigrant scapegoating have created specific forms

of marginalization, oppression, and struggle that are particular to Chian@s and other Latin@s. Lastly, we will consider the victories of the late 20th century Chican@ *movimientos* (i.e., social movements) but we will weigh our evaluation of that history against the critiques of the traditional way of doing Chican@ identity politics in terms of strategic and ideological limitations, but also in terms of the dynamics of power internal to *Chicanidad* (i.e., Chicanoness) that relate to differences of gender, sexuality and class privileges.

**Required Readings:** The following texts will be available for purchase in the Price Center Bookstore:

Gutiérrez, David G. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: UC Press, 1995.

Oropeza, Lorena. *Raza Sí! Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005.

All other readings or videos for this class will be available for download or online viewing via our course's TED Blackboard website which can be accessed at <http://ted.ucsd.edu>.

**\*\*\*NOTE:** *Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will mention it in class and will email you a proper notification.\*\*\**

**Projects, Assessment, and Grade Distribution**

|   |                         |
|---|-------------------------|
| Section participation and attendance        | 30% of your final grade |
| In-class bluebook midterm                   | 15% "                   |
| Two 3pp. primary source analysis papers     | 20% " (10% e/a)         |
| Three online TED Blackboard reading quizzes | 15% " (5% e/a)          |
| Bluebook final exam                         | 20% "                   |

*For due dates, please see "Weekly Schedule" below*

**Attendance and Participation:** We expect you to attend all lectures and section meetings and participate actively. Remember that section attendance is the most important part of your final grade (we only make exceptions if you bring me a valid medical or written excuse). We will also deduct points from your attendance/participation grade if you don't participate in class and show your TAs that you're staying up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please speak to your TA about alternative ways of registering your active participation in the course. Also, please note that your TAs may give you some section homework (usually a paragraph long comment) that you will turn in to them as a way of registering your participation. *For more info on that, check-in with them during your Week 1 discussion section and consult your TA's section syllabus.*

| Grading Scale |    |       |    |
|---------------|----|-------|----|
| 94-100        | A  | 73-75 | C  |
| 90-93         | A- | 70-73 | C- |
| 86-89         | B+ | 66-69 | D+ |
| 83-85         | B  | 63-65 | D  |
| 80-82         | B- | 60-63 | D- |
| 76-79         | C+ | 0-60  | F  |

**3pp. Primary Source Analysis Papers (2 of them; one pre-midterm, one post-midterm):** You will have to complete two 3pp. long "primary source analysis papers" over the course of the quarter. You will receive a more detailed writing prompt for these. The way these work is that there will be an archive of primary sources in our TED Blackboard organized by thematic unit. For each of the two papers, you will pick a primary source on a

unit that interests you and you will craft an argument (i.e., thesis) in which you will make a claim about how that particular document enriches our understanding of the unit topic you will be writing about. Your answer should take into account the point of view of who wrote the document (if known), what might have influenced their position and mode of thinking, and whether other opinions might have existed at the same time. Pointers include placing the document in its proper historical context (i.e. what happened, when did it occur, who was involved, where did it happen, and why it happened) and relating the document to the debates and questions about the Chican@ Movement discussed in class lectures, films, podcast, and readings. At the beginning of your essay you should briefly note which document you are analyzing, but do not spend your entire essay summarizing the document. Whether you choose a short document or longer one (or an image), you will more than likely not be able to discuss everything about the document, so be sure to be clear in your first paragraph what issues you are focusing on and what your main argument is about the document. **NOTE:** In addition to uploading each of your two primary source analysis papers to a Turnitin.com upload link posted in our TED Blackboard, **you will also bring hard copies of each 3pp. of them to your TA during your weekly discussion sections.**

**DEADLINES:**

|  |                                    |
|--|------------------------------------|
| <b>3pp. Primary Source Analysis Paper #1</b> | Before Friday 5/1 (end of week 5)  |
| <b>3pp. Primary Source Analysis Paper #2</b> | Before Friday 5/29 (end of week 9) |

