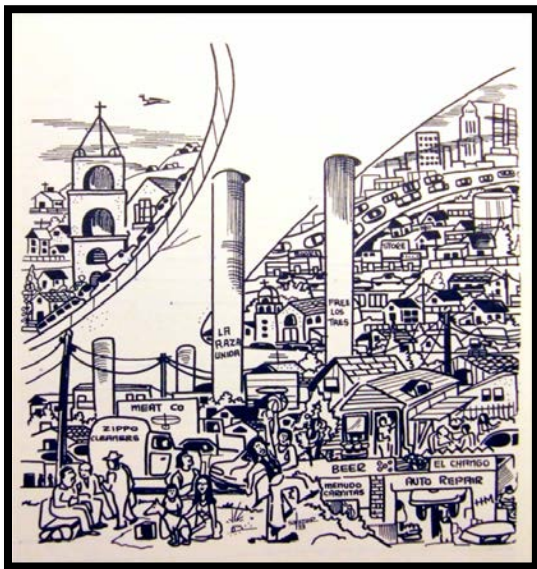


Dr. Gilbert Estrada
Office: TBA
Phone: TBA
gvestrad@usc.edu

Office Hours:
T 5:30-7:00 p.m.
or by appointment
Skype: gilbertestrada

Chicano/Latino Studies 139: Multi-media Approaches to Chicana/o History

Spring 2012
Tuesdays: 7:00 – 9:50 p.m.
Room: SSL 140



Course Description:

This newly developed course will engage students in Chicana/o History primarily through film, literature, music, muralism, poetry, digital sources, and other multi-media approaches. The course traces flashpoints of Chicana/o History from Mesoamerica, first contact, and the U.S.-Mexican War. Special emphasis, however, is placed on the 20th and 21st Century, especially from the 1940s forward. California and the Southwest, especially Southern California, provides us with the geographic platform for our multi-media approach to Chicana/o History.

Course Structure:

The course is designed to put you at the center of learning through student centered, not professor centered, learning methods. As such, your full participation is not only encouraged, but obligatory. Students will fully engage in class discussions on assigned readings, lectures, speakers, or any other assignments in our “natural critical learning environment.” That means you must have completed the readings before class. In other words, come to class prepared and expect to participate. While lectures will be administered, this course is designed to put you at the center of learning, where you are an integral part of the learning process, not a passive listener.

Student Learning Outcomes:

After successful completion of the course, students should be able to:

1. Identify and elucidate major events in Chicana/o History and describe the evolution of the Mexican-American experience in the United States
2. Distinguish cause from effect and develop the ability to contextualize historical events through multi-media sources
3. Analyze Chicana/o history in its own right and in relation to general United States history, not exclusive of it
4. Enhance their critical thinking and analytical skills, especially in their use of multi-media sources
5. Construct historical arguments based on primary and secondary sources and demonstrate this skill through a variety of mediums

I also want you to improve your study skills and continue to employ these methods as a successful lifelong student, no matter what you choose to do.

Course Requirements:

Your final grade for this course will be evaluated through six main areas:

1. Attendance, Participation, & In-class Assignments – 10%
2. Midterm – 20%
3. Research/Writing Project (including 5% Pre-Writing Activities) – 25%
4. Group Presentations – 10%
5. Final – 25%
6. Weekly Writing Assessments – 10%

1. Attendance and Participation – 10%

Ten percent of your overall course grade is attendance and participation. Therefore coming to class on time, being prepared to participate and ready to engage with the professor and students is absolutely crucial to your successful understanding of the course material. **If you can not make it to class, let me know in advance.** If you do not come to class prepared, do not participate, and/or are often tardy you can not earn the full 10% of your total grade. Your 10% also includes any in-class activities, such as assignments, homework, quizzes or group activities. In-class activities can not be retaken at a later date. *Side conversations not inclusive of the group (i.e. talking with friends) is not considered full participation and will be graded accordingly.*

2. Midterm – 20%

Students should prepare well in advance for a cumulative midterm given on **May 1, 2012**. A study guide will be given in class with further instructions. Do you want to know what's going to be on the midterm? Follow the weekly themes on the syllabus. Use the syllabus as a study guide.

