

AMST 554/HISTORY 554
READINGS IN CHICANO/LATINO HISTORY

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Fall 2007
Room: WPH 201
Time: Fridays, 2-5 pm
Office hours: W, 10-12 & by app't

This course is intended to survey some of the best and most recent works in the field of Chicano/Latino history, paying particular attention to various approaches, topics, or genres in the field. We will explore the contributions made by scholars writing at the "cutting edge" of Chicano/Latino history in order to analyze the methods they have employed and the theoretical underpinnings of their work. It is impossible to be exhaustive in one semester, although this course should serve to point students in the direction of further reading and study. Students are encouraged to consult with me to further their own particular interests.

Course Objectives

After completing this course, each student will be able to:

- Understand a wide range of the most recent literature in Chicano/Latino history and place new works in the wider frameworks of the field
- Begin the process of preparing for a field examination in Chicano/Latino history having read a substantial amount of new literature and acquired lists and reviews of other works to be read later
- Place recent work in Chicano/Latino history in dialogue with works in other relevant fields, such as immigration history, history of the American West, and general U.S. history
- Extensively explore and understand one particular aspect of Chicano/Latino history through the historiographical essay
- Discuss possible future directions in the field of Chicano/Latino history and place their own possible research topic in the wider context of the field

Seminar requirements: (1) You are expected to attend all class sessions and be prepared to participate in the discussions. Each student will also be required to lead one week's discussion. Attendance, participation, and leading discussion will make up 20% of your grade; (2) Two 2-3 page book reviews of one of the books from the supplementary lists for Weeks 2 thru 7, and one from Weeks 8 thru 13. Good models for this assignment are the book reviews in the Journal of American History, Latino Studies, or Aztlán; 20% of your grade; (3) A historiography paper on a topic you and I have chosen together. A one-page précis of your paper is due in class on September 21st, a bibliography on October 19th, five pages from the paper on November 19th, and the final paper on December 12th. The paper should be about 15 to 20 pages in length; 60% of your final grade.

For guidelines on these requirements, see "Leading Discussion in AMST/HIST 554," "How to write a Seminar Book Review," and "Writing a Historiographical Essay," pages 14-16 below.

Each week's discussion centers around a required book and two or three articles. The required books for this course are available for purchase at the USC Bookstore. All required articles are available electronically on-line. Texts from the supplemental reading lists have not been ordered, so students should purchase them from area bookstores or obtain them from the library or through inter-library loan. Particular attention should be given to dissertations, since invariably they are unavailable here and need to be purchased from UMI or obtained through inter-library loan well in advance.

Two guides might help your thinking through the course. Rodolfo Acuña's Occupied America is a good introductory textbook that you can use to follow the course in chronological fashion. It has had six editions (the latest in 2006 by Longman), and is particularly good at putting Chicano historical events and personalities in a larger context. A very different sort of guide is the Dictionary of Mexican American History, eds. Matt Meier & Feliciano Rivera (Greenwood Press, 1981). It contains descriptive accounts of people, places and events in Chicano history that can help you explore some unknown or confusing fact of information. For Latino history more broadly, see Ilan Stavans, Encyclopedia Latina: History, Culture, and Society in the United States (Grollier, 2005) or Suzanne Oboler and Deena Gonzalez, The Oxford Encyclopedia of Latinos and Latinas in the United States (Oxford Univ. Press, 2005)

STUDENTS WITH DISABILITIES:

Any student requesting academic accommodations based on a disability is required to register with the Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and can be contacted at (213) 740-0776.

August 31: Thinking About Latino History & Historiography

*Introductions

*Review of syllabus

*Bibliographic aids

*Discussion of historiographic essays

*Come prepared to discuss major themes, issues, and problems in Latino history as discussed in the assigned articles.

Required Reading

George J. Sanchez, "Back to the Future: Latino History As A Predictor of the Future of U.S. Society," Latinos: Past Influence, Future Power (Los Angeles: Tomas Rivera Policy Institute, 2004)

Pablo Mitchell, "Playing the Pivot: Teaching Latina/o History in Good Times and Bad" and "Syllabus," Journal of American History 93:4 (March 2007).

Vicki L. Ruiz, "Nuestra America: Latino History as United States History," Journal of American History 93:3 (December 2006), pp. 655-672.

Frances R. Aparicio, "(Re)constructing Latinidad: The Challenge of Latina/o Studies," in A Companion to Latina/o Studies, eds. Juan Flores and Renato Rosaldo (Blackwell Publishing, 2007), pp. 39-48.

