

# **MIGRATIONS/DESTINATIONS**

**Fall 2011**

## **Chicana/o-Latina/o Studies 139** **History 142B**

Tuesdays, Thursdays  
2:00 p.m.-3:20 p.m.  
SSL 290

Professor: Ana Elizabeth Rosas, Ph.D.  
Office Hours: Thursdays 10:00 a.m.-12:00 p.m. or by appointment  
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### **COURSE DESCRIPTION:**

Using an interdisciplinary feminist approach, this course introduces students to select topics that reveal the intersections that connect migrations and destinations throughout the United States. The formative role and relationship between cultural production and representation, race, gender, class, ethnicity, sexuality, citizenship, memory, immigration/migration, and nation are explored to expand students' understanding of issues facing migrants of Latina/o descent. Students will read and assess course assigned texts and additional primary and secondary sources to advance their understanding of the enduring relationship between migrations and destinations.

### **REQUIRED COURSE TEXTS:**

Arredondo, Gabriela. *Mexican Chicago: Race, identity and Nation, 1916-39* (Statue of Liberty Ellis Island)(University of Illinois Press, 2008).

Burgos, Jr., Adrian. *Playing America's Game: Baseball, Latinos, and the Color Line* (American Crossroads) (University of California Press, 2007).

Davila, Arlene. *Latinos, Inc.: The Marketing and Making of a People* (University of California Press, 2001).

Diaz, Junot. *The Brief Wondrous Life of Oscar Wao* (Riverhead Trade, 2008)

Foley, Neil. *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (American Crossroads) (University of California Press, 1999).

Habel-Pallan, Michelle. *Loca Motion: The Travels of Chicana and Latina Popular Culture* (NYU Press, 2005).

Koritz, Amy and George J. Sanchez. *Civic Engagement in the Wake of Katrina* (The New Public Scholarship) (University of Michigan Press, 2009).

Orozco, Cynthia. *No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement* (University of Texas Press; 1 edition, 2009).

Ruiz, Vicki L. and Donna R. Gabaccia. *American Dreaming Global Realities: Rethinking U.S. Immigration History* (Statue of Liberty Ellis Island) (University of Illinois Press, 2006).

## **COURSE REQUIREMENTS:**

Attending course lectures is mandatory.

Completing course readings before course lectures is mandatory.

It is the student's responsibility to sign in during each course lecture meeting.

Thoughtful, prepared, and respectful discussion of assigned readings and films during course lecture meetings and completion of in-class assignments are mandatory and will be reflected in the grade for participation.

## **COURSE POLICIES:**

Academic Honesty:

Your work in this course is governed by the Academic Honesty policy of the University of California, Irvine. This policy is available at:  
[www.senate.uci.edu/senateweb/9\\_IrvineManual/3ASMAppendices/Appendix08.html](http://www.senate.uci.edu/senateweb/9_IrvineManual/3ASMAppendices/Appendix08.html)

If you have questions concerning how the academic honesty policy applies to any assignment for this course, please feel free to consult Professor Rosas.

Cellular phones, blackberries, and i phones must be turned off during course lectures and screenings.

Laptop and/or any other type of computer device must be turned off during course lecture meetings.

E-mail submissions of written assignments will not be accepted.

## **COURSE ASSIGNMENTS:**

This course consists of four types of assignments:

1. Quizzes
2. Essay Assignment #1
3. Mid-Term Examination
4. Final Essay Assignment

The final course grade will be based on the following:

Classroom Participation:	(30%) {5% attendance; 15% participation in discussion section; and 15% quizzes}
Essay Assignment #1	(20%)
Mid-Term Examination:	(20%)
Final Essay Assignment:	(30%)

Grades will not be based on the curve. Each assignment will be evaluated on its own merits, using the scale outlined below:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

## **QUIZZES:**

At the beginning of each of our *Tuesday* course lecture meetings, students will take a quiz on assigned course readings for that week.

Quizzes will consist of three short answer questions.

Each student is expected to bring in a sheet of paper and pen to complete these quizzes.

Each quiz question is worth 5 points. The total quiz points possible for each quiz are 15 points.

## **ESSAY ASSIGNMENT #1:**

The completion of one analytical essay is mandatory.

This essay assignment should be at least 5 full pages. It must address an essay question using themes and evidence from select course readings and screenings.

Essays should be legibly typed or word processed, with reasonable fonts, double spacing, and 1 inch margins.

Please stay within the assigned page limits, meaning write at least 5 full pages.

A late essay will be penalized half a grade for every 24 hour period the essay is late.

Electronic submission of essay assignments will not be accepted.