3. Research / Writing Project – 25%

A 8-10 page research paper will be due on **May 15, 2012** at the beginning of class as a hardcopy; digital copy is also required. The topic of your paper is your choice, but needs to be approved by the Instructor from a pre-circulated list of possibilities. The goal of this research project is to allow you to further examine any topic you wish that we do not have the time to fully engage. Students will also analyze, show the significance of their work and put into a larger context of Chicana/o History. You must also use **visual aids**, i.e. maps, photographs, and other visual sources to tell your story but the majority of your paper should be your description and analysis

of your chosen topic. Five percent of your grade will be submission of your topic and bibliography before the final due date. More detailed information will be given in class via handout.

Important Research/Writing Paper Dates:

| | |
|-------------------------------------|-----------------------|
| Receive <u>topic approval</u> by... | April 24, 2012 |
| Submit <u>bibliography</u> by... | May 1, 2012 |

4. Group Presentations – 10%

Once you submit your research topics, I will group them with similar themes. Within these clusters, your group should develop an oral presentation of at least 15-20 minutes, with a short question and answer period at the end. Of course, feel free to utilize any technological mediums such as power point, keynote, radios, handouts, or any other learning aids you feel will enhance your presentation. **A handout with due dates and more detailed instructions will be given in class.**

5. Final Exam – 25%

Students should prepare well in advance for a cumulative Final Exam on **Tuesday, June 12** from 7:00 – 9:00 p.m. **A study guide will be given in class with further instructions.**

REQUIRED MATERIALS:

- A. Zaragosa Vargas, *Crucible of Struggle: A History of Mexican Americans from the Colonial Period to the Present Era* (Oxford: Oxford University Press, 2010).
- B. Elizabeth, Martinez, Ed., *500 Years of Chicano History in Pictures* (Albuquerque: SouthWest Organizing Project, 1991).
- C. Raul Homero Villa, *Barrio-Logos: Space and Place in Urban Chicano Literature and Culture* (Austin: University of Texas, 2000).
- D. Cheech Marin, *Chicano Visions: American Painters on the Verge* (Boston: Bulfinch, 2002).
- E. COURSE READER, INTERNET & TECHNOLOGY: This class will also utilize many readily available on-line sources, many of which are available for free. In addition, expect to receive many e-mails throughout the semester with links and attachments to videos, articles, power points, etc... that are available for free. You will be notified of any available sources but are also expected to check your e-mail for any updates.

Plagiarism/Cheating:

Students are expected to uphold the University’s academic integrity standards. Plagiarism (roughly defined as appropriating another person’s ideas, arguments, or wording and claiming them as one’s own) will be treated as a serious offense. Students who base their arguments on someone else’s work should acknowledge use of it. Cheating and/or plagiarism may result in failure of the course and expulsion from the university.

Students With Disabilities:

Any student requesting academic accommodations based on a disability is required to register with the University’s Disability Support Services (DSS). A letter of verification for approved accommodations can be obtained from DSS. Please be sure the letter is delivered to me as early in the semester as possible. DSS is located at 100 Disability Services Center and can be contacted at (949) 824-7494; <http://www.disability.uci.edu/>

Cell Phone and Computer Use:

YOUR university encourages a safe, vibrant, and distraction free learning environment. Laptops are encouraged for note taking. However, the use of cell phones and computers for texting, messaging, playing games, checking electronic networking sites such as Facebook, using phone applications, non-academic internet use, etc...is prohibited. This is your first and only warning regarding university policy on technology and disruptive classroom behavior.

Per university policy, engaging in activities disruptive of class can result in reduced scores. Continued disruptions can result in further disciplinary action from the University. These activities show a lack of concern not only for the instructor and course material, but are also very distracting to nearby students who prioritize learning over socializing during class hours. The University takes improper cell phone and laptop use very serious; please act accordingly or suffer the consequences.

EXTRA ITEMS TO NOTE:

- 1. DUE DATES** - Due dates for assignments are strictly enforced. Late papers will be accepted but marked down ½ grade every 24 hours late.
- 2. EXTRA CREDIT** - Students will receive extra credit for discussing your progress in class during office hours. The goal is for us to discuss how you can improve your learning of the course materials (only available up to week 7). Utilizing office hours is also part of a successful student's routine that you should become familiar with. A limited (one-time) extra credit may become available upon further request and will entail additional research and presentation of material. Do not count on completing extra credit in lieu of finishing the regularly scheduled assignments.
- 3. NO GRADES VIA E-MAIL** - I will not answer any questions about grades via e-mail; you are instead encouraged to attend office hours.
- 4. COOLING OFF PERIOD** - A "cooling off" period of 48 hours will be implemented after exams/essays are returned to students before I will field any questions.
- 5. PROPER FORMAT** - **Everything** you turn in (e-mails included) should have your **Full Name**, **Class Time**, **Date**, and **Title**. *You must have proper format to receive full credit.*