Recommended Reading

- Juan Gonzalez, Harvest of Empire: A History of Latinos in America (Viking, 2000)
- Earl Shorris, Latinos: A Biography of the People (W.W. Norton, 1992)
- Manuel G. Gonzalez, Mexicanos: A History of Mexicans in the United States (Indiana Univ. Press, 1999)
- Gilbert Gonzalez and Raul Fernandez, A Century of Chicano History: Empire, Nations, and Migration (Routledge, 2003)
- Oscar J. Martinez, Mexican-origin People in the United States: A Topical History (Univ. of Arizona Press, 2001)
- Arnoldo DeLeon and Richard Griswold del Castillo, North to Aztlan: A History of Mexican Americans in the United States, 2nd ed. (Harlan Davidson, 2006)
- Juan Flores and Renato Rosaldo, eds., A Companion to Latina/o Studies (Blackwell Publishing, 2007)

September 7: Nations, Identities, and the Foundations of Chicano Society

This session will address the question of where “Chicano history” actually begins by exploring the world of nineteenth century Texas borderlands, and the resulting changes in national identities by the peoples that lived in the region. The larger question of conquest as a starting point for Chicano history will be addressed, and comparisons will be made to other starting points in other areas that would become the American Southwest.

Required Reading

- Andres Resendez, Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850 (Cambridge Univ. Press, 2004)
- Omar Valerio-Jimenez, “Neglected Citizens and Willing Traders: The Villas del Norte (Tamaulipas) in Mexico’s Northern Borderlands, 1749-1846,” Mexican Studies/Estudios Mexicanos 18:2 (Summer 2002).
- Raul A. Ramos, “Finding the Balance: Bexar in Mexican/Indian Relations,” in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, eds. Samuel Truett and Elliott Young (Duke Univ. Press, 2004), pp. 35-65.

Supplemental Reading

- Ramón Gutiérrez, When Jesus Came, The Corn Mother Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846 (Stanford University Press, 1991).
- David Montejano, Anglos and Mexicans in the Making of Texas, 1836-1986 (Univ. of Texas Press, 1987).
- Arnoldo de León, They Called Them Greasers: Anglo Attitudes toward Mexicans in Texas, 1821-1900 (Univ. of Texas Press, 1983).
- Gerald E. Poyo and Gilberto M. Hinojosa, eds., Tejano Origins in Eighteenth-Century San Antonio (Univ. of Texas Press, 1991).
- Daniel Arreola, Tejano South Texas: A Mexican American Cultural Province (Univ. of Texas Press, 2002)
- Ricardo Griswold del Castillo, Treaty of Guadalupe Hidalgo: A Legacy of Conflict (Univ. of Oklahoma Press, 1990).
- Gerald Poyo, "With All and for the Good of All": The Emergence of Popular Nationalism in the Cuban Communities of the United States, 1848-1898 (Duke Univ. Press, 1989).

Raul A. Ramos, Beyond the Alamo: Forging Ethnicity and Nationalism in Mexican San Antonio de Bexar, 1821-1861 (Univ. of North Carolina Press, 2008)

September 14: Conquest, Gender and Class in California

This week we look specifically at the issue of class difference in the emerging Mexican/American community, specifically between mestizo, Spanish and Indio women negotiating issues of conquest in nineteenth century California. A key consideration is how class differences were shaped during conquest, how they are connected to issues of indigeneity, and how they might remain as central into contemporary society.

Required Reading

Miroslava Chavez-Garcia, Negotiating Conquest: Gender and Power in California, 1770s-1880s (Univ. of Arizona Press, 2004)

Louise Pubols, "Fathers of the Pueblo: Patriarchy and Power in Mexican California, 1800-1880," in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, eds. Samuel Truett and Elliott Young (Duke Univ. Press, 2004), pp. 67-93.

Barbara O. Reyes, "Race, Agency and Memory in a Baja California Mission," in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, eds. Samuel Truett and Elliott Young (Duke Univ. Press, 2004), pp. 97-120.

Supplemental Reading

Douglas Monroy, Thrown Among Strangers: The Making of Mexican Culture in Frontier California (Univ. of California Press, 1991).

Antonia I. Castañeda, "Presidarias y Pobladoras: Spanish-Mexican Women in Frontier Monterey, Alta California, 1770-1821," (Ph.D. dissertation, Stanford University, 1990).

Lisbeth Haas, Conquests and Historical Identities in California, 1769-1936 (Univ. of California Press, 1995)

Albert Camarillo, Chicanos in a Changing Society: From Mexican Pueblos to American Barrios in Santa Barbara and Southern California, 1848-1930 (Harvard Univ. Press, 1979)

Leonard Pitt, The Decline of the Californios (Univ. of California Press, 1998)

Richard Griswold del Castillo, The Los Angeles Barrio, 1850-1890: A Social History (Univ. of California, 1980)

Michael J. Gonzalez, "This Small City Will Be a Mexican Paradise": Exploring the Origins of Mexican Culture in Los Angeles, 1821-1846 (Univ. of New Mexico Press, 2005)

Barbara O. Reyes, Private Women/Public Lives: Gender and the Missions of the Californias (Univ. of Texas Press, 2008)

September 21: Sexuality, Race and Modernity at the Turn of the Century

We continue the discussion of gender from last week to look at the complicated relationship between gender relations, sexuality, and modernity in New Mexico at the turn of the twentieth century. Modernity continues to loom large in discussions over nationalism, gender and race in the early twentieth century, particularly as it operates in evaluating the increased border crossings and the future of youth among Mexican-origin people.