*\*\*\*Remember that you will be uploading these to the TED Blackboard on whatever date is convenient for you, as long as you do it before these two deadlines\*\*\**

**TED Blackboard Reading Quizzes:** You will also have to complete 3 online quizzes on the readings. We will actually give you four of these and count the best three completed quizzes. They will usually consist of five multiple choice questions on the readings/videos assigned for that day or for readings/videos comprising each thematic unit (see “Unit I,” “Unit II,” etc. in reading schedule below). Whenever there is a quiz due, I will announce it in lecture and I will send an email reminder after class, then the quiz will be due that evening. You may not have time to cram all the readings that you will need to do to get a good score in half a day. These quizzes are meant to incentivize reading and the watching of assigned videos so make sure you stay up to date with the schedule provided below.

**In-Class Bluebook Midterm Exam:** Our in-class midterm exam is scheduled for **Monday, May 4 from 1:00-1:50pm.** It will consist of some ID questions, several short answer questions, and/or possibly a short essay question.

**Final Exam:** Our bluebook final exam will be very similar to the midterm. It will take place on **Thursday, June 11, 2015** (location TBA).

**Late Work Policy:** All papers will be uploaded to Turnitin.com via our course’s blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 3 points** for each 24-hour period past the due date.

**No Internet/Cell Phone Policy:** Students may use their laptops or tablets to take notes during lecture, but may not access the internet for any reason (and much less, any game apps in your device). Texting and use of cell phones is also prohibited in the classroom. Students caught using the internet (on their laptops, cell phones, tablets, or whatever device Apple next invents), or engaging in loud conversation will receive a deduction in their participation grade. Teaching assistants will help enforce this policy during lectures (they will be sitting behind you), and students are expected to respect their authority.

**Academic Dishonesty:** Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work and plagiarizing. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

**Email Policy:** Please email the instructor or your TA with questions and/or concerns about the course. Our goal is to respond within 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit us during office hours or schedule an appointment with us.

**A Note About Reading Volume:** Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, we have assigned about 70-100 pages of reading per week (i.e., 3.5 to 5 hours of reading per week). Please make sure that you stay on top of the readings.

### **Majoring or Minor in History at UC San Diego**

History offers students the option of a major, double major, minor, and a new lease on life. This 4-unit course counts big-time towards a major or minor. A history major is more than just a career path (in public policy, law, advertising, producing content for the digital world, teaching, journalism, politics, business administration, international studies, graduate studies, etc.); it also turns you into an interesting person. If you would like information about the History major or minor at UCSD, please contact Maggie Tilley, Undergraduate Student Affairs Adviser, H&SS 5041, (858) 534-8940, [mtilley@ucsd.edu](mailto:mtilley@ucsd.edu).



## Weekly Schedule

\*\*\*Remember, all these readings will be posted as PDF files on our blackboard homepage\*\*\*

### **Unit I. Origins of the Chicano Imagi(Nation)**

Week 1 work volume: 82pp. of reading (approx. 4.5 hrs. of reading)

#### **Session 1A- 3/30-**

No readings; first class.

#### **Session 1B- 4/1-**

Gutiérrez, David G. "Introduction" and "Chapter 1- Legacies of Conquest." *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: UC Press, 1995, 1-38 (38pp.)

#### **Session 1C- 4/3-**

Almaguer, Tomás. "Chapter 1- 'We Desire Only a White Population in California': The Transformation of Mexican California in Historical-Sociological Perspective." *Racial Fault Lines: The Historical Origins of White Supremacy in California*. Berkeley: UC Press, 1994, 1-44 (44pp).