IMPORTANT UCI WEBSITES

Writing Center – <http://www.writing.uci.edu/writingcenter.html>

Academic Calendar – <http://www.reg.uci.edu/calendars/quarterly/2011-2012/quarterly11-12.html>

Learning and Academic Resource Center – <http://www.larc.uci.edu/>

Writing Resources

1. USC Writing Center - <http://dornsife.usc.edu/writingcenter/>, See also "Online Resources" under "Information for Students."
2. Strunk and White, *The Elements of Style* (White Plains: Longman, 1999).
3. How to Write an Easy Video, <http://www.youtube.com/watch?v=C9nq886mOjA>, it's okay.
4. How to Write an Effective Essay, <http://www.youtube.com/watch?v=nWqMQ26Gqi4>, longer.

5. Tips on Grammar, Punctuation & Style, <http://www.fas.harvard.edu/~wricntr/documents/GP.html>
6. Writing Tips, http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml
7. Yeah, more tips, http://www.oami.umich.edu/i/global/publications/posse_writing.pdf

Writing Advice

- Organize your thoughts before you start writing. What is it you are really trying to say or do? Do you have a clear message? Thesis? Etc...
- Start Early and budget your time properly
- Have a CLEAR understanding of the assignment before you begin.
- Make several drafts before you turn in your final draft. This means that you print, and then edit your paper as a hardcopy several times before you turn it in.
- Make sure someone else reads your paper before you turn it in. They will likely catch mistakes and awkward sentences that you have missed.
- Use spellcheck before you turn in your paper
- Don't Plagiarize. Keep track of any quotes or citations.

CLASS EXAM AND DUE DATES:

| | |
|------------------------------------|-------------------|
| Paper Topic approval | April 24 |
| Submit Bibliography | May 1 |
| Midterm | May 1 |
| Research/Writing Project | May 15 |
| Group Presentations | May 22 – June 5 |
| Chicano Park Field Trip (?) | June 2 (Saturday) |
| Final Exam | June 12 |

CLASS SCHEDULE AND READING ASSIGNMENTS

* Portions of syllabus subject to change

Week 1 Introduction to Multimedia approaches to Chicana/o History

April 3

In class:

Introduction to Course, Syllabus, and Chicana/o History
 Presentation: "How to do well in this Course"
 Presentation: "How to interpret Multi-media sources"
 "What is a Chicano?" Ruben Salazar, *L.A. Times* (1970)
 Student Introduction Activity
 Mesoamerican iconography and the visual roots of Chicano imagery
 Mexica/Mayan Calendar Stone and the 2012 ending?
 Mesoamerican time through Mexica and Mayan Calendars
 Student Activity on Multi-media sources

VIDEO: "Calendar Round combined the 260-day sacred almanac and 365-day haab year, <http://www.youtube.com/watch?v=-T8ZZMtKr8Y&feature=related>

VIDEO: “Mayan calendar integrated with 5 different data,”
<http://www.youtube.com/watch?v=w8SOSTIpQFQ&feature=related>

READ:

Martinez, *500 Years of Chicano History in Pictures*, pages 10 – 17.

Go Through **LACMA** website, “**ART OF THE ANCIENT AMERICAS.**”
Familiarize yourself with the iconography of Pre-Columbian art. Pay special attention to the religious aspects of Mesoamerican art.
<http://www.lacma.org/art/collection/art-ancient-americas>

Week 2

**The Significance of Texas and California: 1821-1846
The Mexican American War and Manifest Destiny**

April 10

In class:

Johnny Cash, “Remember the Alamo.”
Anglo Interpretations of the Alamo including John Wayne

Primary Source – Treaty of Guadalupe
Manifest Destiny, Race, and Conquest in the U.S. Mexican War

READ:

Vargas, Chapter 1: The Era of the Spanish Northern Frontier to 1821, Read pages 1-3; 20-22 and Conclusion.

“A Buffer Zone Against Expansion: Spanish Colonial Texas,” 20
Conclusion,

Vargas, Chapter 2: read 39-42; 52 – 64.