Required Reading

Pablo Mitchell, Coyote Nation: Sexuality, Race, and Conquest in Modernizing New Mexico, 1880-1920 (Chicago, 2005)

Alexandra Minna Stern, "Nationalism on the Line: Masculinity, Race, and the Creation of the U.S. Border Patrol, 1910-1940" in Continental Crossroads: Remapping U.S.-Mexico Borderlands History, eds. Samuel Truett and Elliott Young (Duke Univ. Press, 2004), pp. 299-323.

Vicki Ruiz, "Coloring Class: Racial Constructions in Twentieth-Century Chicana/o Historiography," in A Companion to Latina/o Studies, eds. Juan Flores and Renato Rosaldo (Blackwell Publishing, 2007), pp. 169-179.

Supplemental Reading

Deena J. Gonzalez, Refusing the Favor: The Spanish-Mexican Women of Santa Fe, 1820-1880 (Oxford Univ. Press, 1999)

Sarah Deutsch, No Separate Refuge: Culture, Class, and Gender on an Anglo-Hispanic Frontier in the American Southwest, 1880-1940 (Oxford Univ. Press, 1987).

Vicki Ruiz, From Out of the Shadows: Mexican Women in Twentieth-Century America (Oxford Univ. Press, 1998)

Patricia Preciado Martin, Songs My Mother Sang to Me: An Oral History of Mexican-American Women (Univ. of Arizona Press, 1992).

Emma Pérez, The Decolonial Imaginary: Writing Chicanas into History (Indiana Univ. Press, 1999)

Elizabeth Salas, Soldaderas in the Mexican Military: Myth and History (Univ. of Texas Press, 1990).

Alexandra Minna Stern, Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America (Univ. of California Press, 2005)

Cynthia E. Orozco, "The Origins of the League of United Latin American Citizens (LULAC) and the Mexican American Civil Rights Movement in Texas with an Analysis of Women's Political Participation in a Gendered Context, 1919-1927" (Ph.D. dissertation, University of California, Los Angeles, 1992)

September 28: Race, Land and Identity in New Mexico

While remaining in New Mexico, we will consider the issue of race and its construction in the multiracial society of northern New Mexico of the nineteenth and early twentieth centuries. Framing their own identity in relation to fighting for land, water rights, and cultural recognition, often against the Pueblo people of the region, we will explore the curious history which helped frame the identity of "Spanish Americans" in New Mexico, and what we can learn in comparison to other regions of the Southwest.

Required Reading

John Nieto-Phillips, The Language of Blood: The Making of Spanish-American Identity in New Mexico, 1880s-1930s (Univ. of New Mexico Press, 2004)

Samuel Truett, "Epics of Greater America: Herbert Eugene Bolton's Quest for a Transnational American History," in Interpreting Spanish Colonialism: Empires, Nations, and Legends, eds. Christopher Schmidt-Nowara and John M. Nieto-Phillips (Univ. of New Mexico Press, 2005), pp. 213-247.

- Charles Montgomery, "Becoming 'Spanish American': Race and Rhetoric in New Mexico Politics, 1880-1928," Journal of American Ethnic History 20:4 (Summer 2001), pp. 59-84.
- Maria E. Montoya, "Dividing the Land: The Taylor Ranch and the Case for Preserving the Limited Access Commons," in Land in the American West: Private Claims and the Common Good, eds. William G. Robbins and James C. Foster (Univ. of Washington Press, 2000), pp. 121-144.

Supplemental Reading

- Neil F. Foley, The White Scourge: Mexicans, Blacks and Poor Whites in Texas Cotton Culture (Univ. of California Press, 1997)
- Roxanne Dunbar Ortiz, Roots of Resistance: Land Tenure in New Mexico, 1680-1980 (UCLA Chicano Studies Research Center, 1980).
- Suzanne Forest, The Preservation of the Village: New Mexico's Hispanics and the New Deal (Univ. of New Mexico Press, 1989).
- Thomas E. Sheridan, Los Tucsonenses: The Mexican Community in Tucson, 1854-1941 (Univ. of Arizona Press, 1986).
- Mario T. García, Desert Immigrants: The Mexicans of El Paso, 1880-1920 (Yale Univ. Press, 1981)
- Julie K. Blackwelder, Women in the Depression: Caste and Culture in San Antonio: 1929-1939 (Texas A & M Press, 1984).
- Richard A. García, Rise of the Mexican American Middle Class: San Antonio, 1929-1941 (Texas A&M Univ. Press, 1991)

October 5: Multiracial History and the Formation of Chicanos

The growing role of writing history of Chicanos in their formation in multiracial settings will be the focus this week, particularly the way that identities among Chicanos in Los Angeles have been constructed. We will explore the relationships of Mexican Americans to other specific groups, especially Asian and Black immigrants to the West, as well as ideologies at work to racialize across specific ethnic backgrounds.

Required Reading

- Natalia Molina, Fit To Be Citizens?: Public Health and Race in Los Angeles, 1879-1939 (Univ. of California Press, 2006)
- Robert Chao Romero, "'El destierro de los Chinos': Popular Perspectives on Chinese-Mexican Intermarriage in the Early Twentieth Century," Aztlan: A Journal of Chicano Studies 32:1 (Spring 2007), pp. 113-144.
- Dara Orenstein, "Void for Vagueness: Mexicans and the Collapse of Miscegenation Law in California," Pacific Historical Review 74:3 (August 2005), pp. 367-407.

