

**THE HISTORY OF MEXICAN AMERICA**

HIS 113/ETHN 154

Winter 2023, MWF 2-2:50pm

Mondays and Wednesdays: Sequoyah Hall 147

Fridays: Zoom

**Class/Zoom Link via our Canvas Website:**

<https://canvas.ucsd.edu/courses/42734>

**Professor:** Verónica Martínez-Matsuda

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Office: Arts and Humanities Bldg., 924

Virtual Office Hours: Tues. 1:00-3:00pm

and by appointment if necessary

\*All office hours with Prof. Martínez-Matsuda are virtual.

To **make an office hours appointment with Prof. MM** sign up here: [Office Hours Sign-Up Sheet](#)

To **meet with Prof. MM**, join here: <https://ucsd.zoom.us/j/martinezmatsuda>

**Teaching Assistant:** Christina Gomez

E-mail: [Chg005@ucsd.edu](mailto:Chg005@ucsd.edu)

Christina's Office Hours:

Wednesday 12:30pm-1:30pm. Location: Arts & Humanities Building 5th Floor Terrace (I will sit as close to the elevators as possible)

Thursday 9:30am-10:30am Location: Zoom Meeting ID:950 2675 4300

Link: <https://ucsd.zoom.us/j/95026754300>

Flexible Zoom Appointment by request: Please email me with dates and times that work for you and I will do my best to accommodate your schedule (even past 5pm)

**Course Description:** This upper-division course explores ethnic Mexicans' varied experiences in the United States from the early Industrial Period to contemporary debates concerning Mexican immigration and the growing Latinx population. Through both lecture and discussion, we will examine the formal and informal ways Mexican Americans and Mexican immigrants have organized at a regional, national, and international level, and in both rural and urban settings, for expanded civil rights and socioeconomic justice. Close attention will be given to several historical factors that have helped shape ethnic Mexican life and identity in the U.S., including the role of: community-based activism, intra-ethnic and cross-racial solidarity and tension, generational changes and varied statuses of formal citizenship, and U.S. and Mexican government intervention in aiding and/or repressing ethnic Mexicans' claims for full political inclusion. Ultimately, the course will determine how ethnic Mexicans have shaped the United States—that is, its communities, institutions, laws, economy, and culture—and defined what it means to be “American” through their actions big and small.

### **Learning Objectives:**

Students enrolled in this course can expect to:

- Develop a firm understanding of some of the major historical themes and general discourses shaping Mexican American History in the United States.
- Strengthen key methodological and analytical tools for historical reading and writing.
- Identify personal challenges to writing and strengthen the ability to communicate ideas effectively both in class discussions and in written work.
- Engage in an intellectual community (through group work and class discussions) that is inclusive and mindful and respectful of varying opinions.

### **COVID Statement:**

It is impossible to participate in this class without an awareness of the impact the COVID-19 global pandemic has had on all of our lives. Economic stress, lack of access to medical care, racial violence, food insecurity and other realities have compounded the health crisis our society is experiencing. Consequently, I promise to be understanding, flexible, and supportive in every capacity available to me. And, I hope you will extend the same compassion, care, and understanding to me and your fellow classmates. If you are experiencing any hardship, please don't hesitate to contact me. Additionally, information on UC San Diego's policies and resources concerning COVID-19 can be found at: <https://returntolearn.ucsd.edu/>. Information concerning UCSD's Mental Health Care or CAPS (Counseling & Psychological Services) can be found at: <https://caps.ucsd.edu/>.

### **Required Reading:**

- Arnoldo De León and Richard Griswold del Castillo, *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- All additional assigned readings are available online through our course site on Canvas.

### **Course Requirements and Evaluation:**

**Class Participation (10%):** Since all course assignments will draw heavily from lectures and class discussion, on-time and regular attendance and thorough study of assigned readings are expected and necessary for a passing grade. Students are expected to come to class prepared to participate and articulate their perspectives on the readings and topics being considered. Participation will be evaluated based on the quality of students' contributions to class discussion. In general, students who pose thoughtful questions and comments for consideration, or who listen actively and follow up on others' remarks, will do well in this regard. To factor students' participation grade, I will consider attendance, in-class contributions to discussion, visits to office hours, and discussion comments posted on Canvas.