“The Growing Conflict in Texas with Mexico,” 52

“The Drive for Texas Independence,” 54

“Making California Mexican,” 63

Vargas, Chapter 3: read all pages 79-87; 91-106.

“The Southwest on the Eve of the Mexican War,” 81

“The Outbreak of War,” 84

“The American Occupation of California,” 91

“The Enduring Parados: The Treaty of Guadalupe of Hidalgo,” 101

Conclusion:

Martinez, *500 Years of Chicano History in Pictures*, pages 29-38.

Week 3

**The Birth of Mexican-Americans after the U.S.-Mexico War
The Mexican Revolution, Migration, Industrialization and Labor**

April 17

In class:

Screening of *Salt of the Earth* (1954)

Presentation: the Lost of Mexican Land Grants

Primary Sources and Maps Rasterized

READ:

Vargas, Chapter 4: read all pages 112-128; Conclusion.
Vargas, “Mexican Americans in the Postconquest Southwest,” 113
“the Californio Banditti Joaquin Murrieta and Tiburico Vasquez”, 119
Conclusion”

Vargas, Chapter 5: read all pages, 144-146; 156-162; Conclusion.
“The Mexican Americans of California,” 145
“The United States and the New Mexico Land Grants Questions,” 156
“Las Gorras Blancas and the Struggle to Protect Land Grants,” 158
Conclusion

Vargas, Chapter 6: read all pages 179-182; 188-194.
“Mexican Labor Strife and Struggle,” 179
“Immigration from Mexico During the Years 1910-1920,” 188
“Mexican Immigration from 1920 to 1929,” 191
“Mexican Los Angeles,” 193

Martinez, *500 Years of Chicano History in Pictures*, pages 38-50.
Martinez, *500 Years of Chicano History in Pictures*, pages 76-78; 93-97; 108-111.

Week 4

Latino Baseball and Music

April 24

In class:

Presentation: Urbanizing Southern California
Chicana/o and Latino Baseball and the music of the era
In class activities: listening to various music genres of the period
Latino baseball cards

READ:

Villa, Chapter 1, read all pages 30-55.

VISIT:

http://www.lib.csusb.edu/SpecialCollections/latino_baseball_history_project.cfm.

Spend some time going over the website but be sure to read the “newsletters” and “accomplishments” section.

“ ‘El Tor’ and beyond: The history of Latino baseball in L.A. that laid some groundwork for ‘Fernandomania,’ *Daily News*, October 23, 2010.

“Exhibition tells story of Latinos in major league baseball,” *Los Angeles Times*, May 23, 2009.

Week 5

Becoming Mexican-American and the Zoot Suit Riots

MIDTERM EXAM – Bring Large Blue Book to Class

May 1

In class:

MIDTERM

Primary Source – Zoot Suit Race Riots – Maps, Newspapers, Photographs, Music
PBS Interactive Map
The Music of the era, including Lalo Guerrero
Guest Speaker (?)

MOVIE: In class screen of *Zoot Suit* (1981), excerpt

VIEW: PBS website – ZOOT SUIT RIOTS, THE AMERICAN EXPERIENCE
<http://www.pbs.org/wgbh/amex/zoot/>. Be sure to explore the “primary sources”
and “further reading” found under the “The Film and More” section. Also go
through the “special features” section of the website.

READ:

Vargas, Chapter 8: all pages 243- 259.

“Mexican Americans on the Eve of the Second World War,” 245

“Justice Delayed: The Sleepy Lagoon Incident,” 250

“Mexican Americans and the Sinarquista Menace,” 252

“Mexican American GIs on the Pacific and European War Fronts,” 255

Anthony Macias, “Bringing Music to the People: Race, Urban Culture, and
Municipal Politics in Postwar Los Angeles,” *American Quarterly*, Volume 56,
Number 3, September 2004, pg. 693-717 (Article)

Martinez, *500 Years of Chicano History in Pictures*, pages 106-107;110-111.

Week 6

Urban Chicanos and the Built Environment

May 8

In class:

The Poetry and Music of Urban Chicanos

In class screening of *Chicano Rock! The Sounds of East Los Angeles* (2009),
excerpt.

Latin Music USA: Hour 3: The Chicano Wave (?)

