

History 7C: Race and Ethnicity in the U.S.

Spring 2018

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OFFICE HOURS: W 1-3pm and by appt.

History 7C is part of a three-quarter course sequence exploring the shifting significance of racial and cultural difference in U.S. history, with a special emphasis on trends in the twentieth and twenty-first centuries. While this course uses the study of Mexican Americans and Mexican immigrants as central case-study examples, students will be encouraged to consider the broader comparative and intersectional dimensions of regional and national history as well.

Required Reading (All articles and documents available online on TritonEd).

Recommended Reading: Arnaldo De León and Richard Griswold del Castillo, *North to Aztlán: A History of Mexican Americans in the United States*, 2nd ed. (Wiley-Blackwell, 2012)

Class Requirements/Student Evaluation:

This is primarily a lecture and discussion course and students expecting to do well should complete all assigned readings and attend both lectures and discussion sections (which are mandatory). Attendance and active participation in discussion sections will count for 30% of your grade. An open-book, open-note midterm examination in the form of an 8-10 page essay will account for another 30% of your grade. The final examination, another take-home assignment, will count for the remaining 40% of your grade. Please note: LATE EXAMS WILL NOT BE ACCEPTED.

ACADEMIC INTEGRITY:

In classes such as this, where consideration and discussion of controversial issues are the norm, it is imperative that students treat both course material and each other with the respect they deserve. With regard to written work, it is also imperative that each student take responsibility for doing his or her own work, and in this class, there will be **zero tolerance** for academic dishonesty and/or plagiarism. In this class, students who hand in work that is not their own or otherwise violate campus policies on integrity of scholarship will automatically fail the course and will be referred to the UCSD Office of Academic Integrity. Students violating these policies are subject a variety of sanctions up to and including suspension or dismissal. More detailed information on academic integrity policies may be found at <https://academicintegrity.ucsd.edu/>

Please note: ***UCSD instructors are required by University regulation to report all suspected instances of academic dishonesty.***

Class Schedule, Spring 2018:

Week 1—April 3, 5: ECONOMIC DEVELOPMENT AND LABOR MIGRATION IN THE EARLY TWENTIETH CENTURY

READ: *North to Aztlán*, Chapters 1-2; Robert L. Foster, "Working on the Railroad the Chinese Way," *Wild West* 23 (1) (June 2010): 38-45; Joon K. Kim, California's Agribusiness and the Farm Labor Question: The Transition from Asian to Mexican Labor, 1919-1939," *Aztlán* 37 (2) (Fall 2012): 43-72.

Week 2—April 10, 12: THE ORIGINS AND EVOLUTION OF ANTI-MEXICAN SENTIMENT

READ: *North to Aztlán*, Chapter 3; William D. Carrigan and Clive Webb, "The Lynching of Persons of Mexican Origin or Descent in the United States, 1848-1928," *Journal of Social History* 37 (2) (Winter 2003): 411-38; Mark Reisler, "Always the Laborer, Never the Citizen: Anglo Perceptions of the Mexican Immigrant during the 1920s," *Pacific Historical Review* 45 (2) (May 1976): 231-54.

Week 3—April 17, 19: IMMIGRATION AND MECHANISMS OF SOCIAL CONTROL

READ: *North to Aztlán*, Chapters 3-4; Martha Menchaca, "The Anti-Miscegenation History of the American Southwest, 1837 to 1970: Transforming Racial Ideology into Law," *Cultural Dynamics* 20 (3) (2008): 279-318; David G. Garcia and Tara J. Yosso, "'Strictly in the Capacity of a Servant': The Interconnection Between Residential and School Segregation in Oxnard, California, 1934-1954," *History of Education Quarterly* 53 (1) (Feb. 2013): 64-89.

Week 4—April 24, 26: THE DEPRESSION, WORLD WAR, AND THE ORIGINS OF THE CIVIL RIGHTS MOVEMENT

[NOTE: *Midterm will be distributed in class April 26***]**

READ: *North to Aztlán*, Chapter 6; Margarita Aragon, "'The Mexican' and 'The Cancer in the South': Discourses of Race, Nation and Anti-Blackness in the Early Twentieth Century Debates on Mexican Immigration," *Immigrants and Minorities* 35 (1) (March 2017): 59-77; John Weber, "Homing Pigeons, Cheap Labor, and Frustrated Nativists: Immigration Reforms and the Deportation of Mexicans from South Texas in the 1920s," *Western Historical Quarterly* 44 (2) (Summer 2013): 167-86.

Week 5—May 1, 3: THE EVOLUTION OF THE CIVIL RIGHTS STRUGGLE IN THE POSTWAR ERA

[NOTE: *Midterm will be due in class, May 3***]**

READ: *North to Aztlán*, Chapter 7; 14th Amendment to the United States Constitution; Steven Rosales, "Fighting the Peace at Home: Mexican American Veterans and the 1944 G.I. Bill of Rights," *Pacific Historical Review* 80 (4) (Nov.

2011): 597-627; Zaragosa Vargas, "In the Years of Darkness and Torment: The Early Mexican American Struggle for Civil Rights, 1945-1963," *New Mexico Historical Review* 76 (4) (Oct. 2001): 382-412.

Week 6—May 8, 10: RACE, REFORM, AND REACTION IN THE LONG 1960S

READ: *North to Aztlán*, Chapter 8; Richard Jensen and John Hammerback, "Radical Nationalism Among Chicanos: The Rhetoric of José Angel Gutiérrez," *Western Journal of Speech Communication* 44 (Summer 1980): 191-202; Ian F. Haney-López, "Protest, Repression, and Race: Legal Violence and the Chicano Movement," *University of Pennsylvania Law Review* 150 (1) (Nov. 2001): 205-44.

Week 7—May 15, 17: ECONOMIC RESTRUCTURING AND THE ORIGINS OF THE CONTEMPORARY IMMIGRATION DILEMMA

READ: *North to Aztlán*, Chapter 9; Alejandro Canales, "Mexican Labor Migration to the United States in the Age of Globalization," *Journal of Ethnic and Migration Studies* 29 (4) (July 2003): 741-61; Raúl Delgado Wise and Humberto Márquez Covarrubias, "Capitalist Restructuring, Development and Labour Migration: The U.S.-Mexico Case," *Third World Quarterly* 29 (7) (Oct. 2008): 1359-74.

Week 8—May 22, 24: RESTRUCTURING AND THE DEMOGRAPHIC REVOLUTION

READ: *North to Aztlán*, Chapter 10; Pew Research Center, "U.S. Birthrates Fall to a Record Low; Decline Is Greatest Among Immigrants," (Washington DC: Pew Research Center, Nov. 29, 2012); Jane Sneddon Little and Robert K. Triest, "The Impact of Demographic Change on U.S. Labor Markets," *New England Economic Review* (2002): 47-68.

Week 9—May 29, 31: THE SHAPE OF THE FUTURE

READ: *North to Aztlán*, Chapter 11; Douglas Massey, "America's Immigration Fiasco," *Daedalus* 142 (3) (Summer 2013): 5-15; Jeffrey S. Passel, "Demography of Immigrant Youth: Past, Present, and Future," *Future of Children* 21 (1) (Spring 2011): 19-41.

Week 10—June 5, 7: MEXICAN AMERICA IN THE AGE OF TRUMP NOTE: Final Exam Will Be Distributed in Class

READ: Charles A. Kupchan, "The Clash of Exceptionalisms," *Foreign Affairs* 97 (2) (March/April 2018): 139-48; Michele Norris, "As America Changes, Some Anxious Whites Feel Left Behind," *National Geographic* (April 2018).