**In-Class Reading Responses and Quizzes (20%):** To help facilitate discussion and focus your attention on a particular topic, I will occasionally begin Friday's discussion by asking you to write a short response (one paragraph) or answer a brief quiz question related to the week's reading and lectures. These responses/quizzes (5 in total) will be graded, and since they are intended to encourage class contribution, they cannot be made up if you are absent without an excuse.

**Midterm Paper (30%):** This paper (5 pages) requires that you consider an assigned statement/argument from lecture and readings and construct a response that articulates your position (i.e., do you agree or disagree with the statement?). Your paper should clearly outline your main arguments for or against the assigned topic and identify central evidence that supports your claim. The assignment will be posted on Canvas one week before it is due.

**(Take-Home) Final Exam (40%):** The first part of your final exam will consist of a short essay (3 pages) drawn from material related to the second half of the course. The second half of the exam will consist of a comprehensive essay (7 pages) drawing on material from the entire term. I will provide the questions during the last week of class. The exam will be due at the end of our scheduled exam time (March 20, 2023 by 6pm).

**Policies:**

**Paper Style Guidelines:** All paper assignments must be typed, double-spaced, with 1” margins, and in Times New Roman 12-point font. All papers must have page numbers; footnotes and a bibliography when appropriate; and a heading that includes your name, the course, title of the paper and date. I understand that some electronic sources do not have accurate pagination. In this case, do your best to cite your source as precisely as you can—e.g., by including a section title, or other detailed information. Historians use what is called the "Chicago Manual Style" (i.e., the "humanities style") for writing papers. For a helpful guide, see: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Personal Writing Assistance:** Students seeking additional help with writing are encouraged to visit UCSD’s Writing Hub at: <https://writinghub.ucsd.edu/what-we-do/undergraduate-services.html>

**Late Papers:** All assignments are due on the day indicated on the syllabus. Late papers will be accepted with points deducted (generally, half a letter grade). I understand that current circumstances recently require more flexibility than usual in terms of getting your assignments in. For this reason, make-ups for assignments will be allowed. However, I strongly encourage you to stay on track with the course deadlines to complete the class successfully. All work must be submitted by the final week of classes so that it can be calculated towards your final, course grade.

**Drop/Withdrawal Procedures:** It is the student’s responsibility to initiate withdrawal procedures. The professor will not withdraw students from the course. Please review the academic calendar for procedures on how to drop or withdraw if necessary.

**Academic Honesty:** Absolutely no plagiarism or any other form of academic misconduct will be tolerated—no exceptions. According to UCSD’s guidelines, “students shall complete and submit academic work that is their own and that is an honest and fair representation of their knowledge and abilities at the time of submission.” UCSD instructors are required to report all suspected instances of academic dishonesty. You can familiarize yourself with UCSD’s policy on academic integrity and review other related sources at: <https://academicintegrity.ucsd.edu/>

I hold the **copyright** to my syllabus and course materials. **No course materials may be published in any form, posted to the Internet or intranet distribution channels, or used and rewritten for publication or distribution in any medium.** Buying and selling course materials, including your own completed papers and class notes, constitutes academic misconduct and may also involve copyright infringement.

**Accommodations:** UCSD is committed to full inclusion in education for all persons. Services and accommodations are available to students with temporary and permanent disabilities, to students with undocumented status, to students facing mental health issues, and to students with other kinds of learning needs. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be useful include:

- Office for Students Disability Services: <https://osd.ucsd.edu/>
- CAPS (Counseling & Psychological Services): <https://caps.ucsd.edu/>
- Undocumented Student Services: <https://uss.ucsd.edu/>
- LGBT Resource Center: <https://lgbt.ucsd.edu/>
- Learning Strategies / Academic Achievement Hub: <https://aah.ucsd.edu/index.html>

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**Course Schedule and Readings:** Below is an outline of the topics and readings that will be covered in the course. I reserve the right to make changes to weekly topics or assigned reading if needed. Reading assignments should be completed before Friday's section.

**Week 1: Course Introduction & The U.S. War with Mexico and the Incorporation of Annexed Territories**

**Mon. Jan. 9:** Grounding Mexican American History: Central Terms, Theories, and Approaches

**Wed. Jan. 11:** U.S. Expansion and the Ideology of Manifest Destiny

**Fri. Jan. 13:** Discussion via Zoom

**READINGS:**

- De León and del Castillo, Chp. 3 "Natives in a Foreign Land," in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- Frederick Jackson Turner, "The Significance of the Frontier in American History," Proceedings of the Forty-First Annual Meeting of the State Society of Wisconsin, 1894, in John Mack Faragher, *Rereading Frederick Jackson Turner: the Significance of the Frontier in American History and Other Essays* (New York, N.Y.: H. Holt Press, 1994).
- Primary Document: ["The Treaty of Guadalupe Hidalgo"](#), The Library of Congress.