Your Essay Assignment #1 will be due on **October 6, 2011** at the beginning of our course lecture meeting.

## **MIDTERM EXAM:**

Students will take a midterm exam on **November 3, 2011**.

Students are expected to bring their own bluebook(s) and pen(s) to complete this midterm exam.

This exam will consist of 15 short answer questions.

Your answer to each short answer question should be at least two paragraphs in length.

## **FINAL ESSAY ASSIGNMENT:**

Students will be asked to write a final essay

The actual final essay assignment will be distributed on **October 27, 2011**.

This final essay assignment should be 10 full pages.

Your final essay should be legibly typed or word processed, with reasonable fonts, double spacing, and 1 inch margins.

Please stay within the assigned page limits, meaning write at least 10 full pages.

Late final essay assignments will not be accepted.

Electronic submission of this final essay assignment will not be accepted.

This final essay assignment is due on **December 8, 2011** at **2:00 p.m.** in Professor Rosas' office (SST 391).

## **COURSE SCREENINGS:**

Screenings are an important component of this course.

Students are required to take careful note of specific examples of characterizations, influences, interactions, issues, moments, and policies depicted in course screenings/film representations of the migrant experience.

Students should use course screenings as an opportunity to reflect on the complexity of the migrant experience.

## **COURSE SCHEDULE OF ASSIGNMENTS:**

### **September 22, 2011:**

#### **INTRODUCTION**

Introduction to Course  
Presentation of Course Texts and Format

## **September 27, 2011:**

Davila, Arlene. *Latinos, Inc.: The Marketing and Making of a People* (University of California Press, 2001).

## **October 4, 2011:**

Foley, Neil. *The White Scourge: Mexicans, Blacks, and Poor Whites in Texas Cotton Culture* (American Crossroads) (University of California Press, 1999).

## **October 6, 2011:**

Essay Assignment #1 Due

## **October 11, 2011:**

Arredondo, Gabriela. *Mexican Chicago: Race, identity and Nation, 1916-39* (Statue of Liberty Ellis Island)(University of Illinois Press, 2008).

## **October 18, 2011:**

Orozco, Cynthia. *No Mexicans, Women, or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement* (University of Texas Press; 1 edition, 2009).

## **October 25, 2011**

Selection of chapters from

Ruiz, Vicki L. and Donna R. Gabaccia. *American Dreaming Global Realities: Rethinking U.S. Immigration History* (Statue of Liberty Ellis Island) (University of Illinois Press, 2006):

""A Distinct and Antagonistic Race": Constructions of Chinese Manhood in the Exclusionist Debates, 1869-78"

Karen J. Leong

"Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924"

Erika Lee

"Boomers, Sooners, and Settlers: Americanos in Mexico"

John Mason Hart

“Reinventing Free Labor: Immigrant Padrones and Contract Laborers in North America, 1885-1925”

Gunther Peck

“Race, Labor and Citizenship in Hawaii”

Evelyn Nakano Glenn

“Confronting America: Mexican Women and the Rose Gregory Houchen Settlement”

Vicki L. Ruiz

### **November 1, 2011:**

Diaz, Junot. *The Brief Wondrous Life of Oscar Wao* (Riverhead Trade, 2008)

### **November 3, 2011:**

Mid-Term Examination

### **November 8, 2011:**

Burgos, Jr., Adrian. *Playing America's Game: Baseball, Latinos, and the Color Line* (American Crossroads) (University of California Press, 2007).

### **November 15, 2011:**

Habel-Pallan, Michelle. *Loca Motion: The Travels of Chicana and Latina Popular Culture* (NYU Press, 2005).

### **November 22, 2011:**

Koritz, Amy and George J. Sanchez. *Civic Engagement in the Wake of Katrina* (The New Public Scholarship) (University of Michigan Press, 2009).

### **November 29, 2011:**

Selection of chapters from

Ruiz, Vicki L. and Donna R. Gabaccia. *American Dreaming Global Realities: Rethinking U.S. Immigration History* (Statue of Liberty Ellis Island) (University of Illinois Press, 2006):

“Partly Colored or Other White: Mexican Americans and Their Problem with the Color Line”

Neil Foley

“Was Mom Chung a ‘Sister Lesbian’? Asian American Gender Experimentation”  
Judy Tzu-Chun Wu

“‘We Don't Sleep Around Like White Girls Do’: Family, Culture, and Gender in Filipina American Lives”

Yen Le Espiritu

**December 8, 2011**

Final Essay Assignment is due in Professor Rosas’ office (SST 391) at 2:00 p.m.