

Bringing Xicano History to the Present

4 Credits

Instructor: Professor Jerry Garcia
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Office Hours: by arrangement

Link to Google Classroom

Course Prerequisites

None

Course Description

Chicanos have made an indelible mark on American culture. This course offers an overview of Chicano history from Mesoamerican origins through the twentieth century. This course will have at least three foci. First, focusing on the contributions of Chicanos to the economic and cultural developments of what became the U.S. Second, since the forced incorporation of Mexicans, U.S. popular culture has depicted them in multiple forms. These forms have ranged from the bandido image in Western films to the exotic native land in the U.S. Part of this course will explore the history of Chicanos in the U.S. and the origins of these popular and often negative portrayals of Mexicans in popular culture. Third, this history course will examine how Mexicans responded to such images through the interrelationship between society, history, gender, class, ethnicity, sexuality, and religion as expressed through Chicano cultural forms to include music, theatre, film, and visual art.

Student Learning Expectations

This course is designed to introduce you to the history of Chicanos. Through the written and oral sections of the course, you should leave with the following: 1) a solid understanding of Chicano history, 2) an ability to identify and understand basic theories and methodologies of the field of Chicano history; and 3) the capacity for critical thinking about the past and present of Chicanos in the United States.

Student Learning Outcomes

It is vital that we understand Chicano history, not just for the benefit of knowledge and analysis, but to avoid the risk of ignoring some of the particular phenomena that we will be discussing and debating in the class. Course objectives are as follows: 1) to acquire knowledge about the field of Chicano history and to demonstrate that knowledge through *effective writing*; 2) to develop the *critical reading skills* required to understand and compare theoretical approaches and their conclusions; 3) to further capacities for *critical thinking* necessary for evaluating and problematizing Chicano history; 4) to *critically think and write* about some of the contemporary issues affecting Chicanos in the United States while gaining perspectives on historical trends and movements; 5) to *value ethnic diversity* by analyzing certain political, social, and economic trends that affect Chicanos and to examine the particular ways that some of these issues manifest themselves; 6) to improve your ability to keep up with current Chicano Studies issues and apply theories to current events through the *development of reading and research skills*; and 7) to *value ethnic diversity* by understanding the social and economic context within which Chicano Studies are located (including culture, class, race, gender, and urban and rural cleavages).

Required Textbook(s) All reading materials are included as pdf files

Before starting this class do the following:

1. Read – Course Creator’s syllabus
2. Read – Quick course Facts
3. Watch – Introduction Video
4. Watch five-minute video “How to use Google Classroom”

Schedule of Assignments: Do assignments in the order they appear on the syllabus and in Google Classroom

Course Outline

Week	Readings
1	<p>Introduction to the course</p> <p>Read Acuna: Not Just Pyramids, Explorers, and Heroes Read Forbes: Columbus: Cannibal and Hero of Genocide Read Forbes: Deception, Brutality, and Greed: The Spread of the Disease Read Rastall: Seven Myths of the Spanish Conquest (Ch.7 Apes and Men: The Myth of Superiority) Watch: 500 Nations Part 2 (Mexico)</p> <p>Assignment: A minimum two-page critical analysis of the readings and 500 Nations</p>
2	<p>Read Garcia: Why Study the Chicano/Latino Experience? Read Chavez: Chicano/a History: Its Origins, Purpose, and Future Read Forbes: Colonialism, Europeanization, and the Destruction of Native (Authentic) Cultures Read Acuna: The Occupation of Middle America</p> <p>Assignment: Using the phrase “Why Study the Chicano/Latino experience” write a minimum two-page analysis on the importance of understanding the Chicano/Latino experience.</p>
3	<p>Invasion, Conquest and Resistance</p> <p>Read Vargas: Mexican Americans in the Era of War and American Westward Expansion Read Zinn: We Take Nothing By Conquest, Thank God Read Acuna: Foundational Myths and Educational Freedom Read Hsu: The Legend of Joaquin Murieta: A History of Racialized Violence Read May: Tiburcio Vasquez Read Rojas: Re-membering Josefa – Reading the Mexican Female Body in California Gold Rush Read Vargas: Mexican Americans in the Southwest, 1870 to the Early Twentieth Century Watch: Martyrs of the Alamo</p> <p>Assignment: Write a minimum two-page critical analysis explaining how Chicanos/as resisted the U.S. invasion after 1848 contrasting that resistance with the foundational myths and U.S. propaganda. Feel free to explore how that resistance continues in the present.</p>
4	<p>Mexican Immigration and Americanization</p> <p>Read Vargas: Mexican Immigration, Urbanization, and Americanization, 1910-1929 Read Gonzalez: Stepchildren of a Nation: The Status of Mexican-Americans Read Gonzalez: The Americanization of the Mexican Family Watch: The Lemon Grove Incident Watch: Los Mineros</p> <p>Assignment: Using the films and the readings write a minimum two-page analysis how the Chicana/o community mobilized against oppression. Feel free to compare and contrast the 1920s to the early twenty-first century.</p>

