

Professor: E. Chávez  
Wintermester 2020  
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Office Hours: TR 1 -2 p.m., or by appointment.

## **History 3309: Mexican-American-Chicana/o/x History**

This course focuses on the construction of a distinct Mexican American culture and society, the forces impacting this community, and Mexican Americans-Chicano/as' responses to them. Though this phenomenon is a result of the U.S.-Mexico War of 1846-1848, we will also explore the period prior to this conflict. Throughout the course we will pay particular attention to the multi-faceted composition of the ethnic Mexican community in the United States. We have a short time together, so I want you to consider this an intense workshop-like approach to Chicano/a history.

### **Course Requirements**

Given the brevity of this semester you are required to be present at every class meeting. If all of you show up for the class every day for the duration of Wintermester, I will assign a take-home final exam. This means however that you must turn in other brief assignments during the two weeks. Also, for every class meeting you miss, your grade will be lowered by 3%. So not only will you affect your fellow students, but you will also penalize yourself if you miss class.

### **Grade Distribution**

Two Response Papers (one is due during the **first week of class**—based on a scholarly article from **the first week** of readings-- and the other is due in **the second week**—based on a scholarly article from **the second week of class**): **20%** each; Attendance and participation: **30%**; Final Exam (Due 1/18): **30%**.

### **Required Texts**

Ernesto Chávez, *The U.S. War with Mexico: A Brief History with Documents*. (Boston: Bedford/St. Martin's Press, 2007).

Blackboard: We will employ this course management site for class discussions and you will also be able to go there to access the readings listed below.

I expect all students to keep up with the readings. Students must discuss the material in an intelligent and informed manner. During class, if you are having difficulty with the material, or need clarification, I encourage you to ask questions. However, I discourage you from making uninformed and random comments on the class topics. I find that some people believe that this class is a forum for all "feelings" about being Chicano/a. It is not. Instead this is a serious inquiry into change and continuity in the Chicano/a past. I also remind you that more "exploratory" questions can be asked after class or during my office hours.

### **Class Policies:**

I must remind you that academic dishonesty, including cheating on an exam and **plagiarism** of any form, meaning presenting someone else's ideas as your own, will not be tolerated. Cutting and pasting information from a website without citing the data constitutes plagiarism. If anybody is caught committing this egregious offense she/he will be reported to the Office of Student Conduct and Conflict Resolution. In order to ensure that you remain honest, you will have to upload assignments on Blackboard using Safe Assign.

In addition, I ask that you respect your fellow students and me. If you are compelled to talk while in class—DO NOT. I find this habit annoying and just plain rude. I will not tolerate class disturbances of any kind. This means cell phones and other electronic devices are prohibited. Computers are allowed in class, but if I find that students are instant messaging, or on Facebook, or any other Internet sites during class, I will ban them. If you do not comply with these rules I will ask you to leave the room. **I urge you to take notes—you will not be able to remember what was said if you do not, and a good deal of the exams are based on class content.**

### **Wintermester Schedule**

**Day 1: January 6:** Introduction; U.S. Independence and the founding of the American Republic.

**Day 2: January 7:** Mexican Independence; Migration into Texas & the Texas Revolution; The U.S.-Mexico War;

*Readings:* Chávez, *The U.S. War with Mexico: A Brief History with Documents*.

Film: Latino Americans, Episode One, Part One: Foreigners in Their Own Land (Part 1).

**Day 3: January 8:** The Border; Responses to American Conquest; the Post-U.S.-Mexico War Era

*Readings:* Chávez, *The U.S. War with Mexico*; Gloria Anzaldúa, "To Live in the Borderlands Means You..." Guillermo Gómez-Peña, "The Border..." Allison Bronell Tirres, "Note, Law, Race, and the Border: The El Paso Salt War." *Harvard Law Review*. Vol. 117, no. 3 (2004).

Film: Latino Americans, Episode One: Foreigners in Their Own Land (Part 2).

**Day 4: January 9:** The Mexican Revolution; Mexican Revolutionary activity in the U.S.: Mexican Immigration to the U.S; Ricardo Flores Magón and the Partido Liberal Mexicano.

*Reading:* Alexandra Minna Stern, "Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930."

Latino Americans, Episode Two: Empire of Dreams (Part 1).

**Day 5: January 10:** The 1920s: Rise of the Mexican American Middle Class; LULAC

*Reading:* Excerpts from Manuel Gamio's *The Mexican Immigrant: His Life Story*; Cynthia E.

Orozco, “Regionalism, Politics, and Gender in Southwest History: The League of United Latin American Citizens’ Expansion into New Mexico from Texas, 1929-1945.”

Film: Latino Americans, Episode Two, Empire of Dreams (Part 2).

**Day 6: January 13:** The Great Depression and Repatriation

*Readings:* Zaragosa Vargas, “Tejana Radical: Emma Tenayuca and the San Antonio Labor Movement During the Great Depression;” Vicki L. Ruiz, “‘Star Struck’: Acculturation, Adolescence, and the Mexican American women, 1920-1950.”; Ruiz, “Una Mujer Sin Fronteras: Luisa Moreno and Latina Labor Activism.”

Film: “The Lemon Grove Incident.”

Mexican Americans and World War II

*Reading:* Eduardo Obregón Pagán, “Los Angeles Geopolitics and the Zoot Suit Riot, 1943.”

Film: Zoot Suit Riots.

**Day 7: January 14:** The Cold War and Mexican American Politics

*Readings:* Mario García, *The Politics of Status: The Election of Raymond L. Telles as Mayor of El Paso, 1957.*”

Film(s): “A Class Apart”; “Chávez Ravine.”

**Day 8: January 15:** The Chicano Movement

*Readings:* Ernesto Chávez, “Imagining the Mexican Worker: (Inter) Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles;” Dionne Espinoza, “Revolutionary Sisters: Women’s Solidarity and Collective Identity Among Chicana Brown Berets in East Los Angeles, 1967-1970.”

Film: Latino Americans, Episode Five, Prejudice and Pride.

**Day 9: January 16:** California’s Proposition 187 and the Anti-Immigrant Backlash. .

*Reading:* Phillip Martin, “Proposition 187 in California.” *The International Migration Review*, 29, no. 1. (1995): 255-263.

Film: “Fear and Learning at Hoover Elementary.”

**Day 10: January 17:** Review

Final Exam Due January 18.

**Daily Schedule**

8:00-9:30 a.m. Introduction/Attendance,  
Lecture

10:45-11:00 a.m.: Break

9:30-9:45 a.m.: Break

11:00 a.m.-12:15 p.m.: Article discussion

9:45-10:45 a.m.: Primary Source  
Discussion

12:15-1:00 p.m.: Film