### **Unit II. From Colonial Subjects to Immigrant Others: Land, Labor, and the Political Economy of the Conquered Southwest (83pp.)**

Week 2 work volume: 56pp. of reading (approx. 4.5 hrs. of reading + 24 mins. of podcast listening)

#### **Session 2A- 4/6-**

Gutiérrez, David G. "Chapter 2- Economic Development and Immigration, 1890-1920." *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: UC Press, 1995, 39-68 (29pp.)

#### **Session 2B- 4/8-**

Carrigan, William D., and Clive Webb. "The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 To 1928," *Journal of Social History* 37, no. 2 (2003): 411-438 (27pp.)

#### **Session 2C- 4/10-**

Listen to Podcast: "Corridos: The Oral History of the Chicano Community" (Onda Latina – The University of Texas at Austin, 24 mins.) - *I will provide a link that will allow you to stream the movie from your computer*

### **Unit III. The Mexican Revolution and Creation of the Border Patrol (94pp.)**

Week 3 work volume: 77pp. of reading (approx. 4.7 hrs. of reading)

**Session 3A- 4/13-**

Hernández, Kelly Lytle. "Chapter 1- The Early Years." *Migra! A History of the U.S. Border Patrol*. Berkeley: UC Press, 2010, 1-18 (18pp.)

**Session 3B- 4/15-**

Hernández, Kelly Lytle. "Chapter 2- A Sanctuary of Violence." *Migra! A History of the U.S. Border Patrol*. Berkeley: UC Press, 2010, 19-44 (25pp.)

**Session 3C- 4/17-**

Molina, Natalia. "'In a Race All Their Own': The Quest to Make Mexicans Ineligible for U.S. Citizenship." *Pacific Historical Review* 79, No. 2 (May 2010): 167-201 (34pp.)

**Unit IV. "Respectable" Middle Class Ethnic Politics versus Poor and Working Class Sub-Cultural Rebellions (102 pp. + 55 mins. of video viewing)**

Week 4 work volume: 102pp. of reading (approx. 5 hrs. of reading)

**Session 4A- 4/20-**

Gutiérrez, David G. "Chapter 3- The Shifting Politics of Ethnicity in the Interwar Period." *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: UC Press, 1995, 69-116 (47pp.)

**Session 4B- 4/22-**

Macías, Anthony. "Chapter 2: The Drape Shape: Intercultural Style Politics." *Mexican American Mojo: Popular Music, Dance, and Urban Culture in Los Angeles, 1935-1968*. Durham: Duke University Press, 2008, 62-117 (55pp.)

**Session 4C- 4/24-**

*Catch up day; no readings assigned.*

**Unit V. 1920s-50s -Organizing Chican@ Laborers**

Week 5 work volume: 63pp. of reading (approx. 3 hrs. of reading + 1.5 hrs. of video viewing)

**Session 5A- 4/27-**

Watch: "Salt of the Earth" (1954, 94 mins.) - - *I will provide a link that will allow you to stream the movie from your computer*

**Session 5B- 4/29-**

Gómez-Quiñones, Juan "The First Steps: Chicano Labor Conflict and Organizing 1900-1920." *Aztlan: A Journal of Chicano Studies* 3, no. 1 (1972): 13-49 (37pp.)

**Session 5C- 5/1-**

Ruiz, Vicky L. "Chapter 4- With Pickets, Baskets, and Ballots." *From Out of the Shadows: Mexican Women in 20<sup>th</sup> Century America*. London: Oxford Univ. Press, 1999, 72-98 (26pp.)

## **Unit VI. Chican@s and WWII & Cold War**

Week 6 work volume: study for and take the midterm + 79pp. of reading (approx. 5 hrs. of reading)

### **Session 6A- 5/4-**

## **In-Class Midterm**

### **Session 6B- 5/6-**

Gutiérrez, David G. "Chapter 4- The Contradictions of Ethnic Politics, 1940-1950" & "Chapter 5- Ethnic Politics, Immigration Policy, and the Cold War." *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: UC Press, 1995, 117-178 (61pp.)

