



**Chicano Latino Studies 61:
Introduction to Chicana/o and Latina/o History
Spring 2017**

Tues/Thur 2:00-3:20 p.m. in SSH 100

Professor Anita Casavantes Bradford
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Office hours: Tuesdays and Thursdays 1:00 p.m.-2:00 p.m. in SST 367

Course Website: <https://eee.uci.edu/16s/61000>

Course Overview

This course 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 Latina/o communities, with the Anglo 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.**

**Y PARA QUE TODA/OS LO SEPAN:
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!**

Student Learning Objectives

1. Students will 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. Students will demonstrate their understanding of the concept of transnationalism by using it to analyze major events and themes in U.S. Latina/o history.
3. Students will trace 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. Students will identify and analyze differences and similarities among U.S. Latina/o experiences over time.
5. Students will 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. Students will read secondary historical sources and summarize their key arguments.
7. Students will read and discuss a select range of primary sources, identifying their context, purpose, intended audience and biases in order to evaluate their appropriate use as historical evidence.
8. Students will 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. Students will 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. Students will 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)

Héctor Tobar, *The Tattooed Soldier: A Novel* (TS)

*Other readings will be available online via the course website

*All weekly readings should be done BEFORE Tuesday lecture, or before your section-whichever comes first. Please do each week's readings in the order listed on this syllabus

CLS 61: Spring 2015 Lecture Schedule

Week One:

Tuesday 4/4: Welcome to CLS 61! Course Introduction and Overview

*"Big Questions" Activity/Discussion

Thursday 4/6: Comparative and Transnational Approaches to Latina/o History

Readings:

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

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

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.

***Sections WILL meet during Week One. Please read and have a copy of the above readings downloaded and available for discussion during the first section.**

***Remember: your first Reading Response is due next Tuesday; it is based on Week One AND Week Two's readings...start reading early, since this will be a heavy reading week!**

Week Two:

Tuesday 4/11: U.S. Conquest, Expansion and Empire, 1848-1898

Thursday 4/13: A Good Neighbor? The U.S. in Central America and the Caribbean, 1898-1950

Readings:

HE, Ch. 1-3

Week Three:

Tuesday 4/18: The Origins of Cuban and Puerto Rican Communities in the U.S.

Thursday 4/20: The Power of the Zoot? Mexican American Identities and Popular Culture in the Interwar Period

Readings:

Nancy Raquel Mirabal, "Afro-Cubans in Ybor City and Tampa, 1886-1910," *OAH Magazine of History* Vol. 7 No. 4 (Summer 1993), 19-22.

Edwin Maldonado, "Contract Labor and the Origins of Puerto Rican Communities in the United States," *International Migration Review* Vol. 13 No. 1 (Spring 1979), 103-121.

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

*Start reading TS, Part One, "Antonio and the Sergeant," pp. 3-84 (finish by Week Six)

Week Four:

Tuesday 4/25: Mexican Migration and Migrant Labor: From Revolution to the Bracero Program

Thursday 4/27: FILM: *Cosecha Triste* (A History of the Bracero Program)

Readings:

HE, Ch. 5

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

Cindy Hahamovitch, "Creating Perfect Immigrants: Guestworkers of the World in Historical Perspective," in *Labor History* 44:1, 69-94.

Week Five:

Tuesday 5/2: Puerto Rican New York After WWII

Thursday 5/4: Dominican Migrations

Readings:

HE, Ch. 4, 7

CH, 87-124, 229-252

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

Week Six:

Tuesday 5/9: The Cuban Revolution and the Creation of Exile Miami

Thursday 5/11: QUIZ #1 (Correct in lecture; early dismissal)

Readings:

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)

*Start reading TS, Part Two, "Antonio and Elena," pp. 85-156 (finish by Week Eight)

Week Seven:

Tuesday 5/16: Mexican American Social Movements

Thursday 5/18: The Chicana/o Movement and its Legacies

Readings:

CH, 43-77

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

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

"El Plan de Santa Barbara," (MEChA), 9-15

Week Eight:

Tuesday 5/23: Central America Revolutions and Migrations (guest lecture by Prof. Susan Coutin)

Thursday 5/25: "Other Latina/os": South American Communities in the U.S.

Readings:

HE, Ch. 8, 9

CH, 187-225

*Start reading TS, Part Three: "Antonio and Guillermo," pp. 157-311 (finish by Week 10);
Final exam questions distributed in sections

Week Nine:

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

Thursday 6/2: TA Lecture: Planning and Writing your Final Essay

Readings:

HE, Ch. 11, 12

CH, 391-421, 355-388

Week Ten:

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

Thursday 6/8: QUIZ #2

Concluding Thoughts: What (and Why) is "Chicana/o-Latina/o History?"

