

Professor Julio Orellana
Office Hours: By appointment
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Summer Session A
Ethnic Studies 004
Tuesday and Thursday
10:10am-1:00 pm
LFSC 2418

Introduction to Chicana/o and Latina/o History

According to the U.S. Census, by 2060 the United States is projected to be a majority-minority nation. Out of all ethnic and racial groups, Latinas/os are projected to be the largest ethnic minority group by this time. Some states such as California already have a plurality of self-identified Latinas/os residing in the state. Social scientists and political pundits have argued that it is only a matter of time before this large population achieves political power due to the sheer numbers. However, at the current political moment, we are witnessing one of the most anti-immigrant, anti-Mexican and by extension anti-Latinx climates despite the population's demographic rise. Although it may seem that this anti-Latinx upsurge is an outcome of the current presidency (Trump), in this course we will come to understand how the mistreatment of Latinx communities must be situated within an historical context. The guiding question of course will be: how did we get to this current moment? Why are we here? and where are we going?

This introductory course is designed to provide class participants with a broad overview of Chicano/Latino history from 1845 to the present. As such, we will begin the course by situating Chicanas/os, and more generally Latinx communities, within the settler colonial history of the United States. By doing so, we will be able to understand the current state of Chicanas/os by reading the position of this social group through an historical lens. Through the course students will develop analytical and conceptual tools to read history critically, especially through understanding history from the perspective of a historically marginalized group. The course seeks to recover the history of these marginalized communities that have been silenced and erased from the national narrative. From this point of view, this is an effort at rendering visible those histories that have been written out of the national history and popular memory in the United States. Moreover, this class hopes to show the agency, contradictions, complexities, and survival strategies that Latinx communities embody. Due to the condensed nature of this course, the material covered will be a snapshot of a much more expansive, complex, and rich Chicana/o and Latina/o history. My hope is that this short class will inspire students to learn more about Latinx communities and other marginalized groups.

Course Agreements

In order to have engaged and fruitful discussions it is mandatory for students come fully prepared to class. This means students will have carefully read all assigned materials. In

addition, students must come to class with clarifying questions and interesting points of inquiry that will contribute to our collective discussions. In addition, students must conduct themselves in a professional manner.

Class discussions are an aspect of the course where most of the learning will take place. Please remember, if someone has a different viewpoint from your own and you disagree, challenge their ideas but do not attack them personally. Many of us have strong views about certain things, we are here to learn and the best compromise we may ever reach is to agree to disagree.

Class Conduct

This class requires that students come prepared and ready to participate. Your participation grade will be based on your own contribution to class discussions. Students need to be prepared to make thoughtful contributions during every class session. The more questions, insights, arguments, and opinions you present, the more you ensure the maximum participation grade.

Personal Electronics Policy

Since this class will be based upon collective knowledge production, it is essential that each student be present both physically and mentally. This means that the use of electronic devices will not be allowed during class time. Please take notes with pen/pencil and paper. If you have any trouble allocating these resources, please speak with me during office hours. You will have an opportunity to check your devices during our break.

Attendance

Your attendance for this course is mandatory. Since this is a summer session class no absences will be permitted. Arriving to class on time is essential and you will be allowed to arrive late on only one occasion and no more than 15 minutes late. Kindly email me ahead of time if you plan to be late. Please follow this attendance policy so that your final grade is not negatively impacted. Furthermore, procrastination causes unnecessary stress, please do yourself a favor and plan ahead, this will help you throughout your academic and professional career.

Assignments

Pop-Quizzes and Participation 30%

Throughout the class we will have pop quizzes. The purpose of these quizzes is to ensure that students comprehend the material and are keeping up with the course reading. These will be worth a significant portion of your grade so please come prepared to class every week. These quizzes will be part of your participation grade in addition to your in-class contributions.

Mid-Term Exam 30%

Students will have a take-home mid-term examination where they will demonstrate their understanding of the course material. The mid-term examination will be five pages double-spaced in 12pt Times New Roman font. For the purposes of this course, one page equals 250 words. Please bring a printed copy of your mid-term examination on the day it is due. Please proofread your work before you hand it in. I strongly suggest you revise your exam before you submit it as these will be read carefully with an eye towards detail, clarity and your use of evidence based on course material.

Final Exam 40%

We will have a blue book final. This will be an opportunity for you to show your comprehensive understanding of the course. Please bring a large blue book.

*You must complete all assignments to pass the course. No late work will be accepted and no make-ups or extensions will be granted.

Academic Integrity

No student shall complete, in part or in total, any assignment for another person, or knowingly allow any assignment to be completed for them. No student shall plagiarize or copy the work of another person, then submit it as their own work. Learning with integrity means being fully responsible and honest.

Course Schedule

*At any time during summer session the instructor reserves the right to change the syllabus.

Week 1: Conquest, Settler Colonialism and Imperialism

“Foreigners in Their Native Land: Manifest Destiny in the Southwest” A Different Mirror.

Ronald Takaki (1993) pages 166-184

“The Historian as Curandera” Aurora Levins Morales (1998) pages 2-9

“Columbus, the Indians, and Human Progress” A People’s History of the United States. Howard Zinn (1980) pages 1-22

Week 2: Racial Formation and Westward Expansion

“Chapter 1: Racial Foundations” and “Chapter 2: Spain’s New Racial Order” *Recovering History, Constructing Race*. Martha Menchaca

“Chapter 3: Mexican Americans in the Era of War and American Westward Expansion” *Crucible of Struggle*. Zaragosa Vargas

Week 3: Internal Colonialism and The Border

“Chapter 12: *El Norte: The Borderland of Chicano America*” A Different Mirror, Ronald Takaki, pages 311-334

“*Internal Colonialism: An America Theory Race*” Ramon Gutierrez, pages 281-295

“Chapter 4: *Puerto Ricans: Citizens Yet Foreigners*” pages 81-96 *Harvest of Empire*, Juan Gonzales

Week 4: Central American Migration and Refugees

“Chapter 1: Salvadoran Transnational Families” *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Pages 1-25 (2014) Leisy Abrego

“Chapter 2: Why Parents Migrate” *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Pages 25-47 (2014) Leisy Abrego

“Contesting Citizenship From Below: Central Americans and the Struggle for Inclusion” (2015). Arely M. Zimmerman

Week 5: Immigrant Rights, Identity and the Future of the Chicana/o Latina/o Social Condition

“Chapter 11: Mexican Americans at the End of the Twentieth Century” Crucible of Struggle. (2017). Zaragosa Vargas.

“Chapter 12: Latinos and the Challenges of the 21st Century” Crucible of Struggle. Zaragosa Vargas

“Hispanics? That’s what they call us?” (article) Suzanne Oboler

“The 2006 Mega Marches in Greater Los Angeles: Counter-Hegemonic Moment and the Future of El Migrante Struggle” (article) Alfonso Gonzales