

History 128: Chicana/Chicano History

Dr. Grace Peña Delgado
Office Hours: Tuesdays 12:30-2
& by appointment

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Course Description: In the mid-nineteenth century, the imposition of American rule in Texas, California, New Mexico, and Arizona set in motion profound changes for the native Mexican populations including substantial property loss, political and economic subordination, and assaults on both cultural and religious practices. History 128 examines these transformations and the manner in which they shaped Mexican American communities, especially those in South Texas and southern California over time. Students will study various instances of racism, violence, and nativism perpetuated against Mexican-descent peoples; furthermore, students will examine how Mexicans responded to these confrontations. For the twentieth century, we emphasize the struggles of everyday men and women to achieve political, social, and civil rights equality for Mexican-descent peoples. Satisfies American History and Institutions Requirement. (General Education Code(s): ER, E.)

Course Expectations and Participation: You can expect an intellectually provocative experience from this course. Lectures illuminate topics as well as provide an intellectual platform for students to critically engage. Class discussions in lecture will focus on student-generated questions. I expect that you fully engage each lecture. It is critical that you keep up with every aspect of this course on a daily basis.

Course Objectives:

1. Students will learn and apply the concepts of class, race/ethnicity, gender, and nationalism to understand social interaction and social change.
3. Students will learn about the formation and transformation of Chicano/a communities over time.
4. Students will learn about the changing regional dynamics of individual and group identity among Chicanos/as over time.
5. Students will learn about the origins and outcomes of various social movements as forces that fostered (e.g. Chicano/a movement) or constricted civil rights for Mexican-descent peoples (e.g. nativism).

Attendance: Your daily presence is critical to your success in the class; make sure to sign the daily attendance sheet even if you are late. Although I do not expect perfect attendance, I do expect near perfect attendance. In other words, you may be absent no more than *once* during the summer session—no explanation from you is necessary or desired. If you are absent more than one time, you will be in jeopardy of failing the class. My attendance policy as stated above derives from my interpretation of the University Statement on Undergraduate Education, Chapter 6. Student Program of Studies: “6.7.7: The instructor establishes the procedure or procedures which comprise the examination or body of course work required. (Am 4 June 69, 25 May 77) 6.7.8.” See senate.ucsc.edu/manual/santacruz-division-manual/

Participation During Lectures: Your *consistent, verbal* engagement is critical in achieving an intellectually provocative experience in this course. It is vital that you complete all readings on the syllabus in a timely manner and keep up with the pace of the course. If there are changes in the course syllabus, it is your responsibility to adhere to these shifts, however infrequent they may be. Attendance is mandatory and ungraded while participation in lectures is graded. **(10%)**

Weekly Quizzes: There will be three weekly quizzes that will measure how often and how thoroughly you are reading main texts and understanding and applying lecture content. You are to keep up every week with the readings, which are clearly outlined in the course syllabus. See syllabus for coverage/content dates. **(3 @ 5 %=15%)**

Response Papers: Two response papers will measure your ability to write somewhat *spontaneously* and *analytically* on particular topics. Students will write a 2-3 page essay responding to an instructor-posed question the day of the assignment. However, you will receive parameters of the response paper question at least two days before the administration of the response paper. Lecture and readings will guide response-paper topics; likewise, appropriate material must be referenced in the response papers. **Open-book, open-note.** Thursday, July 2 is Response Paper One which will cover weeks 1-2; Thursday, July 16 is Response Paper Two that will cover weeks 3-4. Both response-paper dates also appear on the syllabus. **(2 @ 15% each=30%)**

Group Presentation: The group presentation assignment will require scholarly research and investigation into identity and history. You will be placed into a group, and as a group, must organize, research, and present a PowerPoint lecture to the class. Each student will provide the instructor with a selected bibliography on topic of your choice. It is your responsibility to make contact with members of your group, meet with Professor Delgado to organize times and places to meet, decide on content of lecture, and meet with the your group members as necessary. Critically, your group will also meet with Professor Delgado before structuring the content of the lecture, and you will be asked to select a topic and research it well before this initial meeting. This initial meeting is mandatory. Remember that this process is involved and will take a few group meetings to organize. The professor will support the groups throughout this process. We will be using Group ME to communicate with each other and GoogleDocs to construct the PowerPoint presentation. Please download these applications and access these websites after our initial group meeting. Your group presentation must be 60 minutes in total (which is approximately 12-15 minutes of individual presentation time) and must allow for 15 minutes of class discussion at the end. More guidance will follow as your presentation date approaches. **(20%)**

Final Examination: The final exam will address the last two weeks of the course. You will answer two questions out of three. Your responses must draw on appropriate lecture and discussion-section material and applicable course readings. The final examination will be due via email attachment on Thursday, July 23 by noon. **(25%)**

The grade distribution is as follows:

Lecture Participation	10%
Response Papers (2 @ 15% each)	30%
Weekly Reading Quizzes (3 @ 5% each)	15%
Group Presentation	20%
Final Exam	25%

All coursework must be completed to receive a letter grade

All coursework must be completed to receive a letter grade; final grades are based on a straight-grading scale (e.g. 95%>A; 94.9%-90.0%=A-). I do not round off grades.

