



**Chicano Latino Studies 61:  
Introduction to Chicana/o and Latina/o History  
Spring 2014**

**Tues/Thur 12:30-1:50 in SSH 100**

**Professor: Anita Casavantes Bradford**

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**Office hours: Tuesdays 11-12 in SST 367; Thursdays 11-12 in KH 323**

**Teaching Assistants:**

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**Course Website: <https://eee.uci.edu/14s/61000>**

## **Course Overview**

This course introduces students to the comparative analysis of the history of different Latin American origin communities in the 19<sup>th</sup> and 20<sup>th</sup> 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 19<sup>th</sup> 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.

## **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 by using them to identify experiences of privilege and inequality, collaboration and conflict, within and between U.S. Latina/o communities over time.
6. Students will read secondary historical sources and summarize their key arguments in writing.
7. Students will read and discuss a select range of primary historical documents, identifying their context, purpose, intended audience and biases in order to evaluate their appropriate use as historical evidence.
8. Students will participate in short critical thinking and writing activities that analyze Chicana/o and Latina/o cultural productions, including 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 Latino History Since 1960*, (New York: Columbia University Press, 2004) (CH)

Ilan Stavans and Lalo Alcaraz, *Latino USA, Revised Edition: A Cartoon History* (New York: Basic Books, 2012) (LUSA)

Juan González, *Harvest of Empire: A History of Latinos in America*; (New York: Penguin Books, 2011) (HE)

\*Other readings will be available online via the course website

\*All weekly readings should be done BEFORE Tuesday lecture, or before your section- whichever comes *first!*

\*Please do each week's readings in the order listed on this syllabus

### Assessment (Or, How to Earn your 'A' in This Course):

#### **1. Participation/Active Learning Portfolio: 30 %**

Critical reading, thinking and discussion—all of which require regular attendance at lectures and section—are essential to your success in this class. They will be assessed through a Portfolio:

##### Participation in Lectures: 5%

Students will be asked to participate in freewriting, pair and group discussions during lectures. You will be asked to keep your freewriting tasks (ON INDEX CARDS) in your portfolio. You should also aim to speak in large group discussions at least 3 times in lecture this quarter.

##### Reading and Written Responses: 20%

To demonstrate careful reading of the assigned texts, each week, in advance of section, students will write a **Reading Response** (1-2 typed double spaced paragraphs, including at least two quotes from the readings) to a critical thinking question provided in advance by the T.A. They will bring this response to section, where it will be initialed by the T.A. as proof of attendance and that they are prepared to participate in discussions. In order to earn full credit for attendance/participation, keep all Reading Responses in your portfolio. Note: if a student shows up at section unprepared, i.e., without a completed reading response, this counts as an absence!

### Participation in Sections: 5%

Students will also be expected to participate in critical thinking, groupwork and discussion activities during section—evidence of completion of those tasks (ON INDEX CARDS), as instructed by the T.A., will also be stored in portfolios. You should also aim to speak in section at least 5 times this quarter—you will document your speaking on a **Discussion Tracker** handout, which will be distributed during your first section and will be kept in your portfolio.

### **2. Quizzes (2X15%): 30%**

The in-class quizzes will assess your knowledge of the bread-and-butter stuff (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 questions, or short definitions of key concepts and terms. Anything that appears on the ‘Key Concepts and Terms’ slide at the beginning and end of each lecture Powerpoint is likely to appear on the quizzes. You will also be asked to write several paragraph length responses analyzing selected images from the *Latinos USA* cartoon history. You will have 45 minutes for each quiz. Quizzes (except for paragraph answers) will be peer graded in the following section, where they will also provide the basis for a discussion—this is a good opportunity to ‘check in’ with your T.A., ask questions, or clarify any confusions you have about the material covered so far.

### **3. Final Exam (40%)**

The final exam will be a take-home essay assignment that will require you to write a 6-8 page essay, choosing from 3 different prompts that will be distributed during the Thursday lecture in Week Nine. The essay should include a proper thesis statement, be organized into topical paragraphs, and have a separate conclusion; it should also cite/quote from *at least three different course readings*. You will turn in a hard copy of your final essay, **IN PERSON**, during the scheduled exam period. You will also turn in your complete portfolio at that time. **You must attend the exam IN PERSON and on time**, since you will need to take part in a number of wrap-up activities, which will be included for credit in your final portfolio.

### **4. Your Turn: Assessing the Professor!**

I will schedule an online, anonymous evaluation via the course website, which will be open during Week 5, for your comments on how I am doing, what works in this class, and what needs improvement. You will receive an email letting you know how and when you can participate. These evaluations are only for me, and I am sincerely interested in your feedback—I depend on it to give you the best learning experience possible and in order to keep improving as an educator. **I WILL SHARE THE RESULTS OF FEEDBACK WITH YOU IN WEEK SIX.** As in all anonymous environments, I ask you to be responsible about your comments, and to apply to me the same standards of fairness and respect that your TAs and I promise to apply to your work!