### **Session 6C- 5/8-**

Mize, Ronald L., and Alicia C.S. Swords. "Chapter 2-Operation Wetback, 1954." *Consuming Mexican Labor: From the Bracero Program to NAFTA*. Toronto: University of Toronto Press, 2011, 25-42 (18pp.)

## **Unit VII. Barrioization/Barrio-logics**

Week 7 work volume: 79pp. of reading (approx. 4 hrs. of reading + 1 hrs. of video viewing)

### **Session 7A- 5/11-**

Díaz, David R. "Chapter 3- Barrio Logic and the Consolidation of Chicana/os in the City: 1945-1975." *Barrio Urbanism: Chicanos, Planning and American Cities*. New York: Taylor & Francis, 2005, 42-53 (11pp.)

### **Session 7B- 5/13-**

López, Ronald W. "Community resistance and conditional patriotism in cold war Los Angeles: The battle for Chavez Ravine." *Latino Studies* 7, no. 4 (2009): 457-479 (22pp.)

Watch: "Everything Comes from the Streets" (2014, 57 mins.) - - *I will provide a link that will allow you to stream the movie from your computer*

## **Unit VIII. A Movimiento of Many Movements (1960s-1970s)**

### **Session 7C- 5/15-**

Oropeza, Lorena. "Introduction" & "Chapter 1- 'To Be Better and More Loyal Citizens': A Tradition of Mexican American Activism." *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005, 1-46 (46pp.)

Week 8 work volume: 97pp. of reading (approx. 4.85 hrs. of reading)

### **Session 8A- 5/18-**

Lee Bebout, "Hero Making in El Movimiento: Reies Lopez Tijerina and the Chicano Nationalist

Imaginary," *Aztlán* 32, no 2 (Fall 2007): 93-121 (28pp.)

**Session 8B- 5/20-**

Shaw, Randy. "Chapter 1- Cesar Chavez and the UFW: Revival of the Consumer Boycott." *Beyond the Fields: Cesar Chavez, the UFW, and the Struggle for Justice in the 21<sup>st</sup> Century*. Berkeley: UC Press, 2008, 13-50 (37pp.)

**Session 8C- 5/22-**

Oropeza, Lorena. "Chapter 2- 'New Wind from the Southwest': Questioning a Political Tradition." *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005, 47-79 (32pp.)

Week 9 work volume: 102pp. of reading (approx. 5.1 hrs. of reading)

**Session 9A- 5/25 - Memorial Day - No Class**

Oropeza, Lorena. "Chapter 3- 'Branches of the Same Tree': Aztlán and Viet Nam." *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005, 80-112 (32pp.)

**Session 9B- 5/27-**

Oropeza, Lorena. "Chapter 4- 'I'd Rather Have My Sons Die for La Raza... than in Vietnam': The Making of a Moratorium." *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005, 113-144 (31pp.)

**Session 9C- 5/29**

Oropeza, Lorena. "Chapter 5- 'A Common Goal': The Chicano Moratorium March of August 1970." *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005, 145-182 (39pp.)

**Unit IX. Moving in the post-Movimiento: Continuations, Critiques and Alternatives**

Week 10 work volume: 67pp. of reading (approx. 5.75 hrs. of reading)

**Session 10A- 6/1-**

Garcia, Alma M. "The Development of Chicana Feminist Discourse, 1970-1980." *Gender and Society* 3, No. 2 (Jun., 1989): 217-238 (21pp.)

**Session 10B- 6/3-**

Gutiérrez, David G. "Chapter 6- Sin Fronteras? The Contemporary Debate." *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: UC Press, 1995, 179-206 (27pp.)

**Session 10C- 6/5-**

Oropeza, Lorena. "Epilogue." *¡Raza Sí! ¡Guerra No!: Chicano Protest and Patriotism during the Viet Nam War Era*. Berkeley: UC Press, 2005, 183-202 (19pp.)