Supplemental Reading

- Ricardo Romo, East Los Angeles: A History of a Barrio (Univ. of Texas Press, 1983).
- George J. Sánchez, Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945 (Oxford Univ. Press, 1993).
- Francisco E. Balderrama, In Defense of La Raza: The Los Angeles Mexican Consulate, 1929 to 1936 (Univ. of Arizona Press, 1982).

William Deverell, Whitewashed Adobe: The Rise of Los Angeles and the Remaking of its Mexican Past (Univ. of California Press, 2004).

Phoebe S. Kropp, California Vieja: Culture and Memory in a Modern American Place (Univ. of California Press, 2006)

Douglas Monroy, Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression (Univ. of California Press, 1999)

October 12: NO CLASS: American Studies Association Meetings, Philadelphia, PA

October 19: Race, Sports, and Transnational Crossings

The color line operating in the United States, and Latinos relationship to it, is the topic of this week's class. We look at the participation of Latinos in the institution of baseball over time, and the unique role they played in the major leagues, the Negro leagues, and in winter baseball in the Caribbean. The racial formation of Latinos and their relationship to African Americans is a key concept to discuss this week, as well as the various racial paradigms across the multiple regions of the United States. Moreover, racial difference within the Latino community will be discussed. What race are Latinos?

Required Reading

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

Juan Flores, "Island and Enclaves: Caribbean Latinos in Historical Perspective," in Latinos: Remaking America, eds. Marcelo M. Suarez-Orozco and Mariela M. Paez (Univ. of California Press, 2002), pp. 59-74.

Jesse Hoffnung-Garskof, "The Migrations of Arturo Schomburg: On Being *Antillano*, Negro, and Puerto Rican in New York, 1891-1938," Journal of American Ethnic History 21:1 (Fall 2001), pp. 3-49.

Supplemental Reading

Jorge Iber and Samuel O. Regalado, Mexican Americans and Sports: A Reader on Athletics and Barrio Life (Texas A&M Univ. Press, 2007).

Virginia Sánchez-Korrol, From Colonia to Community: The History of Puerto Ricans in New York City (Univ. of California Press, 1994/1983).

Adalberto López and James Petras, eds., Puerto Rico and Puerto Ricans: Studies in History and Society (John Wiley & Sons, 1974).

History Task Force, Centro de Estudios Puertorriqueños, Labor Migration Under Capitalism: The Puerto Rican Experience (Monthly Review Press, 1979).

Edna Acosta-Belen, ed., The Puerto Rican Woman: Perspectives on Culture, History, and Society, 2nd ed. (Praeger, 1986).

Juan Flores, Divided Borders: Essays on Puerto Rican Identity (Arte Público Press, 1993).

Ruth Glasser, My Music is My Flag: Puerto Rican Musicians and Their New York Communities, 1917-1940 (Univ. of California Press, 1995)

Gary R. Mormino and George Pozzetta, The Immigrant World of Ybor City: Italians and their Latino Neighbors in Tampa, 1885-1985 (Univ. of Illinois Press, 1987).

Maria Cristina Garcia, Havana USA: Cuban Exiles and Cuban Americans in South Florida, 1959-1994 (Univ. of California Press, 1996)

Carmen Theresa Whalen, From Puerto Rico to Philadelphia: Puerto Rican Workers and Postwar Economies (Temple Univ. Press, 2001)

October 26: The Relationship between Political and Labor History

Labor history was probably the largest sub-field of Chicano/Latino history until the 1990s, and this session explores both its decline in relative importance and its resurgence in recent years. In particular, we will discuss the relationship of labor movements to political insurgency across the United States, particularly during the Great Depression and World War II periods, a critical formative era in Chicano political history. In addition, we will examine the nature of wartime politics in Los Angeles around the Zoot Suit Riots and the racial strategies of the legal profession in pursuing desegregation in the post-World War II period.

Required Reading

Zaragoza Vargas, Labor Rights are Civil Rights: Mexican American Workers in Twentieth-Century America (Princeton Univ. Press, 2005)

Frank P. Barajas, "The Defense Committees of Sleepy Lagoon: A Convergent Struggle against Fascism, 1942-1944," Aztlan: A Journal of Chicano Studies 31:1 (Spring 2006), pp. 33-62.

Neil Foley, "'God Bless the Law: He Is White': Legal, Local, and International Politics of Latina/o and Black Desegregation Cases in Post-World War II California and Texas," in A Companion to Latina/o Studies, eds. Juan Flores and Renato Rosaldo (Blackwell Publishing, 2007), pp. 297-310.

Supplemental Reading

David G. Gutierrez, Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity (Univ. of California Press, 1995)

Cletus Daniel, Chicano Workers and the Politics of Fairness: The FEPC in the Southwest, 1941-1945 (Univ. of Texas Press, 1991).

Vicki L. Ruiz, Cannery Women/Cannery Lives: Mexican Women, Unionization, and the California Food Processing Industry, 1930-1950 (Univ. of New Mexico Press, 1987).

