Chicano Latino Studies 61
Fall 2013
12:30-1:50 ELH 100
Gilbert G. Gonzalez, Instructor
SSPA 4123
gggonzal@uci.edu
Meetings with Instructor by appointment

Teaching Assistants
Edelina Burciaga, eburgiag@uci.edu, SST 627; hours Tuesdays 10:00-12:00p.m
Daniel Millan, dmillan@uci.edu, SST 383; hours Mondays 12:30-1:30p.m
Alberto Morales, aemorale@uci.edu, SST 637 on Tuesdays, 2:00-3:00 p.m

Course Description

The course is designed to introduce the student to the research and instructional mission of the Chicano Latino Studies Program, which offers an interdisciplinary and transnational study of the history, culture, economics and politics of the Latino community. Such themes as migration, community development, literature, education, health, gender and more are covered in the curriculum. In this course the study of the Latino community will emphasize a transnational approach to the history of the Chicano Latino population. For example, the analysis of Latin American immigration will include a discussion of domestic and international conditions, particularly U.S-Latin American economic relations, which over the past century uprooted populations and placed them on a migratory path to the United States.

Latino Studies is a relatively young branch of university curriculum having been introduced as Chicano Studies and Puerto Rican Studies in the late 1960s. Since then it has evolved into Latino Studies across the nation and here at UCI it was established as Chicano Latino Studies. In the early years of the programs’ development the Mexican community and the Puerto Rican community were the two most important Latin American populations in the United States. In the 1960s when one spoke of the Spanish-speaking in the United States chances were that he/she was referring to the Mexican population. However, with large-scale migration from across Latin America since the 1970s the Mexican community now shares the ‘Spanish-speaking’ identification with a wide number of Latin American populations. Today, when one speaks of the Spanish-speaking one might be referring to Colombians, Dominicans, Salvadorans, Guatemalans, Venezuelans, Argentines, and more as well as Puerto Ricans and Mexicans. With each decade, the Latino population continues to grow while the composition of the Latino community diversifies and expands across the nation. This course will examine the conditions that have led to the creation of the Latino population and its expansion from a regional minority to the largest national minority. In addition, the common features of the larger Latino community, such as migration (legal, undocumented and contract labor), work, unionization, bilingualism and political issues such as education, as well as the distinct characteristics that divide the Latino community such as class and nationality will be among the subjects of discussion.
Today, as the readings, power points and films will demonstrate, the Latino population is comprised of peoples from all of Latin America and the Caribbean. For the majority this means working in the low skilled, low paid service categories. Within that historical continuum, certain features remain constant such as the overwhelming dependence of corporate agriculture upon immigrant Mexican farmworkers and the continual migration of documented and undocumented and mass deportations. It also means settlement in working class sections of cities and towns, a residential pattern that first appeared in the first decade of the 20th century with one distinction: the residential sites have moved across the nation from coast to coast. However, the most important factor that has remained constant, the dominant economic and political power displayed by the United States over Latin America, shall be a major topic for discussion throughout the course.

Course Requirements (Subject to Change)
I ask that students attend each class. Moreover, students should come prepared to each class having read the assigned reading/s and ready with questions and comments regarding the readings, lectures and relevant current issues. No discussion sections will be held so *I strongly encourage students to ask questions and present issues for discussion before, during and after class.*

Grading and Course Policies
Grading will be based on midterm 40%, final exam 50% and 10% for class participation. Study groups comprised of five or six students will be asked to offer questions that may be selected for discussion in class. Study groups might be asked to identify key arguments in the readings and invited to write their comments. If selected for class presentation the selection will be considered as part of the 10%.

Cell Phones, Lap Tops
Turn off all cell phones during class and laptops should only be used for taking notes.

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Course Topics and Readings/Visual Media

September 26
Introduction to Chicano Latino Studies 61
Short Video: A People’s History on the American Empire by Howard Zinn

Readings:
Ilan Stavans, Introduction to *Barrio Boy*
Galarza, *Barrio Boy*, Part One
Phase One of a Century of Mexican/Latino Migration: 1900-1930

October 1-3
Explaining a Century of Mexican Migration
Power Point: The Rise and Fall of the Language of Empire
Power Point: Explaining Mexican Migration

Readings:
G. Gonzalez, “Mexican Labor Migration, 1870-1924”

Galarza, Barrio Boy, Part Two
Monica Perales, Smeltertown, Introduction and Part I
J. Gonzalez, Harvest of Empire, Part II

October 8
Economic Integration, Community Formation and Labor Organizing

Power Point: Becoming Working Class

Reading:
Perales, Smeltertown, Part II

October 10
Community Formation and Labor Organizing continued

Silent Short Films on Farmworker Strikes:
Film and Photo League “The 1933 El Monte Berry Pickers Strike”
Film and Photo League, “The 1933 California Cotton Pickers Strike”

Documentary:
The Brick People Directed by Michael Kirsch

Reading:
Galarza, Barrio Boy, Part Three and Four

October 15
Economic, Social and Political Segregation: The Case of Education

Power Points:
An Image Constructed about Mexicans by American Writers
Educational Segregation Across the Southwest