5	<p>Mexican American Communities – The Depression Years and World War II</p> <p>Read Acuña: Mexican American Communities in the Making Read Vargas: The Mexican American People in the World War II Era Read Wollenberg: <i>Mendez v. Westminster</i> Watch: <i>Mendez v. Westminster</i> https://www.c-span.org/video/?417233-1/sylvia-mendez-discusses-mendez-v-westminster</p> <p>Assignment: Focus on <i>Mendez v. Westminster</i> and provide a minimum two-page critical analysis of the segregation of Mexican American school children. Be sure to analyze the importance of the Mendez case at the national level. Feel free to use the Lemon Grove Incident from Week 4 for background material.</p>
6	<p>The Chicano/a Movement</p> <p>Read Vargas: Mexican Americans in the Postwar Years Read Barrera – The Chicano Movement Read Blackwell: Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Chicana Campus Organizing Read: Yo Soy Joaquin (I Am Joaquin) Read: El Plan de Santa Barbara Watch: Chicano Movement – Quest for a Homeland Watch: Chicano Movement – Fight in the Fields Watch: Chicano Movement – Taking Back the Schools Watch: Walkout! (2006)- Optional</p> <p>Assignment: Find someone in your family, neighborhood, community, or city who participated in the 1960s-1970s Chicano/a Movement and interview them. Place their experience within the context of this week’s readings and films. Minimum two-pages. In lieu of the paper, you may upload the interview via zoom, podcast, or text. If you upload the interview text be sure to provide a summary at the end.</p>
7	<p>Bringing Chicano History to the Present</p> <p>Read Vargas: Mexican Americans at the end of the Twentieth Century Read Mireles: The Struggle for Xicano/a Studies in the Northern Borderlands: War of the Flea in Aztlansing, Michigan Read Garcia: Becoming Aztlán in the Northern Borderlands Read Vargas: Epilogue Mexican Americans and the new Millennium</p> <p>Assignment: This week’s readings contained two articles that examined the Chicano/a experience outside of the southwest by Mireles and Garcia. If you are from a state that is not in California or the southwest (Arizona, New Mexico, Texas), please discuss your own experience as a Chicano/a and explore the differences and commonalities you perceive living or growing up outside the southwest. If you are from California or the southwest, do Chicanos/as face different lived experiences in places such as Washington State and Michigan. What are their differences and commonalities? Please elaborate. A minimum of two-pages.</p>
8	<p>Understanding the Historical Past: Hollywood Images of Chicanos/as and Indigenous People</p> <p>Read: Noriega – Stereotypes Must Die Read: Charles Ramirez Berg – Latino Imagery in Film View: Power Point – A Brief Overview of the Mayan (For Apocalypto) View the Bronze Screen, plus two additional films below: Watch: The Bronze Screen Apocalypto (2006) The Alamo (1960 John Wayne Version) Mi Vida Loca (1993) La Bamba (1987) Selena (1997) Salt of the Earth (1954)</p>

Quinceañera (2006)

Real Women Have Curves (2002)

Coco (2017)

Speedy Gonzalez (1955 Academy Award Winner Short Film)

Mi Familia/My Family (1995)

Blood In, Blood Out (1993)

American Me (1992)

Assignment: Since the advent of films in the U.S. (roughly the late 19th century) images and depiction of Chicanos/as has not only distorted historical reality, but these images have perpetuated stereotypes into the present-day. It has been rare to have a film about Chicanos/Latinos that is positive. However, in our film list above there are a few considered to be more positive portrayals of Chicanos and their culture. There are three options to complete this assignment. Minimum two-pages. Choose only one:

- 1. Compare and contrast any two films and use the readings and Bronze Screen to help navigate the images and history.**
- 2. Compare and contrast one positive film v. negative film and explore and discuss their differences. (The films bolded tend to portray Chicanos/Latinos in a more positive light)**
- 3. Examine and explore how Speedy Gonzalez can be both despised and admired by the Latino community.**

- Bring Xicano History to the Present
- Course Creator: Jerry Garcia, Ph.D.
- Invite Link:
- Course Title: Bringing Xicano History to the Present
- Course Topic: Xicano History/Culture/Politics
- Bringing Xicano History to the Present Course Description: This course offers an overview of Chicano history from Mesoamerican origins through the twentieth century. This course will have at least three foci. First, focusing on the contributions of Xicanos. Second, U.S. popular culture and its depicted Xicanos in multiple forms. Third, this history course will examine how Xicanos responded to such images.
- Duration: 8 Weeks
- Course Difficulty: Challenging
- Materials Needed: Notebook, Access to Google Classroom (Free), computer, and internet access
- Time Commitment: 5-10 per week
- Pace: Self-Directed
- Subject: Xicano Studies, history, and popular culture
- Course Language: English (Spanish a plus)
- Credit: TBD, for Now Audit
- Platform: Google Classroom
- Keywords: #Xicano #history #popular culture