

**HIUS 159/ETHN 131**  
**Social & Economic History of the Southwest II, 1848-Present**



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Summer Session I: Tuesdays/Thursdays, 2:00pm-4:50pm

Office Hours: HSS #6023, Tuesdays/Thursdays 12:00pm-1:00pm (or by  
appointment)

This course examines the history of lived experiences and struggles throughout the U.S. Southwest/Greater Mexico since 1848. We will examine the region's contested legacies of settler colonialism, border imperialism, and transnational resistance from the perspective of Indigenous communities, Mexican-descended peoples, and migrant laborers. Using historical literature, film, and primary sources, this course assesses how these communities have responded to the region's shifting borders and why it is significant in our contemporary political climate.

**Course Readings & In-Class Materials:**

All course readings will be available via TritonEd and therefore do not require any book purchases.

Along with our readings, we will be using primary source materials during our lectures to analyze how people understood the social and economic circumstances of their time. Using testimonials, political materials, state legislation, songs, and art, primary sources grant us a vision from historical actors. These primary sources will be available via-TritonEd to be used for your midterm and final papers.

### **Classroom Culture**

This course will be touching on issues that are controversial, historically and contemporarily. Our objective in this course is to understand historical precedence and its resonance in our contemporary society. To best analyze these historical moments, we will use evidence-based arguments, not opinions, to substantiate critical discussions. With that said, please be respectful of the opinions of your peers and professor. Try your best not to interrupt others when they are speaking. Be attentive and open to what your classmates share.

**Academic Honesty:** You are encouraged to study with your peers, but absolutely all work must be your own and you are expected to adhere to the university's academic honesty code for all assignments. Any case of cheating or plagiarism will be dealt with according to university policy and result in an F grade (zero) for the assignment.

**Accommodations for Students with Disabilities:** If you require special consideration regarding class-seating arrangements, course materials, or written assignments please notify the professor during the first week of class.

**Cell Phones:** Cell phones are to be turned off or to silent mode prior to coming to class. Please do not answer cell phones during class.

**Computers:** It is acceptable to use your laptop/tablet to take notes during class and to review materials, but please refrain from surfing the Internet and email during class.

\*The professor reserves the right to alter the syllabus at any point during the quarter\*

### **Assignments**

Final Project, due Saturday, August 5<sup>th</sup>: 40%

Midterm Essay, due at the beginning of class, Thursday, July 18<sup>th</sup>: 30%

Participation: 30%

### **Final Project (40%)**

For this course's final, you have two options for your final project:

- 1) An **analytical essay (1,000-1,400 words)** in which you critically examine one of the historical flash points we covered during our course, OR a comparative study which puts two flash points in conversation with one another. You will

receive a prompt ahead of time with more information about what you will be writing on. This essay should incorporate weekly readings, lecture notes, primary sources, and aspects of the films we watch. Essays will be due during our final.

Physical copies of all final essays should be turned during our final on **Saturday, August 5<sup>th</sup>**. Turnitin copies of the papers should be turned in no later than 11:59pm, August 5<sup>th</sup>. The papers should be 12-point font, double-spaced, with 1” margins on all sides. Late papers and/or group projects will not be accepted.

### **Midterm Essay (30%)**

For the midterm essay, you will be asked to write a **750-1,000 word analytical essay**, which will be due at the beginning of class on **Thursday, July 20<sup>th</sup>** – Turnitin copies should be turned in no later than 11:59pm on Thursday, July 20<sup>th</sup>. The midterm should be 12-point font, double-spaced, with 1” margins on all sides. Late papers and/or group projects will not be accepted.

### **Participation (30%)**

Although much of our time in class will be based around a set lecture, we will also conduct the course in a seminar fashion. This means that students must come prepared to participate in classroom discussion. Being prepared means doing our weekly reading *before* our first weekly class meetings (Week #1 will be the only exception), so please be sure to allocate the proper amount of time to finish the readings and bring your notes and readings to class to fully engage. If it seems that students are not doing the readings, I may initiate conducting pop quizzes during class.

**Attendance:** Due to the short duration of this course, attendance is mandatory. Much of what we will be covering in this class will be discussed or experienced in class, so it’s crucial to be at lecture. You are allowed one unexcused absence for the course. A second absence will result in a 15% deduction in your final grade. Three or more absences will result in an automatic fail.

### **Week #1: 1848 – Imperialism, Settler Colonialism, and Capitalist Expansion in the West**

- Ramón A. Gutiérrez & Elliott Young, “Transnationalizing Borderlands History,” *Western Historical Quarterly* 41 (Spring 2010): 27-53.