Zaragoza Vargas, Proletarians of the North: A History of the Mexican Industrial Workers in Detroit and the Midwest, 1917-1933 (Univ. of California Press, 1993).

Emilio Zamora, The World of the Mexican Worker in Texas (Texas A&M Univ. Press, 1993)

Mario T. García, Mexican Americans: Leadership, Ideology, & Identity, 1930-1960 (Yale Univ. Press, 1989).

Guadalupe San Miguel, Jr., "Let All of Them Take Heed": Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981 (Univ. of Texas Press, 1987).

Eduardo Pagan, Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.A. (Univ. of North Carolina Press, 2003)

Mauricio Mazón, The Zoot-Suit Riots: The Psychology of Symbolic Annihilation (Univ. of Texas Press, 1984).

Edward Escobar, Race, Police, and the Making of a Political Identity: Mexican Americans and the Los Angeles Police Department, 1900-1945 (Univ. of California Press, 1999)

Patrick Carroll, Felix Longoria's Wake: Bereavement, Racism, and the Rise of Mexican American Activism (Univ. of Texas Press, 2003)

Steven Rosales, "Soldados Razos: Chicano Politics, Identity, and Masculinity in the U.S. Military, 1940-1980" (Ph.D. dissertation, University of California, Irvine, 2006)

November 2: Labor, Leisure, and Cultural History

We explore the field of cultural history of Latinos by examining a community study that focuses on the combination of labor and leisure in one suburban community in southern California. The construction of identity, issues of cultural assimilation, and the role of popular culture and leisure activities in shaping twentieth century experiences, especially through youth culture, will be discussed.

Required Reading

Jose M. Alamillo, Making Lemonade Out of Lemons: Mexican American Labor and Leisure in a California Town, 1880-1960 (Univ. of Illinois Press, 2006).

Anthony Macias, "Bringing Music to the People: Race, Urban Culture, and Municipal Politics in Postwar Los Angeles," American Quarterly 56:3 (September 2004), pp. 693-717.

Luis Alvarez, "From Zoot Suits to Hip Hop: Towards a Relational Chicana/o Studies," Latino Studies 5:1 (Spring 2007), pp. 53-75.

Elizabeth Escobedo, "The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles," Western Historical Quarterly 38:2 (Summer 2007), pp. 133-156.

Supplemental Reading

Matt Garcia, A World of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970 (Univ. of North Carolina Press, 2001)

Gilbert G. Gonzalez, Labor and Community: Mexican Citrus Worker Villages in a Southern California County, 1900-1950 (Univ. of Illinois Press, 1994)

Linda Gordon, The Great Arizona Orphan Abduction (Harvard Univ. Press, 1999)

Manuel Peña, The Texas-Mexican Conjunto: History of a Working Class Music (Univ. of Texas Press, 1985).

John R. Chávez, The Lost Land: The Chicano Image of the Southwest (Univ. of New Mexico Press, 1984).

Steven Loza, Barrio Rhythm: Mexican American Music in Los Angeles (Univ. of Illinois Press, 1993).

Francisco Balderrama, Decade of Betrayal: Mexican Repatriation in the 1930s (Univ. of New Mexico Press, 1995)

Nicholas J. Cull and David Carrasco, eds., Alambrista and the U.S. Mexico Border: Film, Music, and Stories of Undocumented Immigrants (Univ. of New Mexico Press, 2006)

Nicolás Kanellos, A History of Hispanic Theatre in the United States: Origins to 1940 (Univ. of Texas Press, 1990)

Luis Alvarez, The Power of the Zoot: Youth Culture in the U.S. during World War II (Univ. of California Press, 2008)

Deborah Rose Ramos Vargas, "Las trcaleras: Texas-Mexican Women, Music, and Place" (Ph.D. dissertation, University of California, Santa Cruz, 2003)

Mary Ann Villarreal, "Cantantes y Cantineras: Mexican American Communities and the Mapping of Public Space" (Ph.D. dissertation, Arizona State University, 2003)

November 9: Religion and the Formation of Community

Required Reading

- Robert R. Trevino, The Church in the Barrio: Mexican American Ethno-Catholicism in Houston (Univ. of North Carolina Press, 2006)
- David Carrasco, "Cuando Dios y Usted Quiere: Latina/o Studies Between Religious Powers and Social Thought," in A Companion to Latina/o Studies, eds. Juan Flores and Renato Rosaldo (Blackwell Publishing, 2007), pp. 60-76.
- Roberto Lint-Sagarena, "Building California's Past: Mission Revival Architecture and Regional Identity," Journal of Urban History 28:4 (2002), pp. 429-44.
- Mary E. Odem, "Our Lady of Guadalupe in the New South: Latino Immigrations and the Politics of Integration in the Catholic Church," Journal of American Ethnic History 24:1 (Fall 2004), pp. 26-57.

