



**Chicano Latino Studies 61:
Introduction to Chicana/o and Latina/o History
Spring 2019**

Tuesday/Thursday 3:30-4:50 p.m. in ALP 2300

**Professor Anita Casavantes Bradford
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Office hours: Thursdays from 1:00-3:00 p.m. in Student Success Initiatives Center (Student Services II Building-Across from the Zot n' Go)

Course Website: <https://canvas.eee.uci.edu/courses/16077>

Course Overview

This course fulfills requirements for UCI's Category VII requirement in Multicultural Studies. As such, it develops students' awareness and appreciation of the history, society, and/or culture of one or more underrepresented groups in California and the United States—in this case, Latinx Americans.

CLS 61 introduces students to the comparative analysis of the history of different Latin American origin communities in the 19th and 20th century United States. It frames Chicana/o and Latina/o history within the transnational and hemispheric historical forces that brought these communities into existence, locating their origins in U.S. economic expansion and imperialist incursion in Latin America during the second half of the 19th century. It also uses the lenses of race, class, gender and sexuality to explore the histories of Mexicans, Puerto Ricans, and Cubans, Dominicans and Central Americans in the U.S., including California, Texas, New Mexico, New York, Midwest and Florida. It also considers the evolution of Chicana/o and Latina/o cultures, forms of resistance and accommodation and the embracing of new collective and individual identities. It also introduces students to historical relations between different Latinx communities, with the Euro American mainstream, and with other immigrant and racialized communities.

FYIs:

**YOUR PROFESSOR FOR THIS COURSE IS PROUD TO
BE THE FIRST IN HER FAMILY TO ATTEND COLLEGE.
THIS IS A FIRST-GEN FRIENDLY SPACE!**

**I'M ALSO AN IMMIGRANT TO THE U.S.,
AND I WANT TO EXTEND A SPECIAL WELCOME TO STUDENTS WHO ARE
IMMIGRANTS, DOCUMENTED OR UNDOCUMENTED. IF YOU EXPERIENCE AN
IMMIGRATION RELATED CRISIS, PLEASE SEE ME AND/OR YOUR TA TO DISCUSS
WAYS WE CAN HELP YOU CONTINUE TO SUCCEED IN THIS CLASS.**

**Y PARA QUE TODA/OS LO SEPAN: SO EVERYONE KNOWS...
THIS SPACE IS EQUALLY WELCOMING OF LATINA/OS AND NON-LATINA/OS.
SNAPS TO THOSE OF YOU WHO AREN'T LATINA/O BUT ARE TAKING THIS CLASS
BECAUSE YOU THINK LATINA/O HISTORY AND CULTURE
ARE WORTHY OF STUDY AND RESPECT.
THANK YOU!**

After completing CLS 61, students will be able to:

1. Demonstrate knowledge of the culture, history, and development of Latina/o American communities in California and across the United States.
2. Demonstrate knowledge of differences in experience and inequities encountered by Latina/o Americans in California and across the US.
3. Demonstrate the ability to recognize and critically analyze historical systems of oppression in CA and across the US.
4. Understand how Latina/o Americans, along with other underrepresented or marginalized groups in CA and across the US, have challenged historical systems of oppression.

Students will also:

1. Gain an introductory understanding of the historical experiences of major Latina/o groups, including Mexican-American/Chicana/os, Puerto Rican, Cuban, Dominican and Central Americans.
2. Demonstrate their understanding of the concept of transnationalism by using it to analyze major events and themes in U.S. Latina/o history.
3. Understand the relationship between U.S. expansion and imperialism in Mexico, the Caribbean and Latin America and the emergence of Chicana/o and Latina/o communities in the U.S.
4. Identify and analyze differences and similarities among U.S. Latina/o experiences over time.
5. Demonstrate their understanding of the concepts of race, class, gender, sexuality and citizenship by using them to identify experiences of privilege and inequality, collaboration and conflict, within U.S. Latina/o communities over time.
6. Demonstrate the ability to summarize the key arguments of a range of secondary historical sources and summarize their key arguments.
7. Evaluate the appropriate use as historical evidence of a select range of primary sources, by identifying their context, purpose, intended audience and biases.
8. Participate in critical thinking and writing activities that analyze Chicana/o and Latina/o cultural productions, including fiction, documentary and film excerpts, music, essays, poetry and visual art, in light of their relationship to U.S. Chicana/o and Latina/o historical experiences.
9. Participate actively in discussions, including discussions of controversial and value-laden topics, demonstrating their ability to agree and disagree respectfully with others, to support their opinions with historical evidence, and to ask and answer questions in ways that invite further reflection and analysis.
10. Write an academic essay, organized around a thesis and in clear and correct English, using a range of secondary sources to support a historical argument.