Why Chicano/Latino Studies? Panel with CLS Students

Readings:

-Finish Héctor Tobar, *The Tattooed Soldier*

*****Rough Drafts of essay due in section for self/peer assessment**

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. You will turn in a hard copy of your final essay, IN PERSON, during the scheduled exam period.

SPOILER ALERT: The essay will focus on using key concepts from the course readings and lectures to analyze Hector Tobar’s novel *The Tattooed Soldier*.

3. Section and Lecture Participation/Active Learning Portfolio: 40 %

Critical reading, thinking and discussion—all of which require regular attendance at lectures and section—are essential to your success in this class. They will be assessed through a Portfolio composed of the following items:

Reading Responses: 20%

Each week before section, students will write a Reading Response (1.5-2 typed double spaced pages).

In each Reading Response, students will answer the following questions:

- 1) What are the 2 most important “Big Questions” that the author of the reading(s) is asking?
 - a. *If two readings are assigned that week, prepare one question per reading; if more than 2 readings are assigned, divide responsibility for writing questions responding to each reading among members of your Section discussion group. But everyone still needs to do all the readings, since Quiz and Final Exam questions will draw upon them).
- 2) What are the 5 “Key Terms” (people, places, events, concepts, trends, ideas) from the reading that are essential to answering each of those “Big Questions?”
 - a. List each Key Term and define/explain in 1-2 sentences
- 3) How does the author answer the question(s)? (1 paragraph; include at least one quote and citation from the text). Then assess the answer(s)—is it comprehensive/well-argued? Why or why not? If not, what do you think is missing?(1 paragraph).

Bring a printed copy of your Reading Response to section, since it will be used as the basis for taking attendance and for participation in discussions. In order to earn full credit for attendance/participation, all Reading Responses must be done on time and students must attend each section. They will be initialed as complete each week by your TA. No late Reading Responses will be accepted. The TA will deduct two percentage points from your portfolio grade for each missed Reading Response.

Section Discussion Log: 10%

Each week during Section, students will share their Reading Responses with their discussion group. Based on those discussions, each study group will create a Google Doc (shared with the TA) that contains an entry for each week's section. Each weekly entry will include the following information:

1. Date and names of group members in attendance (and noting any absences)
2. Titles/Citations for the assigned readings
3. For each assigned reading, answers to the following questions:
 - a. What's the most important "Big Idea" in this reading-and why? (At least ½ page single spaced).
 - b. What missing in this reading? What would you like to know about the topic that isn't covered by the author? (at least ½ page single spaced).

In your answers to each of these questions, you should synthesize the individual perspectives of each group member, offering a collective response that represents a consensus between all of your thinking. However, if you have significantly different interpretations of the readings that cannot be resolved through discussion, these disagreements should be described in your answer.

*Each week, group members will rotate responsibilities for taking notes in the Google Doc during section. They will also designate one group member who should be prepared to read out loud/comment upon the group's answer to the above questions during that week's Thursday lecture, if selected by the professor. The designated group member should have the group's Google Doc accessible during the Thursday lecture; and should raise their hand to identify themselves as their group's representative when asked by the professor.

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" to evaluate the "Big Questions" asked/answered by the professor, 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 at the end of the quarter.

Extra Credit Opportunities:

1. Voluntary Study Groups: 2%

I strongly encourage students to meet with their section study 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.

2. “Latina/o Bosses” Presentation: 2%

Any student may contact me to sign up to make a 2-3 minute presentation (along with a visually appealing powerpoint) introducing the larger class to an accomplished Latina/o public figure and assessing their positive contribution to the wellbeing of the US Latina/o community. They will also turn in a 1-2 page informal summary of their presentation’s key points, including citations to at least 2 *scholarly* sources (meaning books published by a University Press, or articles published by an academic journal) they they consulted in preparing the presentation.

Interested students should review the syllabus to identify the appropriate date to give their presentation (it must be thematically/chronologically linked to the lecture topic); they must then email me to propose their presentation topic/date. Proposals will only be taken during the first three weeks of the class; and they will be accepted on a first come, first served basis (no more than one “Latina/o Bosses” presentations will be scheduled during any lecture). Should a student’s presentation proposal not be accepted, they will still have the option to earn one percent (1%) extra credit toward their total course grade, if they choose to complete the informal summary paper described above, and submit it to their TA by the appropriate lecture date.

3. “Yeah, But...” Paper: 2%

Any 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?
- b. How would YOU have answered the question 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).

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.