

GUIDE TO

*Occupied America: A History of Chicanas/os*

By

Rodolfo F. Acuña

©

Rodolfo F. Acuña 2013

# Teacher and Student for Occupied America 8/e

## Table of Contents

Meet the Author.....	
Methodology.....	
Module I: Identity .....	
Module II: Mexico Pre-1821 Mesoamerica/Spain	
Module III: The American Wars.....	
Module IV. The Colonization: 19th Century Southwest	
Module V. Expansion, Immigration, Transformation, Reaction	
Module VI. The Great Depression: Reform .....	
Module VII. World War II and the Aftermath .....	
Module VIII. The Sixties and the Chicana/o.....	
Module IX: The Seventies: The Deconstruction of the '60s.....	
Module X: Becoming a National Minority: 1980–2001.....	
Module 11 Losing Fear: A Decade of Struggle.....	
Appendix	
The American Experience, PBS Series Websites	
Selected Websites	
Music of the Sixties	
Programs that offer a BA in Chicana/o Studies	
Research and Museum Tour	

**Mini Course  
Meet the Author**

**Rodolfo F. Acuña**



**RODOLFO F. ACUÑA**

**ABRIDGED MINI PUBLICATION VITA**

**Education & Employment Information**

1958-61 Teacher, San Fernando Junior High  
1961-65 Master teacher, Cleveland High School  
1961-65 Teacher, Hollywood High Adult School  
1964-68 Professor, Pierce Junior College  
1966-68 Part time Instructor, Mt. St. Mary's  
1966-67 Teacher, NDEA Summer Institute, San Fernando State College  
1969 Political Science Instructor, part time, University of Southern California  
1968 Ph.D. Latin American Studies, University of Southern California  
1969- Professor of Chicano Studies, California State University, Northridge

**Selected Honors:**

\* Lifetime Achievement Award, Mexican American Legal Defense and Education Fund (MALDEF), 2009  
\* National Hispanic Institute, Lifetime Achievement Award, Austin, Texas, 2008  
\* Keynote, Texas Foco, National Association for Chicana and Chicano Studies, 2008  
\* Community Coalition South Central Los Angeles, 9th Annual Gala Dinner, Activist-scholar award, 2008  
\* The Labor Strategy Center Award, May 2007  
\* Center for the Study of Political Graphics (CSPG), Historian of the Lions Award at 18<sup>th</sup> Anniversary Dinner in Los Angeles on Saturday, October 13, 2007  
\* National Hispanic Cultural Center. Book Presentation, Albuquerque, New Mexico, 2007  
\* National Hispanic Hero Award, March 11, 2006, Chicago, 24th annual national conference. United States Hispanic Leadership Institute, 3000 in Attendance

- \* LA Weekly, LA People 2006, April 21-27, 2006, p. 108, Featured as one of 100 LA shakers and movers
- \* 2005 Symposium on the Works of Rodolfo F. Acuña, California State Northridge, May 2005
- \* Selected As One of the "100 Most Influential Educators of the 20th Century," Black Issues In Higher Education
- \* Recipient of the Gustavus Myers Award for an Outstanding Book on Race Relations in North America, 1988, 1996, 1998\* Distinguished Scholar Award, National Association for Chicano Studies 1989
- \* Homenaje University of Guadalajara Feria Internacional del Libro and the State of Guadalajara Mexico for the Outstanding Scholar of U.S.-Mexico Studies
- \* Emil Freed Award for Community Service, Southern California Social Science Library
- \* Plenary session on the future of the profession, American Historical Association, 1992
- \* Corridors of Migration: Odyssey of Mexican Laborers, 1600-1933 (University of Arizona 2007) Winner of a CHOICE [American Library Association] Outstanding Academic Title Award, 2008
- \* A founder of Labor/Community Strategy Center, 1989
- \* Founder's Award for Community Service, Liberty Hill Foundation
- \* American Council of Learned Societies Award, 1981
- \* Rockefeller Humanities Fellowship, 1982
- \* Ford Foundation Research Grant 1978
- \* Ford Foundation Grant for Operation Chicano Teacher, 1975
- \* Founding Chair, Chicano Studies Department, California State University, Northridge, 1969
- \* A Founder of Latin American Civic Association Headstart, 1962