Southern California Rasterized

Urban Images of Chicana/o California

READ:

Villa, *Barrio Logos*, Chapter 2: “From Military-Industrial Complex to Urban-
Industrial Complex,” read 67-110.

Villa, *Barrio Logos*, Chapter 3: “Phantoms in Urban Exile,” pages 111 – 48 and
selected poems from Chapter 5: “Between Nationalism and Women’s Standpoint,”
including pages 206-217.

Week 7

The 1960s- *el Movimiento* - The multiple paths of the Chicano Movement

May 15

In class:

Partial In-class screening of *Chicano! The Struggle in the Fields* (1996)

Cesar Chavez, Dolores Huerta, the UFW and the people’s struggle for Justice

The Students Walkouts of 1968

VIDEO: “Chicano Moratorium,”

http://www.youtube.com/watch?v=famNeiosTVk&list=FLqYJ4sVgYyxxytFqfyQe_Bg&index=18&feature=plpp_video

VIDEO: East L.A. Walkouts Documentary, “Chicano,” excerpt.
HBO Documentary – *Walkout* (2006), excerpt.

READ:

Vargas, Chapter 8, read pages 272- 280; 282-284; 286-290.

“Mexican Americans in the Postwar Years,” 272

“Forgotten: The Status of Mexican Americans in Postwar America,” 274

“Mexican American sin the Early Postwar American Labor Movement,” 276

“Mexican Americans and the Community Service Organization,” 282

“Mexican Americans in the Dragnets of Operation Wetback and Operator Terror,” 286

Conclusion

Vargas, Chapter 10: read pages 321-325

“A Search for Identity: The Chicano Student Movement,” 321

“Righteous Discontent: The Chicana Women’s Movement,” 324.

“Raza Si! Guerra No!: The National Chicano War,” 325

Martinez, *500 Years of Chicano History in Pictures*, pages 126-134.

Martinez, *500 Years of Chicano History in Pictures*, pages 160-167.

Week 8

Chicano Muralism and the Visual Arts

May 22

In class:

Chicano Park

MOVIE: *Future Conditional: Overcoming Environmental Discrimination in*

San

Diego’s Barrio Logan, Excerpt.

<http://www.youtube.com/watch?v=1oMPZioYrc4>

San Francisco’s Mission District

The Chicano Murals of Los Angeles

The Great Wall of Los Angeles

GROUP PRESENTATIONS

READ:

VIEW: SPARC Great Wall of Los Angeles website,

http://www.sparcmurals.org/sparcone/index.php?option=com_content&task=view&id=20&Itemid=52. Be sure to visit the many facets of the wall and look at the contemporary and historical cinematic footage under the “video” section.

Villa, *Barrio Logos*, Chapter 4: “Art against Social Death,” only pages 172-202.

VIDEO: Short documentary on Barrio Logan.

http://www.youtube.com/watch?v=1oMPZioYrc4&list=FLqYJ4sVgYyxytFqfyQe_Bg&feature=mh_lolz

WEEK 9

MURALISM, ART, AND MUSIC

May 29

In class:

Chicano Rock and Roll

Latin Music USA: Hour 3: The Chicano Wave (?)

Rock en español

Bring Your Own “Chicana/o” Music to Class

In-class activity music listening and Theater presentations

Yolanda Lopez

Gronk

Interpretations of La Virgen de Guadalupe

John Valdez

MOVIE: In class screening of *Chicano Rock! The Sounds of East Los Angeles* (2009), excerpt (?)

GROUP PRESENTATIONS

READ:

Cheech Marin, *Chicano Visions*, pages 7-75.

Bring Your Own “Chicana/o” Music so we can listen to it in class.

WEEK 10

Mas Muralism, Musica, Comedy y que?

Final Thoughts to member, you member...

June 5

In class:

Bring Your Own “Chicana/o” Music so we can listen to it in class.

More Chicana/o Music

Teatro Campesino

Chicana/o Latino Comedy

Final Exam Study Guide passed out in class

Frank Romero

John Valdez

Carmen Loma Garza

Estrada Courts, Varrío Nueva Estrada Murals

GROUP PRESENTATIONS

READ:

Cheech Marin, *Chicano Visions*, pages 76-153.

Bring Your Own “Chicana/o” Music so we can listen to it in class.

WEEK 11

FINAL EXAM – Tuesday June 12 at 7:00 - 9:00 p.m.

**** HAVE A GREAT SUMMER ****