**Week 2: Anglo-Mexican Relations & Racial Attitudes During the Late Nineteenth Century**

**Mon. Jan. 16:** No Class! MLK Holiday

**Wed. Jan. 18:** Establishing the New Order in Postwar Society

**Fri. Jan. 20:** Watch Film: ["Porvenir, Texas: The Truth Behind the 1918 Massacre"](#) (available on Kanopy through the library's search engine).

**READINGS:**

- De León and del Castillo, Chp. 4 “The Borderlands in Transition,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- William D. Carrigan and Clive Webb, “The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928, *Journal of Social History* 37, no. 2 (Winter, 2003): 411-438.
- Primary Document: “Gregorio Cortez is Immortalized in Song, 1901”
- (Optional) Listen: [“Corrido de Gregorio Cortez”](#) sung by Ramon Ayala.

**Week 3: Strife and Solidarity: Ethnic Mexican Identity, Politics, and Labor, 1910-1930**

**Mon. Jan. 23:** Economic and Social Reorganization of the American Southwest

**Wed. Jan. 25:** The “Great Migration” from Mexico and Ethnic Mexican Disenfranchisement

**Fri. Jan. 27:** Discussion via Zoom

**READINGS:**

- De León and del Castillo, Chp. 5 “The New Colonias: Development, Dispersal, and Diversification, 1910-1930,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- Excerpts from María Herrera-Sobek, *Northward Bound: the Mexican Immigrant Experience in Ballad and Song* (Bloomington: Indiana University Press, 1993).
- Kelly Lytle Hernández, “Scorpion’s Tale: A Borderlands History of Mexican Imprisonment in the Sunbelt,” in Robert T. Chase, ed. *Caging Borders and Carceral States: Incarcerations, Immigration Detentions, and Resistance* (Chapel Hill: The University of North Carolina Press, 2019).

**Week 4: The Fight for Economic Citizenship During the Great Depression**

**Mon. Jan. 30:** The “Mexican Problem” and 1930s Repatriation/Deportation Campaigns

**Wed. Feb. 1:** Labor Power and Industrial Unionism Under the New Deal

**Fri. Feb. 3:** Discussion via Zoom

**READINGS:**

- De León and del Castillo, Chp. 6 “Communities Under Stress: Depression and War,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- Kevin R. Johnson, “The Fifteenth Annual Dyson Distinguished Lecture: The Forgotten ‘Repatriation’ of Persons of Mexican Ancestry and Lessons for the ‘War on Terror,’” *Pace Law Review* 26, no. 1 (2005): 1-26.
- Primary Document: [Listen to the oral histories in “Deportation of Mexican Americans During the 1930s”](#)
- (Optional) Watch: [Democracy Now! “‘Decade of Betrayal’: How the U.S. Expelled Over a Half Million U.S. Citizens to Mexico in 1930s,”](#) Feb. 28, 2017.

**Week 5: World War II: The War for Democracy at Home and Abroad**

**Mon. Feb. 6:** Ethnic Mexicans in the Military & The War at Home

**Wed. Feb. 8:** The Bracero Program

**Fri. Feb. 10:** Discussion via Zoom

➤ **Midterm Paper Assignment Will be Posted on Canvas, Fri. Feb. 10**

**READINGS:**

- Howard R. Rosenberg, “Snapshots in a Farm Labor Tradition,” *Labor Management Decisions* 3, no. 1 (1993): 1-16.
- Naomi Quiñonez, “Rosita the Riveter: Welding Tradition with Wartime Transformations,” in Maggie Rivas-Rodriguez, ed., *Mexican Americans & World War II* (Austin: University of Texas Press, 2005).
- Primary Documents: [“Zoot Suit Riots Primary Sources,”](#) posted by Sandra Effinger, from Elliot Gorn, et al., *Constructing the American Past: A Sourcebook of a People’s History* (Oxford University Press, 1970).
- (Optional) Visit: [Voces Oral History Center, WWII Collection of Latino/as in the Military](#), UT Austin. Also, [“The World War II Heroes Ken Burns Forgot.”](#) And, [Bracero History Archive](#).