- David J. Weber, “‘Scarce More Than Apes’: Historical Roots of Anglo American Stereotypes of Mexicans in the Border Region,” in *New Spain’s Far Northern Frontier: Essays on Spain in the American West*, ed. David J. Weber (Albuquerque: University of New Mexico Press, 1979): 293-311
- José Angel Hernández, “‘The Decree of 19 August 1848:’ The First Repatriation Commissions and Postwar Settlements Along the US-Mexico Borderlands,” *Maryland Journal of International Law* 33:1 (2018): 1-37.

**Recommended Reading:** Brian Gratton and Emily Klancher Merchant, “An Immigrant’s Tale: The Mexican American Southwest 1850 to 1950,” *Social Science History* 39:4 (Winter 2015): 521-550.

**Primary Sources:** Treaty of Guadalupe Hidalgo (1848)

**Films:** *The Searchers*, *Canyon de Chelly through Navajo Eyes*

## **Week #2: Turn of the Twentieth Century – Expansion, Dispossession, & Violence**

- Manu Karuka, “Railroad Colonialism,” in *Empire’s Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad* (Berkeley: University of California Press, 2019), 40-59.
- David Correia, ‘Retribution Will Be Their Reward:’ New Mexico’s Gorras Blancas and the Fight for the Las Vegas Land Grant Commons,” *Radical History Review* 108 (Fall 2010): 49-72.
- Natalia Molina, “The Long Arc of Dispossession: Racial Capitalism and Contested Notions of Citizenship in the U.S.-Mexico Borderlands in the Early Twentieth Century,” *Western Historical Quarterly* 45 (Winter 2014): 431-447.
- Monica Muñoz Martinez, “Recuperating Histories of Violence in the Americas: Vernacular History-Marking on the US-Mexico Border,” *American Quarterly* 66:3 (September 2014): 661-689.

**Primary Sources:** Chinese Exclusion Act of 1882; Proclamation of the Gorras Blancas (1890)

**Film:** *Bisbee ‘17*

## **Week #3 - Revolution & Counter-Revolution in the Borderlands**

- Devra Anne Weber, “Wobblies of the Partido Liberal Mexicano: Re-envisioning Internationalist and Transnational Movements through Mexican Lenses,” *Pacific Historical Review* 85 (2) (May 2016): 188-226.
- Rebecca Orozco, “Reliving Hard History,” *American Historical Review* (June 2019): 959-962”
- Desirée J. Garcia, “Bisbee ’17: Performance through History,” *American Historical Review* (June 2019): 972-975.

**Film:** *Salt of the Earth*

**Primary Sources:** Preamble to the IWW Constitution (1905); Program of the Mexican Liberal Party (1906); Plan de San Diego (1915)

**Midterm Essay, due at the beginning of class, Thursday July 18th**

**Week #4: 1930s – Repatriation & The Paradox of the “Mexican American” Generation**

- Fernando Saúl Alanís Enciso, “The Mexican Community in the United States, 1933-1939,” in *They Should Stay There: The Story of Mexican Migration and Repatriation during the Great Depression* (Chapel Hill: University of North Carolina Press, 2017), 30-50.
- Kelly Lytle Hernández, “Reforming Deportees: Imprisonment and Immigration Control during the 1930s,” in *Beyond the Borders of the Law: Critical Legal Histories of the North American West*, 263-280.
- Vicki Ruíz, “Una mujer sin fronteras: Luisa Moreno and Latina Labor Activism,” *Pacific Historical Review* 73:1 (February 2004), 1-20.
- Frank P. Barajas, “The Emerging Mexican (American),” in *Curious Unions: Mexican American Workers and Resistance in Oxnard, California, 1898-1961* (Lincoln: University of Nebraska Press, 2012), 163-213.

**Film:** *Harvest of Loneliness*

**Primary Sources:** Newspaper clips on Mexican Repatriation

**Week #5: Illegality, Mass Migration, and the Neoliberal Turn**

- Mae M. Ngai, “Braceros, ‘Wetbacks,’ and the National Boundaries of Class,” in *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004), 127-166.
- Frank Bardacke, “The UFW and the Undocumented,” *International Labor and Working Class History* 83 (March 2013): 162-69.
- Jimmy Patiño, “The First Time I Met César Chávez, I Got into an Argument with Him: California Employer Sanctions and Chicano Debates on Undocumented Workers,” in *¡Raza Sí, Guerra No!: Chicano Movement Struggles for Immigrant Rights in San Diego* (Chapel Hill: University of North Carolina Press, 2017), 90-122.
- Ana Patricia Rodríguez, “The War at Home: Latina/o Solidarity and Central American Immigration,” in *Dividing the Isthmus: Central American Transnational Histories, Literatures, and Cultures* (Austin: University of Texas Press, 2010), 129-166.

**Film:** *El Norte*

**Primary Sources:** Testimonies on the Bracero Program and Operation Wetback

**Final: Saturday, August 3<sup>rd</sup>, 2019 (3:00pm-5:59pm)**