

Instructor: Mark Ocegueda, Ph.D. Candidate, History, UC Irvine  
Department of History and Chicano/Latino Studies Program  
Class location: DBH 1500  
Class time: TuTh 9:30-10:50am  
Social Science Tower 383  
Office Hours T/TH 11-12 and by appointment  
Email: [mocegued@uci.edu](mailto:mocegued@uci.edu)

**HISTORY 151B/CHICANO-LATINO STUDIES 132B  
CHICANA/CHICANO HISTORY: 20<sup>th</sup> CENTURY**

This course offers an overview of Mexican American/Chicano History from 1900 through the 1990s and focuses on people of Mexican origin's contributions to the social, economic, and cultural development of the American experience. We will explore major questions, theory, and research methods pertinent to Chicana/Chicano history, including immigration, xenophobia, ethnic identity formation, gender, articulations of race and labor in urban and rural settings, political activism, urban cultures, and politics of sexuality.

REQUIRED READINGS \*All required books available through The Hill bookstore

Luis Alvarez, *The Power of the Zoot: Youth Culture and Resistance During World War II* (Berkeley and Los Angeles: University of California Press, 2009)

Alicia Schmidt Camacho, *Migrant Imaginaries: Latino Cultural Politics in the U.S.-Mexico Borderlands* (New York: New York University Press, 2008)

Maylei Blackwell, *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement* (Austin: University of Texas Press, 2011)

Matt Garcia, *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement* (Berkeley and Los Angeles: University of California Press, 2014)

David G. Gutierrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (Berkeley and Los Angeles: University of California Press, 1995)

**You will also be assigned various PDF articles and/or primary sources for reading. These will be provided to you via EEE.**

REQUIRED FILMS and SHORT CLIPS

The Lemon Grove Incident (1985)

The Zoot Suit Riots (2003)

Mendez v. Westminster (2003)

The Salt of the Earth (1954)

A Class Apart (2009)

Chicano Rock (2008)  
The Asco Interviews (2014)  
Más Alla De Los Gritos/Beyond the Screams (1999)

## COURSE SYLLABUS

### Week 1

1/5

#### **Introduction and Overview (What is Chicana/o History?)**

Read: none

1/7

#### **Revolution, Labor, and Migration**

Read: *Walls and Mirrors*, Ch. 1-2, pp. 13-68;

Primary Sources (pdf): “Flores de Andrade Recalls Her Revolutionary Activity as an Immigrant in El Paso, Texas, 1911” and “Samuel Bryan Analyzes Increases in Mexican Immigration, 1912”

El Corrido de Gregorio Cortez

Short Clip: *The Storm That Swept Mexico*

### Week 2

1/12

#### **Mexican Communities Take Shape: Barrios and Colonias**

Read: *Walls and Mirrors*, Ch. 3, pp. 69-116

Short Article (pdf): “The Acculturation of Young Mexican American Women” by Vicki L. Ruiz

1/14

#### **Barrios and Colonias (cont.)**

Film: *The Lemon Grove Incident*

Read: *Migrant Imaginaries*, Ch. 1, pp. 21-61

Primary Sources (pdf): “Ernesto Galaraza Defends Mexican Immigrants, 1929” and “Merton E. Hill Outlines a Program for Americanizing the Mexicans, 1931”

### Week 3

1/19

#### **The Great Depression, Repatriation, and Civil Rights**

Read: *Walls and Mirrors*, Ch. 4, pp. 117-151

*The Power of the Zoot*, Ch. 1, 15-41

Primary Sources: “Carey McWilliams Assails Mexican Repatriation from California, 1933”

#### **IN-CLASS QUIZ**

1/21

#### **World War II and the Bracero Program**

Read: *The Power of the Zoot*, Ch. 2, pp.42-73, Ch. 3, pp. 77-94, and Ch. 5, pp. 155-182

Primary Source (pdf): “Mendez et al. v. Westminster School District”

Short Clip: *Mendez v. Westminster*

Week 4

1/26

**World War II and the Bracero Program (cont.)**

Short Clip: *The Zoot Suit Riots*

Read: *Migrant Imaginaries*, Ch. 2, pp. 62-111

Research Project Prompt

**IN-CLASS QUIZ**

1/28

**Chicana/os in the 1950s: The Cold War and Operation Wetback**

Read: *Walls and Mirrors*, Ch. 5, pp. 152-178

*Migrant Imaginaries*, pp. 112-151

Film: *A Class Apart*

Midterm Study Guide

Week 5

2/2

**The Chicano Movement and Aztlán**

Review for Midterm

Film: *Yo Soy Joaquin*

Extra Credit: Watch screening of “No Más Bebés” on PBS on 2/1.