Required Texts:

David G. Gutiérrez, ed., *The Columbia History of Latinos in the United States Since 1960*, (New York: Columbia University Press, 2004) (CH)

Juan González, *Harvest of Empire: A History of Latinos in America*; (New York: Penguin Books, 2011) (HE)

Jennine Capó Crucet, *Make Your Home Among Strangers* (novel) (MH)

*Other readings will be available online via the course website

*All readings listed for each week should be done BEFORE Tuesday lecture of that week, or before your section-whichever comes first. **Look ahead to next week on the syllabus to know what to read for your next section.**

*Please do each week's readings in the order listed on this syllabus.

CLS 61: Spring 2019 Lecture and Readings Schedule

Week One:

Tuesday 4/2: Welcome to CLS 61! Course Introduction and Overview
"Big Questions" Activity/Discussion

Thursday 4/4: Comparative and Transnational Approaches to Latina/o History

Readings:

Juan F. Perea, "Los Olvidados: On the Making of Invisible People," in *Critical White Studies: Looking Behind the Mirror*, 258-262.

Stephanie M. Wildman and Adrienne D. Davis, "Making Systems of Privilege Visible," in *Critical White Studies: Looking Behind the Mirror*, 314-319.

"Dark Skinned Latinos See Deeper Shade of Bias," *LA Times*, November 23, 2018

***Sections WILL meet during Week One. Please read and have a copy of the above (very short) essays downloaded and available for discussion during the first section.**

***Remember: your first Reading Response is due next Tuesday. It will be based on the readings listed under Week Two.**

Week Two:

Tuesday 4/9: U.S. Conquest, Expansion and Empire, 1848-1898

*Thursday 4/11: A Good Neighbor? The U.S. in Central America and the Caribbean, 1898-1950

Readings:

Reginald Horsman, "Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism," in *Critical White Studies: Looking Behind the Mirror*, 139-144.

HE, Ch. 1-3

Recommended Digital Content:

VIDEO: John Green's Crash Course: US History Episode #28: "American Imperialism"
<https://www.youtube.com/watch?v=QfsfoFqsFk4>

Week Three:

Tuesday 4/16: The Caribbean South: Cubans in 19th and early 20th century South Florida

Thursday 4/18: Puerto Rico, USA: Colonization, "Modernization" and Labor Migration

Readings:

Andrew Gomez, "Jim Crow and the Caribbean South: Cubans and Race in South Florida, 1885-1930s," *Journal of American Ethnic History*, Vol. 36, No. 4 (Summer 2017), 25-48

Eileen Suárez Findlay, "Removing Excess Population: Redirecting the Great Migration," in *We are Left Without a Father Here: Masculinity, Domesticity and Migration in Postwar Puerto Rico* (Durham: Duke University Press, 2014)

Start reading *Make Your Home Among Strangers* (MH).

***Students participating in the Latinx Fiction Extra Credit Assignment must finish novel by Tues. May 7. All other students must finish novel by Thursday May 23**

***Also please note: the final exam will require you to analyze the novel in light of other course readings, so make sure to read closely, underline or post-it notes on sections you think are broadly relevant to the exam question. Exam questions will be distributed in sections this week.**

Week Four:

Tuesday 4/23: Mexican Migration and Migrant Labor: From Revolution to the Bracero Program

Thursday 4/25: The Mexican American Generation: Identities and Popular Culture in the Interwar Period

Readings:

HE, Ch. 5

George A. Martínez, "Mexican-Americans and Whiteness," in *Critical White Studies: Looking Behind the Mirror*, 210-213.

Mireya Loza, "Yo era Indígena: Race, Modernity and the Transformational Politics of Transnational Labor," and "Performing Masculinities," in *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual and Political Freedom* (Chapel Hill: University of North Carolina Press, 2016)

Catherine Ramírez, "Sayin' Nothin': Pachucas and the Language of Resistance," *Frontiers: A Journal of Women's Studies*, Vol. 27, No. 3 (2006), 1-33.

Week Five:

Tuesday 4/30: Quiz #1

Lecture: Puerto Rican New York After WWII

LATINX FICTION-EXTRA CREDIT ACTIVITY PART ONE:

Jennine Capó Crucet Book Club with Professor Casavantes

5:30-7 p.m. at the Orange County/Southeast Asian Archives (across from Langson Library)

Thursday 5/2: Dominican Migrations

Readings:

HE, Ch. 4, 7

CH, 229-252

Martha R. Mahoney, "Residential Segregation and White Privilege," in *Critical White Studies: Looking Behind the Mirror*, 273-275.