### **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](http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=754) to educate yourself further about UCI policies on academic dishonesty.

## CLS 61: Spring 2014 Lecture Schedule

### Week One:

Tuesday 4/1: Welcome to CLS 61! Course Introduction and Overview

Thursday 4/3: Comparative and Transnational Approaches to Latina/o History

### **Readings:**

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

Reginald Horsman, "Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism," in *Critical White Studies: Looking Behind the Mirror*, 139-144.

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.

### Week Two:

Tuesday 4/8: U.S. Conquest, Expansion and Empire, 1848-1898

Thursday 4/10: NO LECTURE

### **Readings:**

LUSA, 1-42

HE, Ch. 1 and 2

### Week Three:

Tuesday 4/15: A Good Neighbor? The U.S. in Central America and the Caribbean, 1898-1950

Thursday 4/17: The Origins of Cuban and Puerto Rican Communities in the U.S.

## **Readings:**

HE, Ch. 3

Nancy Raquel Mirabal, "Afro-Cubans in Ybor City and Tampa, 1886-1910," *OAH Magazine of History* Vol. 7 No. 4 (Summer 1993), 19-22.

Edwin Maldonado, "Contract Labor and the Origins of Puerto Rican Communities in the United States," *International Migration Review* Vol. 13 No. 1 (Spring 1979), 103-121.

Gerald Poyo, "Baseball in Key West and Havana, 1885-1910: The Career of Francisco A. Poyo," *The Florida Historical Quarterly* Vol. 87 No. 4 (Spring 2009), 240-264.

## **Week Four:**

Tuesday 4/22: Mexican Migration and Migrant Labor: From Revolution to the Bracero Program

Thursday 4/24: **Guest Lecture, Prof. Matt Garcia, Arizona State University**  
**"Beyond the Legend: César Chavez, Charismatic Leadership and the Relevance of Accountability" (Location TBA)**

## **Readings:**

HE, Ch. 5  
LUSA, 43-95

George A. Martínez, "Mexican-Americans and Whiteness," in *Critical White Studies: Looking Behind the Mirror*, 210-213.

Cindy Hahamovitch, "Creating Perfect Immigrants: Guestworkers of the World in Historical Perspective," in *Labor History* 44:1, 69-94.

## **Week Five:**

Tuesday 4/29: Puerto Rican New York after WWII

Thursday 4/31: Dominican New York

## **Readings:**

HE, Ch. 4, 7  
CH, 87-124, 229-252

Martha R. Mahoney, "Residential Segregation and White Privilege," in *Critical White Studies: Looking Behind the Mirror*, 273-275.

### **Week Six:**

Tuesday 5/6: The Cuban Revolution and the Creation of Exile Miami

Thursday 5/8: QUIZ #1

**Guest Lecture: Professor Raúl Fernández, University of California Irvine  
"The Origins of Salsa"**

### **Readings:**

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).

### **Week Seven:**

Tuesday 5/13: Chicana/o and Latina/o Politics, Civil Rights and Social Movements

Thursday 5/15: The Chicana/o Movement and its Legacies

### **Readings:**

CH, 43-77

LUSA, 96-132

Alma M. García, "The Development of Chicana Feminist Discourse, 1970-1980," *Gender and Society* 3, no. 2 (1989), 217-238.

Cherríe Moraga, "La Güera," in *Critical White Studies: Looking Behind the Mirror*, 471-474.

"El Plan de Santa Barbara," (MEChA), 9-15.



### **Week Eight:**

Tuesday 5/20: Revolutions and Migrations: Central American Communities in the U.S.

Thursday 5/22: \*\*TAs-Final Exam Writing Workshop (Exam Prompts distributed)\*\*

### **Readings:**

CH, 187-225, 257-277

LUSA, 133-157

### **Week Nine:**

Tuesday 5/27: Creating 'Illegality:' From NAFTA to Prop 187

Thursday 5/29: Contesting 'Illegality:' The DREAM Act and Undocumented Activism  
-Guest Speaker: Dr. Laura Enriquez, University of California Los Angeles  
- DREAMS @ UCI Panel and Q&A

### **Readings:**

HE, Ch. 11, 13

CH, 281-300

Loretta J. Ross and Mary Ann Mauney, "The Changing Faces of White Supremacy," in *Critical White Studies: Looking Behind the Mirror*, 552-557.

Peter B. Brownell, "Border Militarization and the Reproduction of Mexican Migrant Labor," *Social Justice* Vol. 28 (84), Summer 2001, 69-92.

### **Week Ten:**

Tuesday 6/3: Pan-Latina/o Cultures and Identities in the 21<sup>st</sup> Century

Thursday 6/5: QUIZ #2

Concluding Thoughts: What (and Why) is "Chicana/o-Latina/o History?"

### **Readings:**

LUSA, 133-208

CH, 355-388