Global Seminar
HILD 7C Chicano/a History since 1848

This class explores the history of Mexican Americans (Chicanos/as) since 1848. The analytical focus will be on class and ethnic identity formation; comparative nationalist imaginaries in Mexico and the United States; immigration; the making of the U.S.-Mexico border; changing U.S.-Mexico relations; as well as radical political projects and histories of exploitation in factory and field. Our spatial focus will be on the U.S. southwest and the U.S.-Mexico borderlands, but we will use sites in Mexico City to complement course material. We will conclude the course with a discussion on the meaning and challenges of being Mexican American in the age of Trump.

Since this class will take place in Mexico City, we will give special attention to how Mexican Americans have understood their Mexican heritage and how Chicano political struggles have shaped and been shaped by events and processes in Mexico. There will be several field trips that will address this facet of Chicano history.

In addition to attending lecture and participating in field trips, students will read a variety of primary and secondary sources on Chicano/a history. A strong emphasis will be placed on strategies of understanding and interpreting primary sources—original sources produced in the historical time under study.

**Required Books (subject to change):**


Americo Paredes, *With His Pistol in His Hand: A Border Ballad and its Hero* (Univ of Texas Press, 1958)

Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (UC Press, 2013)

Select primary sources made available on Tritoned.

**Course Assignments and Grading**

In-class attendance and participation: Reaction papers and quick writes on lectures, field trips, and readings 25%

**Essay 1:** 2 page book report on Paredes, *With His Pistol in His Hand* 10%

**Midterm:** Closed book in-class exam. Students will give short answers to questions that require synthesizing lecture and reading material. 20%
Essay 2: 2-3 page book report on *Fresh Fruit, Broken Bodies*  15%

**Final exam**: In-class closed book final exam (same format)  30%

**Academic Integrity**

Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. You may work in groups or consult with other classmates for assignments, but all work in the end must be your own.

Plagiarism will not be tolerated. There are two kinds of plagiarism: copying the work of another person word for word (a sentence, part of a sentence or more) and the use of idea(s) that you do not attribute to its author with a citation). If I catch an act of plagiarism, I will consult with university authorities (The Academic Integrity Office). This could result in automatic failure of the class or the assignment, depending on the severity of the case, as well as additional administrative sanctions.

**Office Hours and Availability**

If you cannot see me during office hours, please send me an email to arrange an alternative time. I want you to do well in this class, so please stay in touch with me throughout the quarter. If you are confused about the material or if you’re having trouble keeping up in class, do not hesitate to see me.

**Course Schedule** (subject to change)

Monday, July 2: Course Introduction

Tuesday, July 3: Mexico's Postcolonial Dilemma: Race and Nation

Wednesday, July 4: Race and Nation in the United States
   --Selections from *The Mexico Reader*

Thursday, July 5: **Field Trip** to Teotihuacan

Monday, July 9: 1848 in History and Memory
   --David Gutierrez, *Walls and Mirrors* (selections); and begin Paredes, *With His Pistol in His Hand*

Tuesday, July 10: Capitalism in the US Southwest and the Making of the Border
   ----David Gutierrez, *Walls and Mirrors* (selections)
Wednesday, July 11: Immigration: Deportation to the Bracero Program
    ----David Gutierrez, *Walls and Mirrors* (selections); and selections from *The Mexico Reader*

Thursday, July 12: Field trip to Monument to the Revolution, Historic Center, and Palacio Nacional
    --Finish *With His Pistol in His Hand*

Monday, July 16: Immigration and Americanization: The Making of Mexico-America
    --Essay #1 due

Tuesday July 17: Mexican Revolution, Indigenismo, and *La Raza*
    -- David Gutierrez, *Walls and Mirrors* (selections)

Wednesday, July 18: Chicano Radicalism and Greater Mexico
    -- In-class midterm quiz

Thursday, July 19: Field Trip to Anthropology and History Museum

Monday, July 23: Chicano Radicalism: Civil Rights, Labor, and Vietnam
    --Primary source readings on Tritoned

Tuesday July 24: Film: *Chicano Park*

Wednesday, July 25: US Nativism and Immigrant Rights Activism: Prop 94 to the Wall
    --Start reading *Fresh Fruit, Broken Bodies*; and primary source readings

Thursday, July 26: Field Trip to UNAM and Museo de las Intervenciones

Monday, July 30: Guest Speaker on Mexico at the Movies: Race and Ethnicity in Hollywood Film
    --Finish *Fresh Fruit Broken Bodies*

Tuesday, July 31: Ethnic and Class Politics in the Age of Neoliberalism
    --essay 2 due

Wednesday, August 1: Field Trip to Museo de Memoria y Tolerancia and Palace of Fine Arts

Thursday, August 2: Wrap up discussion

Saturday, August 4: Final exam