No extensions will be given for any assignment.

Incomplete Grades, Make-Up Exams, Drop Dates, Academic Integrity, Laptops, Tablets, and Cell Phone Use: If it should be the case that you need an incomplete (“I”) grade for the course, you may be granted one only if you present the appropriate paperwork to me two weeks before the end of the term. The following is the official university policy on incomplete grades: “The grade of “I” may be assigned only when a student’s work is of passing quality but is incomplete. The student must make arrangements in advance with the instructor in charge of the course in order to receive an “I.” In order to replace the “I” with a passing grade and to receive credit, a student must petition by the deadline imposed by the Registrar and complete the work of the course by the end of the finals week of the next term, unless the instructor specifies an earlier date. If the instructor fails to submit a passing grade for any reason by the deadline for submitting grades in the next succeeding term after the “I” was awarded, the student receives an NP or F depending on the grading option selected. The deadline imposed herein shall not be extended. (However, see SCR 6.7.) (Am 22 Oct 69 EI, 26 May 71 EW, 25 May 77, 28 May 80, 29 May 96, effective 1 Sept 97, 23 Feb 00; CC 31 Aug 98; EC 31 Aug 09).” However, incomplete grades are highly discouraged. Likewise, if you should decide to drop/add/swap the course, you must do so by **Thursday June 25, 2015**.

Make-up exams response papers will be arranged only in extraordinary cases. You must also have a verifiable reason for missing the exam (note from doctor, religious leader...). In case of a missed examination, you must contact me no later than a week after the original exam, quiz, or response-paper date to discuss the nature of your situation. Otherwise, you may fail the assignment.

On Academic Integrity from the UCSC Division of Undergraduate Education: “All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.” I will not tolerate violations of academic integrity.

If you are using a laptop or tablet to take notes, please see me for approval. You may NOT connect to the internet while using a device in class.

In the same vein, cell phone use is not allowed during lecture and TA discussion sections. Each student will be warned once; thereafter, the student will be asked to leave the class for the day. If this problem persists beyond these two transgressions, the student will be excused from the class and will not return until after they meet with the Dean of Undergraduate Education.

Students with Disabilities: UCSC provides a climate of equal opportunity to all of its programs, activities, and services, and is in full compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be made based on recommendations from the Disability Resource Center. If you anticipate needing any type of accommodation or have any questions about physical access, please speak to me immediately.

Required Texts

Chestnut, Andrew, R. *Devoted to Death: Santa Muerte, the Skeleton Saint*, Oxford: Oxford University Press, 2012.

Escobedo, Elizabeth, *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front*, Chapel Hill: University of North Carolina Press, 2013.

García, Matt. *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement*, Berkeley: University of California Press, 2012.

Johnson, Benjamin, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans*, New Haven: Yale University Press, 2005.

Mariscal, George. *Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975*, Albuquerque: University of New Mexico Press, 2005.

Week One U.S. Colonialism in Latin America, the Texas Rebellion, the Mexican American War, and Plan de San Diego

Welcome to the Course & Syllabus Review

Tuesday, June 23

1. The Monroe Doctrine, 1823 (e-commons)
2. The Monroe Doctrine and Hispanic America (e-commons)
3. The Treaty of Guadalupe Hidalgo (e-commons)
4. Johnson, Benjamin, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (Introduction, Chapter One, Two, Three)

Thursday, June 25

READING QUIZ 1 (COVERING ENTIRE WEEK'S READINGS)

1. Johnson, Benjamin, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (Chapters Four, Five, Six, and Epilogue)

Week Two**Dust Bowl Migration, Deportation-Repatriation, & the Bracero Program****Tuesday, June 30****READING QUIZ 2 (COVERING TUESDAYS' READINGS)**

1. Escobedo, Elizabeth, *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front* (Introduction, Chapters One, Two, and Three)
2. Escobedo, Elizabeth, *From Coveralls to Zoot Suits: The Lives of Mexican American Women on the World War II Home Front* (All)

Thursday, July 2 --Response Paper One--

1. García, Matt. *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement* (Introduction, Chapters One, Two, and Three)

Week Three**Fight in the Fields: United Farm Workers and the Rise of César Chávez****Tuesday, July 7****Group Presentation One**

1. García, Matt. *From the Jaws of Victory: The Triumph and Tragedy of Cesar Chavez and the Farm Worker Movement* (All)

Thursday, July 9**READING QUIZ 3 (COVERING ENTIRE WEEK'S READINGS)**

1. Mariscal, George. *Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975* (Introduction, Chapters One and Two)

Week Four**Working-Class Feminism and the Chicana/o Movement****Tuesday, July 14****Group Presentation Two**

1. Mariscal, George. *Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975* (Chapter Three, Four, Five)

Thursday, July 16 --Response Paper Two--

1. Mariscal, George. *Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975* (All)

Week Five**U.S. – Mexico Borderlands****Tuesday, July 21****Group Presentation Three**

1. Chestnut, Andrew, R. *Devoted to Death: Santa Muerte, the Skeleton Saint* (All)

Thursday, July 23**Final Exam: Due Thursday 23 by Noon via email attachment only**