Supplemental Reading

- David A. Badillo, Latinos and the New Immigrant Church (Johns Hopkins Univ. Press, 2006)
- Paul Barton, Hispanic Methodists, Presbyterians, and Baptists in Texas (Univ. of Texas Press, 2006)
- Rudy V. Busto, King Tiger: The Religious Vision of Reies Lopez Tijerina (Univ. of New Mexico Press, 2007)
- Frederick John Dalton, The Moral Vision of Cesar Chavez (Orbis Books, 2003)
- Richard Edward Martz, PADRES: The National Chicano Priest Movement (Univ. of Texas Press, 2005)
- Gaston Espinosa, Virgilio Elizondo, and Jesse Miranda, eds., Latino Religions and Civic Activism in the United States (Oxford Univ. Press, 2005)
- Timothy Matovina, Guadalupe and Her Faithful: Latino Catholics in San Antonio, from Colonial Origins to the Present (Johns Hopkins Univ. Press, 2005)
- Lara Medina, Las Hermanas: Chicana/Latina Religious-Political Activism in the U.S. Catholic Church (Temple Univ. Press, 2004)
- Marco G. Prouty, Cesar Chavez, the Catholic Bishops, and the Farmworkers' Struggle for Social Justice (Univ. of Arizona Press, 2006)

November 16: Agriculture, Mexicans, and the American West

This week we will specifically discuss the role of Mexican labor and communities shaping and framing the American West as a region. By looking at the relationship between Mexicans living in cities, towns, and rural areas in northern California, we will explore the unique relationship between labor agitation and political formation that helps define Western racial traditions, particularly in the post-World War II period.

Required Reading

- Stephen J. Pitti, The Devil in the Silicon Valley: Northern California, Race, and Mexican Americans (Princeton, 2003)

Kelly Lytle Hernandez, "The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback, 1943 to 1954," The Western Historical Quarterly 37:4 (Winter 2006), pp. 421-444.

Joon K. Kim, "The Political Economy of the Mexican Farm Labor Program, 1942-1964," Aztlan (Fall 2004)

Antonio I. Castaneda, "Language and Other Lethal Weapons: Cultural Politics and the Rites of Children as Translators of Culture," in A Companion to Latina/o Studies, eds. Juan Flores and Renato Rosaldo (Blackwell Publishing, 2007), pp. 126-137

Supplemental Reading

Juan Ramón García, Operation Wetback: The Mass Deportation of Mexican Undocumented Workers in 1954 (Westport Press, 1980).

Erasmus Gamboa, Mexican Labor & World War II: Braceros in the Pacific Northwest, 1942-1947 (Univ. of Texas Press, 1990).

Ellen R. Baker, On Strike and on Film: Mexican American Families and Blacklisted Filmmakers in Cold War America (UNC Press, 2007)

Dennis Nodín Valdés, Al Norte: Agricultural Workers in the Great Lakes Region, 1917-1970 (Univ. of Texas Press, 1990).

Margaret E. Rose, "Women in the United Farm Workers: A Study of Chicana and Mexicana Participation in a Labor Union, 1950-1980" (Ph.D. dissertation, UCLA, 1988).

Camille Guerin-Gonzales, Mexican Workers and the American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939 (Rutgers Univ. Press, 1994)

Ana Elizabeth Rosas, "Flexible Families: Bracero Families' Lives across Cultures, Communities, and Countries, 1942-1964" (Ph.D. dissertation, University of Southern California, 2006)

November 23: NO CLASS: Thanksgiving Holiday

November 30: The Chicano Movement

The more recent and various political movements of the 1960s and 1970s will be explored to note the growing historical literature that tries to gauge the successes and failures of the Chicano Movement. As a recently developed historical literature, we will compare the role of participant-written history with that of younger scholars who were not part of the political movements they now write about.

Required Reading

Lorena Oropeza, Raza si!, guerra no!: Chicano Protest and Patriotism during the Vietnam Era (Univ. of California Press, 2005)

Ramon A. Gutierrez, "Reflections on 1972," Aztlan: A Journal of Chicano Studies 32:1 (Spring 2007), pp. 183-190.

B. James Barrera, "The 1968 Edcouch-Elsa High School Walkout: Chicano Student Activism in a South Texas Community," Aztlan: A Journal of Chicano Studies 29:2 (Fall 2004), pp. 93-122.

Supplemental Reading

- Ernesto Chavez, “Mi raza primero!” (“My people first!”): Nationalism, Identity and Insurgency in the Chicano Movement in Los Angeles, 1966-1978 (Univ. of California Press, 2002)
- Carlos Muñoz, Jr., Youth, Identity, Power: The Chicano Movement (Verso Press, 1989).
- Juan Gómez-Quiñones, Chicano Politics: Reality & Promise, 1940-1990 (Univ. of New Mexico Press, 1990).
- Ignacio García, United We Win: The Rise and Fall of La Raza Unida Party (Univ. of Arizona Press, 1989).
- Marguerite V. Marin, Social Protest in an Urban Barrio: A Study of the Chicano Movement, 1966-1974 (University Press of America, 1991).
- Felix M. Padilla, Latino Ethnic Consciousness: The Case of Mexican Americans and Puerto Ricans in Chicago (Univ. of Notre Dame Press, 1985).
- Ruben Donato, The Other Struggle for Equal Schools: Mexican Americans during the Civil Rights Era (State Univ. of New York Press, 1997)
- Ian Haney-Lopez, Racism on Trial: The Chicano Fight for Justice (Harvard Univ. Press, 2003)
- Rodolfo Acuña, A Community Under Siege: A Chronicle of Chicanos East of the Los Angeles River, 1945-1975 (UCLA Chicano Studies Research Center, 1984)
- Marisela R. Chavez, “Despierten Hermanas y Hermanos: Women, the Chicano Movement, and Chicana Feminisms in California, 1966-1978” (Ph.D. dissertation, Stanford University, 2004)

