

## **Chicano Latino Studies 61**

**Fall 2013**

12:30-1:50 ELH 100

Gilbert G. Gonzalez, Instructor

SSPA 4123

[ggonzal@uci.edu](mailto:ggonzal@uci.edu)

Meetings with Instructor by appointment

### **Teaching Assistants**

Edelina Burciaga, [eburgiag@uci.edu](mailto:eburgiag@uci.edu), SST 627; hours Tuesdays 10:00-12:00p.m

Daniel Millan, [dmillan@uci.edu](mailto:dmillan@uci.edu), SST 383; hours Mondays 12:30-1:30p.m

Alberto Morales, [aemorale@uci.edu](mailto: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 20<sup>th</sup> 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

J. Gonzalez, *Harvest of Empire: A History of Latinos in America*, Introduction and Part I

# **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, *Smelertown*, 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, *Smelertown*, 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, *Smelertown*, 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:

Kelly Lytle Hernandez, "The Crimes and Consequences of Illegal Immigration: A Cross Border Examination of Operation Wetback, 1943-1964"

Newsreels:

Universal International News, "Wet Backs": Hundreds of Alien Workers Rounded Up," 1950

Paramount News, "U.S. Tightens Patrol on Mexican Border," 1948

Universal International News, "Labor Supply: U.S. Eases Entry of Mexican Farm Hands,"

NBC News with Chet Huntley, 1963

**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,"  
Ana Rosas, "Breaking the Silence: Mexican Children and Women's Confrontation of Bracero Family Separation, 1942-1964,"

**November 7**  
**Labor's Struggle to End the Bracero Program**

Reading:  
Henry Anderson, "Social Justice and Foreign Contract Labor: A Statement of Opinion and Conscience"

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:  
Jennifer McCormick and Cesar Ayala, "Felicitas, "La Prieta" Mendez (1916-1998) and the Struggle to End Segregation in California,"

## **1980-Present: The Third Phase of Latino Migration**

**November 14**

### **How Free Trade Created Migration and the Third Phase of Mass Deportation Drives**

Documentaries:

Camino, 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

Elvira Arrellano, "The Reality," July 10, 2013

**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:

Olga Sanmiguel-Valderrama, "Border Enforcement at Family Sites: Social Reproductive Implications for Mexican and Central American Manual Labor in the United States," Forthcoming in *Latin American Perspectives*.

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)

Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*, Penguin Books, Revised Edition, 2011.

Monica Perales, *Smelertown: Making and Remembering a Southwest Border Community*, University of North Carolina Press, 2010

#### Articles

Henry Anderson, "Social Justice and Foreign Contract Labor: A Statement of Opinion and Conscience", 1958.

David Bacon, "The Border—Dividing Line or Common Ground?" December 18, 2005, *San Francisco Chronicle*.

Miroslava Chavez Garcia, "Youth, Race and Science: The Uses and Abuses of Intelligence Testing at Whittier State School, 1890-1920," *Pacific Historical Review*, Vol. 78, no. 2, 2007.

David Garcia, Tara J. Yosso and Frank Barajas, "A Few of the Brightest, Cleanest Mexican Children," School Segregation as a Form of Mundane Racism in Oxnard, California, 1900-1940," Spring 2012, *Harvard Educational Review*

Cindy Hahamovitch, "Creating Perfect Immigrants: Guest Workers of the World in Historical Perspective," *Labor History*, Vol. 44, No. 1, 2003.\*

Kelly Lytle Hernandez, "The Crimes and Consequences of Illegal Immigration: A Cross Border Examination of Operation Wetback, 1943-1964" Vol. 37, no. 4 (2006) *Western Historical Quarterly*

Jennifer McCormick and Cesar Ayala, "Felicita, "La Prieta" Mendez (1916-1998) and the Struggle to End Segregation in California," *CENTRO Journal*, XIX, no. 2, Fall 2007

Julia Preston, "Young and Alone: Facing Court Deportation," *NY Times*, August 25, 2012

-----, "Firm Stance on Illegal Immigrants Remains Policy," *NY Times*, August 4, 2009.

Ana Rosas, "Breaking the Silence: Mexican Children and Women's Confrontation of Bracero Family Separation, 1942-1964," *Gender and History*, vol. 23, no. 2, August 2011.\*

Olga Sanmiguel-Valderrama, "Border Enforcement at Family Sites: Social Reproductive Implications for Mexican and Central American Manual Labor in the United States," Forthcoming in *Latin American Perspectives*.

#### Book Chapters

Gilbert Gonzalez, "Hiding Modern Slavery" in Paul Lopez, *Que Fronteras?: Mexican Braceros and a Re-examination of the Legacy of Migration*. Kendall Hunt, 2010.\*

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

-----, "Recruiting, Processing and Transporting Bracero Labor to the United States," in Gilbert Gonzalez, *Guest Workers or Colonized Labor?*, Paradigm Publishers, 2007

-----, "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.

Victor Quintana, "Why the Mexican Rural Sector Can't Take it Any More!" in Gilbert Gonzalez, et al, editor, *Labor Versus Empire*, Routledge, 2004