



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

Monday/Wednesday 5:00-6:20 p.m. in DBH 1100

Professor Anita Casavantes Bradford
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Office hours: Mondays from 2:00-4:00 p.m. in Student Success Initiatives Center (Student Services II Building-Across from the Zot n' Go)

Course Website: <https://eee.uci.edu/17f/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. 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:
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 readings listed for each week should be done BEFORE Monday 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: Fall 2017 Lecture Schedule

Week One:

Monday 10/2: Welcome to CLS 61! Course Introduction and Overview

*"Big Questions" Activity/Discussion

Wednesday 10/4: 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.

***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 Monday. It will be based on the readings listed under Week Two.**

Week Two:

Monday 10/9: U.S. Conquest, Expansion and Empire, 1848-1898

Wednesday 10/11: 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

Week Three:

Monday 10/16: The Caribbean South: Cubans in 19th and early 20th century South Florida

Wednesday 10/18: 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 TS, Part One, "Antonio and the Sergeant," pp. 3-84 (finish by Week Five)

Week Four:

Monday 10/23: Mexican Migration and Migrant Labor: From Revolution to the Bracero Program

Wednesday 10/25: 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:

Monday 10/30: Quiz #1

Lecture: Puerto Rican New York After WWII

Wednesday 11/1: 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:

Monday 11/6: The Cuban Revolution and the Creation of Exile Miami

Wednesday 11/8: 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)

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

***Optional Extra Credit Assignment: Watch the movie *Before Night Falls* (2001), based on the memoir of Cuban exile, writer and LGBT activist Reinaldo Arenas; 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? Is LGBT history important to Chicano/Latino history—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.**

You can rent the film on Youtube for 2.99 at: <https://www.youtube.com/watch?v=LU24o7V-GkU>

Week Seven:

Monday 11/13: From Mainstream to Movimiento: 20th Century Mexican American Social Movements

Wednesday 11/15: 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:

Monday 11/20: Central American Revolutions and Migrations

Wednesday 11/22: NO CLASS

Readings:

HE, Ch. 8

CH, 187-225

*Start reading TS, Part Three: “Antonio and Guillermo,” pp. 157-311 (finish by Week 9);
Final exam questions distributed in sections

Week Nine:

Monday 11/27: “Other Latina/os”: South American Communities in the U.S.

Wednesday 11/29: 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/>

-Finish Héctor Tobar, *The Tattooed Soldier*

***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:

Monday 12/4: *Día de la Familia*: Bring your parents, grandparents, and/or siblings to class! STANDING ROOM ONLY...

Wednesday 12/6: QUIZ #2

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

Readings:

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

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

FINAL EXAM: Wednesday, 12/13, 10:30 a.m.-12:30 p.m.

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. Reading Response Google Doc/Section Participation: 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. ***Note: weekly attendance at section is required and you cannot successfully complete this task without attending, since a significant portion of the content of your Google Doc will be produced during small group discussions.

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 at the end of the quarter.

5. Optional Extra Credit Assignments: as listed in the Lecture Schedule above, and/or:

a. Voluntary Study Groups: 2%

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.

b. **“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/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).

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.