December 7: New Migrations

Our final seminar will attempt to consider the beginnings of a historical literature related to more recent immigrants from Latin America in the United States. Usually the province of social scientists and not historians, we will explore the ways in which a longer lens for viewing the formation of new Latino communities may create new perspectives on these populations from historians as they begin to venture into writing these histories.

Required Reading

- Maria Cristina Garcia, Seeking Refuge: Central American Migration to Mexico, the United States, and Canada (Univ. of California Press, 2006)
- David Gutierrez, “Demography and the Shifting Boundaries of ‘Community’: Reflections on ‘U.S. Latinos’ and the Evolution of Latino Studies,” in David Gutierrez, ed., The Columbia History of Latinos in the United States since 1960 (Columbia Univ. Press, 2004), pp. 1-42.
- Albert M. Camarillo, “Cities of Color: The New Racial Frontier in California’s Minority-Majority Cities,” Pacific Historical Review 76:1 (February 2007), pp. 1-28.

Recommended Reading

- David G. Gutierrez, ed., The Columbia History of Latinos in the United States since 1960 (Columbia Univ. Press, 2004)
- Roberto Suro, Strangers Among Us: How Latino Immigration is Transforming America (Knopf, 1998)
- Marilyn P. Davis, Mexican Voices/American Dreams: An Oral History of Mexican Immigration to the United States (Henry Holt, 1990)
- Arleen Davila, Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City (Univ. of California Press, 2004)

Nicholas De Genova, Working the Boundaries: Race, Space, and “Illegality” in Mexican Chicago (Duke Univ. Press, 2005)

Robert Smith, Mexican New York: Transnational Lives of New Immigrants (Univ. of California Press, 2005)

Nicolas C. Vaca, The Presumed Alliance: The Unspoken Conflict Between Latinos and Blacks and What It Means for America (Harper Collins Publishers, 2004)

Jesse Hoffnung-Garskof, A Tale of Two Cities: Santo Domingo and New York After 1950 (Princeton Univ. Press, 2008)

December 12: Historiographical Paper Due

LEADING DISCUSSION IN AMST/HIST 554

These points are intended as helpful suggestions to prepare you to lead discussion among your graduate peers. Do not hesitate to use your own ideas or to contact me before your turn if you have any questions or concerns. Your major responsibility is to lead the discussion involving the required book that is assigned; however, feel free to venture beyond that if you think it is appropriate.

In Preparation

- Read the week's readings as early as possible in order to have plenty of time to contact the professor and/or your peers with questions and ideas.
- Be sure to take notes during your readings of the main points of each of the assigned texts, but particularly of the assigned book.
- From questions during your reading of points that you think are unclear and of crucial issues that you want to be sure and discuss.

Framing a Discussion

- Know where you want to start, but also where you want to end up. Be willing to be flexible in your guidance, but be sure to cover those points you think are crucial.
- Decide whether **you** want to give a brief synopsis of the main points of the book, or whether you want the class as a whole to do this.
- Have a ready list of **questions** for your peers to answer, in an order that makes sense intellectually. If you have a set of points or issues (as opposed to questions), you may end up talking more than your peers.
- Remember that if everyone is talking (a good sign!), 1 and ½ hours will go by quickly. Be sure you allow enough time to cover major points. Don't leave everything important for the end!

Suggestions for Questions

- Let students begin by giving their general impression of the book. This can often serve to launch discussions into unexpected, but productive areas.
- What evidence does the author use to make his/her point? Is it convincing?
- Move in the general direction of questions that reach across the whole text, jumping off from specific questions about particular points in one chapter/section.
- Have questions that refer back to a previous week's readings and/or points raised in the required articles.

In the Classroom

- Don't be afraid to follow up a comment with a relevant question to that specific speaker.
- On the other hand, be careful not to stop an exciting discussion that has not yet run its course by asking a diverting question.
- Give each separate chapter or section its due time, but gauge your peers' interest and disinterest in certain sections and shift accordingly.
- Feel free to incorporate the assigned articles or supplementary readings at appropriate times in the discussion if this makes sense to you. I will adjust my half of the discussion to accommodate what you have already covered.
- Feel free to hand the discussion over to me at any time. I will undoubtedly have other issues that I will want to raise and will do so in the second half of each session.

HOW TO WRITE A SEMINAR BOOK REVIEW

Book Reviews and the Profession:

One of the duties you will be called upon as a professor is to write book reviews for scholarly journals. Most journals will ask you to review and evaluate a new book in the space of 500-800 words (or 2 to 3 pages), while others may allow you to write a longer review essay. In any case, you will probably find yourself writing one or two reviews every year, and this is one way for you to get published early in one's career.