Read: *Migrant Imaginaries*, Ch.4, pp. 152-192

2/4

**IN-CLASS MIDTERM EXAMINATION**

Week 6

2/9

**The Chicano Movement: Labor and Culture Explored**

Read: *From The Jaws of Victory*, Intro., Ch.1, Ch. 2, and Ch. 3, pp. 1-112

Primary Source (pdf): “The Chicano Coordinating Council on Higher Education Discusses the Movimiento Estudiantil Chicano de Aztlán”

2/11

**The Chicano Movement: Labor and Culture Explored**

Read: *From The Jaws of Victory*, Ch. 4, Ch. 5., Ch. 6, pp. 113-214

Research Project Explained

Week 7

2/16

**Chicana Power**

Read: *From The Jaws of Victory*, Ch. 7, and Ch. 8., pp. 215-298

*¡Chicana Power!*, Intro., Ch. 1, and Ch. 2, pp. 1-90

**IN-CLASS QUIZ**

2/18

**Post-Chicano Movement**

Read: *¡Chicana Power!*, Ch. 4, Ch. 5, and Ch. 6, pp. 133-213

Film: *Chicano Rock*

Week 8

2/23      **The New Chicana/os(?): Redefining Cultural Identity**  
Read: “Your Art Disgusts Me” by Chon Noriega  
Film: *The Asco Interviews*

2/25      **The New Chicana/os(?): Redefining Cultural Identity**  
Read: The Vex and Chicano Punk  
*Migrant Imaginaries*, Ch. 5 and Ch. 6, pp. 193-282  
Film: Más Alla De Los Gritos

Week 9

3/1      **NAFTA and New Migrations**  
Read: *Migrant Imaginaries*, Ch. 7 pp. 282-318

3/3      **WRITING DAY (Take time to craft your research project)**

Week 10

3/8      **Latinos, Trump, and the 21<sup>st</sup> Century**  
**RESEARCH PROJECT DUE**  
Final Exam Study Guide

3/10      **FINAL REVIEW**

**IN-CLASS FINAL EXAMINATION: Thursday, March 17, 8:00-10:00am in DBH1500**

**COURSE EXPECTATIONS**

I use the following grade scale:

A 93-100  
A- 90-92  
B+ 87-89  
B 83-86  
B- 80-82  
C+ 77-79  
C 70-76  
D 60-69  
F 0-59

The final course grade will be based on the following:

25% Midterm  
25% Final  
30% Research Paper  
10% In-Class Quizzes (I will give three in-class quizzes)  
10% Class Participation (includes in-class discussions, writing projects, and attendance)

### DISABILITY

“Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Services Center at 949/824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.”

### ACADEMIC HONESTY

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but also for the entire community. It is essential that all members of the academic community subscribe to the ideal of academic integrity and accept individual responsibility for their work. Please familiarize yourself with the UCI Policy on Academic Honesty:

[http://www.senate.uci.edu/senateweb/default2.asp?active\\_page\\_id=754](http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754)

### MIDTERM EXAMINATION

The in-class midterm examination will contain both short answer and essay sections. Questions will be drawn from lectures, readings, films, and class discussions. No make-up tests will be given *unless* I receive prior notification.

### FINAL EXAMINATION

The in-class final examination will contain both short answer and essay sections. Questions will be drawn from lectures, readings, films, and class discussions. This final examination will be cumulative, drawing from material covered since the start of this course.

### RESEARCH PAPER

The prompt for your research paper will be handed out during week four.

### ATTENDANCE /INCOMPLETE POLICES

Regular attendance is mandatory and will be reflected in the grade for participation. All cell phones must be turned off during class. I will sign an incomplete form under extenuating circumstances and with advance notice.