**Week 6: Cold War Politics and Civil Rights Struggles in the 1950s**

**Mon. Feb. 13:** “Operation Wetback:” Managing U.S.-Mexican Labor Migration at Midcentury

**Wed. Feb. 15:** The Post-WWII Civil Rights Movement and Ethnic Politics

**Fri. Feb. 17:** No Class. Finalize your Midterm paper

➤ **Midterm Paper Assignment Due via Canvas, Fri. Feb. 17 by Midnight**

**READINGS:**

- Ricardo Romo, “George I. Sánchez and the Civil Rights Movement: 1940-1960,” *La Raza Law Journal* 1, no. 3 (1986): 342-362
- Kelly Lytle-Hernández, “The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback, 1943 to 1954,” *Western Historical Quarterly* 37 (Winter 2006): 421-444.

**Week 7: Chicano/a Power: The 1960s Movement for Racial Equality and Social Justice**

**Mon. Feb. 20:** No Class! Presidents’ Day Holiday

**Wed. Feb. 22:** The Chicana/o Civil Rights Movement

**Fri. Feb. 24:** Watch Film: [“Prejudice and Pride,” Part of the Latino Americans PBS Series](#) (available on Kanopy through the library’s search engine).

**READINGS:**

- De León and del Castillo, Chp. 8 “Aztlán Rediscovered: The Chicano Movement,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- Vicki L. Ruíz, “La Nueva Chicana: Women and the Movement” in *From Out of the Shadows* (New York: NY: Oxford University Press, 2008).
- (Optional): Visit: [“Chicana Por Mi Raza Digital Memory Collective,”](#) particularly the [“biographies”](#) section.



**Week 8: The Politics of Inclusion, Reemergence of the Immigration Debate, and Expansion of Economic Neoliberalism Across the U.S.-Mexico Border**

**Mon. Feb. 27:** The Chicana/o Movement Continued

**Wed. Mar. 1:** The “Silent Invasion:” Mexican Immigration Politics Post-1965

**Fri. Mar. 3:** Discussion via Zoom

**READINGS:**

- De León and del Castillo, Chp. 9 “Latinos and the New Immigrants,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- Patricia Fernández-Kelly and Douglas S. Massey, “Borders for Whom? The Role of NAFTA in Mexico-U.S. Migration,” *Annals of the American Academy of Political and Social Science* 610, no. 1 (Mar. 2007): 98-118.
- Katherine Pantaleo, “Gendered Violence: An Analysis of the Maquiladora Murders,” *International Criminal Justice Review* 230, no. 4 (2010): 349-365.

**Week 9: Contested Citizenship: Identity and Community in the New Millennium**

**Mon. Mar. 6:** Increased Border Security and the Production of “Illegality”

**Wed. Mar. 8:** New Activism and New Destinations

**Fri. Mar. 10:** Listen to: [Futuro Investigates Podcast “Death By Policy: Crisis in the Arizona Desert,”](#) Dec. 2, 2022.

➤ **Take-Home Final Exam will be Posted on Canvas, Fri. Mar. 10**

**READINGS:**

- De León and del Castillo, Chp. 10 “The Dilemmas and Promises of the New Millennium,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).
- Philip Kretsedemas, “Immigration Enforcement and the Complication of National Sovereignty: Understanding Local Enforcement as an Exercise in Neoliberal Governance,” *American Quarterly* 6, no. 3 (Sept. 2008): 553-573.
- (Optional): Read: [KPBS News “Death at the Border: Threat of Trump’s Wall Intensifies Search for Dying Migrants,”](#) Dec. 13, 2016.

**Week 10: Obstacles and Opportunities for the Future**

**Mon. Mar. 13:** Contemporary Issues

**Wed. Mar. 15:** Future Developments

**Fri. Mar. 17:** Discussion via Zoom

**READINGS:**

- De León and del Castillo, Chp. 11 “Commjity, Dioversity, and Culture: Some Conclusions,” in *North to Aztlán: A History of Mexican Americans in the United States*, 2<sup>nd</sup> Edition (Harlan Davidson, Inc., 2006).

➤ **TAKE-HOME FINAL EXAM DUE: March 20, 2023 by 6pm**