So what should you do in these reviews? How much space should you devote to placing the book in its larger context? To summarizing the author's arguments? To offering your own praise and criticism of the book? There are not hard and fast rules about writing reviews. One gets a feel for them over time, particularly if one is reading them regularly. However, I believe that there is a general formula one can apply when writing reviews, but how you apply it will vary from individual to individuals. Nevertheless, all class reviews should have three basic components:

- 1) **The Context:** If you read through reviews in history journals you will see that most reviewers devote their opening paragraph(s) to placing the book in its larger historiographical framework. The author you are reviewing is probably attempting to use their work to address larger debates within their field. In short, you want to tell the reader the "big picture" into which this book fits.
- 2) **Summary:** My own belief is that the greatest service a review can do is offer an intelligent summary of the book's main themes and arguments. This means trying to be fair to the author. You can praise, condemn, or equivocate in your conclusion. But the bulk of the review (3-4 paragraphs) should provide the reader with an insightful summary of what this book is about. It means distilling several hundred pages into a few paragraphs. How does the author prove his/her case? What kind of evidence does he/she provide? What kinds of sources and methodologies? This section should provide the reader with a clear summary of the book's thesis and main arguments.
- 3) **Analysis:** It is difficult to know when to intrude with your own voice and analysis. Sometimes it can be mingled throughout a text. However, I find that in mastering the review, the easiest way to begin is placing your analysis at the end. Spend the last paragraph(s) offering us your critical scholarly opinion of the book and its ideas. Many of you will find this the most difficult part of writing a review. Analysis is a difficult skill to master and the only way to master it is to do it.

All these are merely **suggestions**. You will find that writing reviews will get easier over time. You will learn by writing, by reading the reviews of your classmates, and by reading the reviews in journals. For the purposes of this course, look at reviews in the American Historical Review and the Journal of American History, but also in the American Quarterly, the Western Historical Quarterly, Aztlan and Latino Studies.

One special note:**Save all the reviews from class; they will help you prepare for your qualifying exams and help when you have to teach a class and prepare a syllabus.

WRITING A HISTORIOGRAPHICAL ESSAY

Each student is required to write one major paper for the course. This paper is a historiography paper, 15 to 20 pages in length, on a topic you and I have chosen together. This paper is an examination of the assumptions, methods, and findings of the body of literature on a topic relevant to the course. "Relevant" can mean either an elaboration of one of the formal themes introduced in the course, an analysis of a thematic issue drawn from across the course, or an analysis of one neglected in the seminar. Whatever topic chosen, you should be willing to read deeply in the literature and to discuss its place in the field of Chicano/Latino history.

Every three to four weeks you will be asked to submit written work delineating the progress of your final paper: 1) a one page statement describing the historiographical topic your paper will address (due September 28); 2) a working bibliography of the books and articles central to your paper (due October 19); 3) a five page draft of text taken from anywhere in the essay (due November 9); 4) the final project (due December 7). You will receive feedback on each of these assignments from me, insuring that you are on the right track for the final project. It has been my twenty year experience that if you make each of these deadlines, you will do well with this final paper; if, on the other hand, you miss one of these deadlines, you will indeed struggle to complete an adequate version of this historiography paper.

The class syllabus of required and recommended readings is a guide to various works and historiographical debates in the study of Chicano/Latino history, but issues and specific works germane to the topic to be reviewed will be approved by Prof. Sanchez through the one page statement and the working bibliography. This historiography paper should focus on how various writers have represented some significant aspect of Chicano/Latino life in the United States in the past, exploring the intellectual debates, methodological issues and directions in the study of Chicano/Latino history. As a guide to framing your historiography paper, I offer the following guidelines:

- 1) While it is fine to start with a general topic in mind, you should move forward quickly with a more formal statement of the intellectual problem you hope to study. This statement is probably best put in the context of a question. While you should state this question early in the statement due in September, inevitably that question can and should be further refined as you complete more of the reading for the course and the paper.
- 2) If you are having trouble coming up with a framing question for your paper, you should read some of the latest review essays of work in Chicano/Latino history available in the leading journals for ideas. Moreover, you should see me in office hours as early in the semester as possible to discuss potential paper topics.
- 3) This statement/question must be placed in the context of a thorough review of most relevant secondary literature surrounding your problem. Therefore, it is critical to pick a question that is not so large that the reading for the paper is overwhelming; on the other hand, it is important that your question is large enough to have sufficient literature already written by various authors addressing the topic.
- 4) Try to avoid a historiography paper that is simply a series of book reviews with an introduction and conclusion. Framing your question well will allow you to organize a historiography paper with various sub-questions, each of which can help drive the main sections of your final project.
- 5) You should select your two book reviews from the supplementary reading list as works that can also be used in your final paper. Do not hesitate to incorporate as much of the required reading for the course as possible for your final paper. This will substantially cut down on the additional reading you will need to do to successfully address your topic.
- 6) Because Chicano/Latino history is still a young field that is growing, many topics have yet to be exhaustively addressed. Therefore, it is usually important to incorporate your own thoughts about pathways to new research in the future on your topic within your conclusion.