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.

Today, as the readings 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...
agriculture upon Mexican immigrants to work the fields. 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 and that being that 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. 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 a midterm and final examination. Grading will be based accordingly: midterm 40%, final exam 60%. Extra credit assignments will also be incorporated.

Cell Phones, Lap Tops
Turn off all cell phones during class and no laptop is to be used for anything other than taking notes. If these rules are not observed that student will be asked to leave.

Course Topics and Readings/Visual Media
Note: All articles will be emailed as attachments and not all films will be shown in class.

September 29-October 1/6
Introduction: History, Theory and Chicano Latino Studies

Power Point presentation:
U.S. Economic Expansion into Mexico, 1870-1930

Readings:
Introduction and Part I from Gonzalez, Harvest of Empire
Part One from Galarza, Barrio Boy
Gonzalez, “The Language and Culture of Empire”

October 6-8
Explaining the Causes of Latino Migration to the United States and the Social Consequences of Migration:

Readings: Part II and Chapter 13 and 14 from Gonzalez, Harvest of Empire
Part Two and Three from Galarza, Barrio Boy
October 13-15, 20-22

**State Managed Migration: Temporary Contract Labor**

Power Point presentation on the Bracero Program

Films:
- Film and Photo League films of Agricultural Labor Strikes of the 1930s
- Why Braceros? (1958)
- Factory Farms (1959)
- Tristes Recuerdos (2002)
- Soldiers of the Fields (a trailer)
- NBC Newscast with Chet Huntley, 1963

Readings:
- Southern Poverty Law Center, “Close to Slavery: Guest Worker Programs in the United States”
- Gonzalez, “Recruiting, Processing and Transporting Bracero Labor to the United States”
- Ana Rosas, “Mujeres en Transicion (Women in Transition): Understanding the Gendered Contours of Bracero Family Separation, 1942-1954” (handed out in class)

**October 27, Review; October 29 Midterm Exam**

November 3-5

**Settlement Patterns Follow the Domestic and Transnational Economic Patterns**

Power Point: Southern California Citrus Worker Camps
Films: Chavez Ravine (An uprooted LA barrio)

Readings:
- Part III from Gonzalez, *Harvest of Empire.*
- Parts Four and Five, Galarza, *Barrio Boy*
November 10-12

**Social, Political and Economic Relations with the Larger Society:**

**Americanization via Segregated Education**

Power point presentation:

Educational Segregation and the Struggle to Desegregate

Film: Taking Back the Schools (1996)

Readings:

- Part 3 and Four from Galarza, *Barrio Boy*
- Ayala and McCormick, “Felicita ‘La Prieta’ Mendez…”
- Gonzalez and Fernandez, “The Ideology and Practice of Empire,”
- Rodriguez, “The Racialization of Mexicans and Puerto Ricans…”
- Vicki Ruiz, “South by Southwest: Mexican Americans and Segregated Schooling, 1900-1950”

November 17-19

**Cultural Expressions from the Latino Communities**

Guest Speaker: To be announced

Readings: Pending

November 24 and Thanksgiving Holiday

**Labor Struggles Undertaken by Latino Immigrants**

Films: Poverty in the Valley of Plenty; The Land is Rich, and Uno Veinticinco

Part Five from Galarza, *Barrio Boy*

*Los Angeles Times* photographs of the May, 2006 mass demonstrations for a democratic immigration reform.

Ricardo Chabram, “Activism and Intellectual Struggle in the Life of Ernesto Galarza (1905-1984)”

December 1-3

**Class Discussion: What Does the Future Hold for the Latino Community?**

and

**Review Material Covered in the Course**

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**Course Readings**

**Books:**


Ernesto Galarza, *Barrio Boy* (Ballentine)

**Articles and Chapters (NOTE: All readings will be sent as email attachments):**


----“The Language and Culture of Empire,” (A series of newspaper quotations on the U.S. as an imperialist power)


Films and Power Point

Power Point:
The Bracero Program
Company Towns in the Southern California Citrus Belt
Segregation of Mexican Children in Public Schools, 1900-1950
U. S. Economic Expansionism into Mexico and Migration
Films (Selections will be made from the following; most are available in the Media Center, Langson Library):
  El Contrato/The Contract
  Geronimo: His Story
  The Global Assembly Line
  Tristes Recuerdos
  Taking Back the Schools
  Factory Farms
  Salt of the Earth
  Watsonville on Strike
  Chulas Fronteras
  Chavez Ravine
  On the Fringes
  The Sixth Section
  La Operacion/The Operation
  Population Pressure
  Por Aca, de Este Lado
  Por la Necisidad de Trabajar/ For the Need to Work
  Letters From the Other Side
  Ties That Bind: Immigration Stories
  Soldiers of the Fields (a trailer from an in-progress Bracero Program documentary by the instructor)
  Film and Photo League Silent Films of strikes of the 1930s