Readings:
Miraslava Chavez Garcia, “Youth, Race and Science: The Uses and Abuses of Intelligence Testing at Whittier State School, 1890-1920,”
Miguel Garcia, Tara J. Yosso and Frank Barajas, “A Few of the Brightest, Cleanest Mexican Children”
G. Gonzalez, “The Ideology and Practice of Empire: The United States, Mexico and Mexican Immigrants”
Galarza, *Barrio Boy*, Part Five
Perales, *Smeltertown*, Chapters 5 and 6

**October 17**
Presentation by Alberto Morales on Culturing Bodies: Labor and Health Inequalities

**Midterm Review in Class: October 22**

**Midterm: October 24**

**1940-1980: The Second Phase of Mexican Migration: The Bracero Program, Undocumented Migration, Civil and Labor Rights**

**October 29**
The Bracero Program and the Second Phase of Mass Deportation Drives
Reading:

Newsreels:

**October 31:**
Points of View on the Bracero Program Presented in the Media and PR

Documentaries:
Los Braceros: Strong Arms to Aid the USA, Produced by David H. Hosley for KVIE-PBS (Sacramento)
Bracero Stories, Produced and Directed by Patrick Mullins

Infomercial
California Council of Growers, *Why Braceros?*, 1959
Power Point:
Agricultural Life magazine, 1958

Reading:
G. Gonzalez, “Hiding Modern Slavery”

November 5
The Bracero Program 1942-1964

Documentary:
Harvest of Loneliness: Cosecha Triste, 2010

Bracero Poetry by Former Braceros Read in Class:
Rufugio Sanchez
Pablo Velazquez with a painting by Pablo Velazquez

Readings:
G. Gonzalez, “Recruiting, Processing and Transporting Bracero Labor to the United States,”

November 7
Labor’s Struggle to End the Bracero Program

Reading:

Documentaries:
Edward R. Murrow, CBS Reports, Harvest of Shame (1960) (twenty minute segment)
Harvey Richards, The Harvesters (1961)
Harvey Richards, Uno Veinticinco (1959)

November 12
Educational Reform: Mendez v. Westminster Followed by the Chicano Movement

Documentaries:
Mendez v Westminster: For all the Children
Chicano: Taking Back the Schools

Readings:
1980-Present: The Third Phase of Latino Migration

November 14
How Free Trade Created Migration and the Third Phase of Mass Deportation Drives

Documentaries:
Caminos, Part One and Two
La Ciudad/The City, Parts One and Four

Readings:
Victor Quintana, “Why the Mexican Rural Sector Can’t Take it Any More!”
J. Gonzalez, Harvest of Empire, Part III

November 19
The Political Response to Undocumented Migration: Mass Deportation Drives and Guest Worker Programs

Televised Addresses:
President Bush Calls for Immigration Reform, White House Oval Office, 2007
President Bush Calls for a New Guest Worker Agreement
Televised Border Patrol Recruitment Commercial

Documentary:
Harvest of Loneliness [final 10 minutes]

Readings:
David Bacon, “The Border—Dividing Line of Common Ground”
Cindy Hahamovitch, “Creating Perfect Immigrants: Guest Workers of the World in Historical Perspective”

November 21
The Social Consequences of Mass Deportation Drives

Presentation by Daniel Millan on Migrant (Mis)representation and the Development of the Detention Industrial Complex

Documentaries:
Need to Know: Crossing the Border
Detained: The New Bedford Immigration Raid

Readings:

Julia Preston, “Young and Alone: Facing Court Deportation”
--------, “Firm Stance on Illegal Immigrants Remains Policy”

### November 26
**Social Conditions Continuing For Over a Century: The Case of Education**

Documentaries:
*The Harvest-La Cosecha*
*Arizona Teacher Sean Arce Fired in Crackdown on Acclaimed Mexican American Studies Program* [Tucson, Arizona]

### November 28
**Thanksgiving**

### December 3
**The Struggle for Immigration Reform:**

Presentation by Edelina Burciaga on Undocumented and Unafraid: Mobilizing the Undocumented 1.5-generation

Power Point: May 2006 Demonstrations: The Dream of Amnesty
Elvira Arrellano “I am an American” September 3, 2007

### December 5
**Conclusion and Review**

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**Course Readings**

Books:
Ernesto Galarza, *Barrio Boy: A Chicano Youth Coming of Age in Mexico and America*, Ballantine Books, 1971(Reprint)
Monica Perales, *Smeltertown: Making and Remembering a Southwest Border Community*, University of North Carolina Press, 2010

Articles


Book Chapters


----------, “Mexican Labor Migration, 1870-1924” in Mark Overmeyer-Velazquez, Beyond the Border, Oxford University Press (2010)


----------, “The Ideology and Practice of Empire: The United States, Mexico and Mexican Immigrants,” in Antonia Darder and Rudolfo Torres, Latinos and Education: A Reader, Routledge, 2013.


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