Judson Jeffries, "From Gang-Bangers to Urban Revolutionaries: The Young Lords of Chicago," in *Journal of the Illinois State Historical Society*, Vol. 96, No. 3 (Autumn 2003), 288-304.

Piri Thomas, "Born Anew at Each A.M."

Week Six:

Tuesday 5/7: The Cuban Revolution and the Creation of Exile Miami

LATINX FICTION-EXTRA CREDIT ACTIVITY PART TWO:

Wednesday 5/8: An evening with Jennine Capó Cruet
5-6:30 p.m., UCI Crystal Cove Auditorium

Thursday 5/9: Backlash: Cuban Americans and the Culture Wars

Readings:

HE, Ch. 6

CH, 146-180

Anita Casavantes Bradford, "Creating the Exile Community: Race, Immigration and the Politics of Childhood in Miami, 1959-1962," in *The Revolution is For the Children: The Politics of Childhood in Havana and Miami, 1959-1962* (Chapel Hill, NC: University of North Carolina Press, 2014)

***Optional Extra Credit Assignment: Watch the movie *Before Night Falls* (2001), based on the memoir of Cuban exile, writer and LGBT activist Reinaldo Arenas (you can rent it on YouTube). Write a 2-3 page response to the film answering the question: How does Reinaldo Arenas' story add to our understanding of Chicano/Latino history? How have LGBT people and their experiences been represented (or not represented) in Chicano/Latino history to date? Cite at least three scholarly sources (meaning peer reviewed articles from scholarly journals and/or books published by university presses) to defend your position. Provide a bibliography at the end of the paper.**

Week Seven:

Tuesday 5/14: From Mainstream to Movimiento: 20th Century Mexican American Social Movements

Thursday 5/16: Race, Gender and Sexuality in the Chicana/o Movement

Readings:

CH, 43-77

Ian Haney Lopez, "Protest, Repression and Race: Legal Violence and the Chicano Movement," *University of Pennsylvania Law Review*, Vol. 50, No. 1 (November 2001), 205-244.

Alma M. García, "The Development of Chicana Feminist Discourse, 1970-1980," *Gender and Society* 3, no. 2 (1989), 217-238.

"Gloria Anzaldúa and the Borderlands of Identity"

"Corky González-Yo Soy Joaquín"

Cherríe Moraga, "La Güera," in *Critical White Studies: Looking Behind the Mirror*, 471-474.

***Optional Extra Credit Assignment: Write a 3-4 page, double spaced essay answering the following question: What did the Chicana/o Movement get ‘right?’ What did it get ‘wrong?’ Cite at least three scholarly sources (meaning peer reviewed articles from scholarly journals and/or books published by university presses) to defend your position. Provide a bibliography at the end of the paper.**

Week Eight:

Tuesday 5/21: Central American Revolutions and Migrations

Thursday 5/23: Final Exam Preparation: TA Essay Writing Workshop

*Bring MH and your notes to lecture

Readings:

HE, Ch. 8

CH, 187-225

*Finish MH

Week Nine:

Tuesday 5/28: “Other Latina/os”: South American Communities in the U.S.

Thursday 5/30: Creating and Contesting ‘Illegality:’ Undocumented Immigration, Nativist Backlash and Immigrant Activism, 1980s-Present Day

Readings:

HE, Ch. 9, 11, 12

CH, 257-280

Rubén Rumbaut, “Undocumented Immigration and Rates of Crime and Imprisonment: Popular Myths and Empirical Realities,” Report prepared for The Police Foundation, *The Role of Local Police: Striking a Balance Between Immigration Enforcement and Civil Liberties*:

<https://www.policefoundation.org/publications/>

***Optional Extra Credit Assignment: Write a 3-4 page, double spaced essay answering the following question: Do (did) you support DACA? Why or why not? Cite at least three scholarly sources (meaning peer reviewed articles from scholarly journals and/or books published by university presses) to defend your position. Provide a bibliography at the end of the paper.**

Week Ten:

Tuesday 6/4: *Día de la Familia*: Bring your parents, grandparents, and/or siblings to class!

Thursday 6/6: QUIZ #2

Concluding Thoughts: What (and Why) is “Chicana/o-Latina/o History?”
Why Chicano/Latino Studies?

