

## HISTORY OF MEXICAN AMERICA, HIUS 113/ETHN 154

Instructor: Miguel Angel Castaneda

Summer Session 1 2019

Tuesdays and Thursdays 8:00am to 10:50am

SEQUO 147

Office Hours: Tuesdays 11:00-12:00, H&SS 6023

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(Artist rendition of activist Emma Tenayuca)

**Course Description:** This upper-division course explores the history of Mexican Americans and Mexican immigrants in the United States from the mid-19<sup>th</sup> century to the present. Focusing on historical developments in both Mexico and in the United States, the class includes discussion of major political, economic, social, and cultural trends. In addition, this class will explore processes of racialization, class and gender relations, relationships with other racial and ethnic groups, and political struggles.

## **Assignments and Grades:**

**Attendance (20%):** A sign-in sheet will be circulated at some point every class meeting.

**Reading Responses (25%):** Each week students will submit a 2-3 page response to one day's readings. A prompt will be provided for each group of readings. These will be due the same day those materials are discussed in class.

**Film Review (25%):** This 1500-2000 word assignment will require students to analyze one film/show viewed in class and discuss its relevance to course materials. Hand out with more detailed instructions will be sent out week 2.

**Final (30%):** In-class final.

## **Classroom Culture:**

**Attendance and Preparedness:** Participation is essential to getting a good grade. I expect you to have completed the readings and any other assignments before coming to section and be prepared to discuss the course material in both small and large group settings. Please bring the syllabus, readings, and lecture notes to all class meetings.

**Electronic Devices:** Cell phones should be put away during class time. Laptops are permitted for taking notes, but please be considerate of your classmates and mindful of the fact that surfing the web is a distraction to everyone behind you.

**Email Communications:** If you have questions or concerns, I am happy to help. I will try to respond to emails within 24 hours. If two or more of you have the same question, I will respond in a bulk email to the entire group and not to each of you personally. Please do not email me with questions on issues that are covered in the course syllabus.

**Written Assignments:** All written assignments must be typed, double-spaced, using a 12-point standard font (*Times New Roman* or *Cambria*), with 1-inch margins, and must include page numbers on every page. Papers must be stapled. Papers must meet the length requirement (this does not include your heading) and should not go over the assigned maximum number of pages. Proper spelling, grammar, word usage, and citations are essential to receiving a good grade. You must use either Chicago or MLA style for citations (If MLA, include a works cited page). In

your paper heading, include your name, the date, and course title/number. All written assignments should have an appropriate title that indicates the subject of the paper. Late assignments will not be accepted. All coursework must be completed without plagiarizing. You must properly cite all information you use in your assignments. Stealing or passing off other people's words and ideas as your own without proper citation of the source will not be tolerated. Any instances of plagiarism will result in automatic failure of the course and be referred to the Office of Academic Integrity on campus.

### **Course Outline:**

#### **WEEK 1**

**July 2:** Introduction

**July 4:** NO CLASS

#### **WEEK 2**

**July 9:** Mexican American War and Racialization

- Montejano, David. "The Rivalship of Peace." In *Anglos and Mexicans in the Making of Texas*. University of Texas Press, 1987.
- Gomez, Laura. "U.S. Colonization of Northern Mexico and the Creation of Mexican Americans." In *Manifest Destinies: The Making of the Mexican American Race*. NYU Press, 2018. Pg. 15-47.
- Haas, Lisbeth. "Introduction." In *Conquests and Historical Identities in California, 1769-1936*. University of California Press, 1995.

**July 11:** Post-War Changes in Political Economy

- Gonzalez, Gilbert. "The Economic Conquest and its Social Relations." In *Culture of Empire: American Writers, Mexico, and Mexican Immigrants, 1880-1930*. University of Texas Press, 2004.
- Akers Chacon, Justin. "Los Caballeros de Labor" In *Radicals in the Barrio: Magonistas, Socialists, Wobblies, and Communists in the Mexican American Working Class*. Haymarket Books, 2018.

#### **Week 3**

**July 16:** The Mexican Revolution and Mass Migration

- Flores “The Mexican Revolution Migrates to Chicago.” *The Mexican Revolution in Chicago: Immigrations Politics from the Early Twentieth Century to the Cold War*. University of Illinois Press, 2018.
- Guerin-Gonzalez, Camille. “Mexican ‘Birds of Passage’: Respresentations of Mexicans as Foreign Sojourners.” Rutgers University Press, 1994.

#### **July 18:** The Great Depression and Class Struggle

- Akers Chacon, Justin. “Mexican Workers in Depression-Era San Antonio.” In *Radicals in the Barrio: Magonistas, Socialists, Wobblies, and Communists in the Mexican American Working Class*. Haymarket Books, 2018.
- Johnson, Gaye Theresa. “Luisa Moreno, Charlotta Bass, and the Constellations of Interethnic Working-Class Radicalism.” In *Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles*. University of California Press, 2013.

#### **Week 4**

#### **July 23:** World War II and the Zoot

- Alvarez, Luis. “Zoot Violence in Los Angeles.” In *The Power of the Zoot: Youth Culture and Resistance During World War II*. University of California Press, 2008.
- Ramirez, Catherine S. “Crimes of Fashion: The Pachuca and Chicana Style Politics.” *Meridians* 2.2, 2002. Pg. 1-35.

#### **July 25:** Cold War and the Emerging Civil Rights Movement

- Sanchez, George. “‘What’s Good for Boyle Heights is Good for the Jews’: Creating Multiracialism on the Eastside during the 1950s.” *American Quarterly* 56.3, 2004. Pg. 633-661.
- Flores, Lori A. “A Town Full of Dead Mexicans: The Salinas Velley Bracero Tragedy of 1963, the End of the Bracero Program, and the Evolution of California’s Chicano Movement.” *Western Historical Quarterly* 44, 2, 2013, pg. 124-143.

## **Week 5**

### **July 30: Chicax Movement**

- Pulido, Laura. "Ideologies of Nation, Class, and Race in the Third World Left." In *Black, Brown, Yellow and Left: Radical Activism in Los Angeles*. University of California Press, 2006.
- Mariscal, Jorge. "Foreword: The Chicano Movement: Does Anyone Care about What Happened 45 Years Ago?" In *The Chicano Movement: Perspectives From the Twenty-First Century* edited by Mario Garcia. Routledge, 2014.
- Talamante, Olga. "De Campesina a Internacionalista: A Journey of Encuentros y Desencuentros." In *Chicana Movidas* edited by Maria Cotera, Maylei Blackwell, and Dionne Espinoza. University of Texas Press, 2018.

### **August 1: Neoliberalism and the Immigrant's Rights Movement**

- Patiño, Jimmy. "Abolishment of I.N.S./Border Patrol: The Chicano National Immigration Conference and Tribunal." In *Raza Si, Migra No: Chicano Movement Struggles for Immigrant Rights in San Diego*. University of North Carolina Press, 2017.
- Kandel, William and Emilio A. Parrado. "Restructuring of the US Meat Processing Industry and New Hispanic Migrant Destinations." *Population and Development Review* 31.3, 2005. Pg. Pg 447-471.

### **August 3: Final**