Readings:

Vicki L. Ruíz, “Nuestra América: Latino History as United States History,” *The Journal of American History* 93, no. 3 (Dec. 2006), 655-672.

How to Earn your 'A' in This Course:

1. Quizzes (2X10%): 20%

The in-class quizzes will assess your knowledge of the the “facts” of history, i.e, dates, places, names, events, etc., covered in the course readings and lectures. They may include multiple choice, short answer, and/or fill in the blanks style questions. You will have 30 minutes for each quiz. Quizzes will be graded in lecture or the following section, where they will also provide the basis for a discussion—this is a good opportunity to ‘check in’ with your professor and T.A., ask questions, or clarify any confusions you have about the material covered so far.

2. Final Exam (40%)

The final exam will be a take-home essay assignment that will require you to write a 6-8 page essay using key concepts from the course readings and lectures to analyze Jennine Capo Crucet’s novel *Make Your Home Among Strangers*. You will receive the exam questions before Week Four; and you will turn in a hard copy of your final essay during your Week Ten discussion section.

3. Reading Response Google Doc: 30 %

Each student will create an individual Google Doc that contains their individual Weekly Reading Response assignments (completed before weekly sections) as well as their own summary of section group discussions of the readings.

4. Lecture Participation Index Cards: 10%

Students are expected to attend all lectures. At the end of each lecture, you will be asked to participate in a discussion/freewriting “participation task” that will ask you to think critically about content presented during the lecture, and/or reflecting on where the week’s readings overlap with/diverge from the day’s lecture. You will complete each of these tasks on an Index Card, and keep them in your portfolio; they will all be submitted for evaluation to the TA in your Week Ten discussion section.

Optional Extra Credit Assignments:

1. Latinx Fiction Book Club and Lecture: An Evening with Jennine Capo Crucet (5%)

After reading Jennine Capo Crucet's novel *Make Your Home Among Strangers* (required for this class), students will attend BOTH the Book Club evening on Tuesday, April 30th, and the Author's Lecture on Wednesday, May 8th. They will write a two-page response answering the following question: In your opinion, does Capo Crucet's novel accurately and thoroughly represent the experiences of Latinx and first generation students at UCI and across the nation? Are there aspects of those experiences that are left out of her work?

2. Topical Mini-Essays (3%)

Students may write one of the additional essays, linked to the lecture topics, as listed in the syllabus.

3. "Yeah, But..." Paper: 3%

Student may write ONE 3-4 page paper that challenges, nuances, or more deeply explores the professor's approach to a topic covered in lecture. The paper will identify a specific lecture by title/date, and then answer the following questions:

- a. What was the "Big Question" addressed in the professor's lecture? What was the professor's answer/argument about the topic?
- b. How would YOU have answered the question/argued the topic differently? What evidence (from assigned readings, other scholarly sources, or personal knowledge/experience) would you draw on in formulating your own answer?

Please note: In the "Yeah, But..." Paper, students are encouraged to draw upon their own life experience, as well as the experiences of their families/communities. But they must also discuss/include citations to at least 2 *scholarly* sources (meaning books published by a University Press, or articles published by an academic journal).

4. Voluntary Study Groups: 3%

I strongly encourage students to meet with their section "Home" groups regularly outside of class to discuss readings in more depth, to prepare for Quizzes, and to prepare for the Final Exam. I will award extra credit to study groups that go to TA office hours *in the first two weeks of class* to set up a weekly outside-of-class study group, and that demonstrates regular attendance at at least seven sessions by all group members. *Study groups will be required to keep a record of their meetings, a list of attendance, and the materials covered in each session, in a Google Doc that the TA will be included on.

***All extra credit assignments must be turned in during or before your Week Ten discussion section.**

Statement of 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 for the entire community. If evidence of student academic dishonesty is discovered, I will take one of the following actions authorized by the UCI Academic Senate Policies on Academic Honesty:

1. Require repetition of the questionable work or examination with a letter of explanation (noting the evidence of academic dishonesty) to the student's permanent academic file.
2. Reduce the grade to an 'F' or zero, if appropriate, on the questionable work or examination with written notification to the student and a letter of explanation to the student's permanent academic file.
3. Assign the student a failing grade in the course or otherwise lower the grade in the course with a letter of explanation to the student's permanent academic file. The failure will also be recorded by the Registrar on the student's permanent academic record (transcript).

Since your T.A. and I both maintain a 'zero tolerance' policy on this issue, I urge you not to take chances with your work. Go to www.senate.uci.edu/senateweb/default2.asp?active_page_id=754 to educate yourself further about UCI policies on academic dishonesty.