## **Books:**

- In Progress "My Journey Out of Purgatory: Footprints: Fifty Years of Activism and Research."
- 2011 The Making of Chicana/o Studies: In the Trenches of Academe. Rutgers University Press.
- 2010 Occupied America: A History of Chicanos, 7th edition. New York: Prentice-Hall.
- 2008 Voices of the U.S. Latino Experience [Three Volumes]. Greenwood Press.
- 2007 Corridors of Migration: Odyssey of Mexican Laborers, 1600-1933. University of Arizona Press, Dec 2007.
- 2007 Occupied America: A History of Chicanos, 6th edition. New York: Longman.
- 2004 US Latinos Issues. Greenwood Press.
- 2004 Occupied America: A History of Chicanos, 5th edition. New York: Longman.
- 2000 Occupied America: A History of Chicanos, 4th edition. New York: Addison, Wesley & Longman.
- 1998 Sometimes There is No Other Side: Essays on Truth and Objectivity. Notre Dame: University of Notre Dame Press. Honorable Mention for Gustavus Myers Award for an Outstanding Book on Race Relations in North America.
- 1996 Anything But Mexican: Chicanos in Contemporary Los Angeles. London: Verso Press, 1996 Recipient of the Gustavus Myers Award for an Outstanding Book on Race Relations in North America.

- 1988 *Occupied America. A History of Chicanos*, 3rd Edition. New York: Harper and Row. Recipient of the Gustavus Myers Award for an Outstanding Book on Race Relations in North America.
- 1988 Sound Recording. *Occupied America a History of Chicanos*. Publication: Salt Lake City, Utah: Utah State Library Division for the Blind and Physically Handicapped. Document: English: Sound Recording: Non-music: Cassette tape.
- 1984 *Community Under Siege: A Chronicle of Chicanos East of the Los Angeles River, 1945-1975* (UCLA).
- 1981 *El Caudillo Sonorense. Ignacio Pesqueira y sus tiempos*. Mexico D.F.: ERA.
- 1980 *Occupied America. A History of Chicanos*, 2nd Edition. New York: Harper & Row.
- 1976 *America Ocupada*. Ediciones ERA.
- 1974 *Sonoran Strongman: The Times of Ignacio Pesqueira*. Tucson: University of Arizona Press.
- 1972 *Occupied America: The Chicano Struggle Toward Liberation*. New York: Harper & Row.
- 1970 *Cultures in Conflict: Case Studies of the Mexican American*. Los Angeles: Charter Books.
- 1970 *A Mexican American Chronicle*. New York: American Book Company.
- 1969 *The Story of the Mexican American*. New York: American Book Company.

Chapters in books and journal articles, scholarly articles, public articles, and book reviews, 350.

## **Why Become a Historian?**

American Historical Association,  
<http://www.historians.org/pubs/free/why/ACUNA.HTM>

Rodolfo F. Acuña  
 California State University at Northridge

For the past 25 years, I have been at war with American historians. My disenchantment with these scholars sprang from the 1960s and what seemed a profession more interested in the past than the present. This persuaded me to join the movement to establish Chicano studies—an interdisciplinary field examining the body of knowledge that included Mexicans on both sides of the Río Bravo. Over the years, the profession's failure to incorporate Mexican Americans and other ethnic groups into the field of history led me to question the reliability of the historians' claims to objectivity. Indeed, I reasoned, how accurate were the interpretations of historians of the past when they knew so little about the present?

As my influence grew within Chicano studies, and indeed, within the larger Latino community, my view of the profession became less harsh. I appreciated that my training as a historian contributed greatly to my ability to bridge the chasm between the humanities and the social sciences within the field itself—the truth be told, history has two heads. Moreover, with age, I realized that the study of history contributed to my understanding of what an interdisciplinary field was. Equally, it became clear that my own separatism was a form of elitism itself, and that

by not participating within the profession, I had abandoned valuable political space to those with a much narrower vision than my own.

A profession, like a civil society, is as functional as its members. Controversies over the scope of knowledge are as old as education itself. Only through the insistence on a full and open discourse will its values change.

The lack of a critical mass of minority scholars or those wanting to broaden this scope of knowledge slows the ability of the profession to change and to include the studies of working-class people, women, and racial and ethnic minorities. That is why, in recent years, I have rejoined the profession, so I can encourage young Chicano scholars to enter the field in larger numbers.

In retrospect, I could have chosen a more lucrative profession. Indeed, teaching has, until recent times, been an avocation reserved for the sons and daughters of a small group of professionals. I had to use the secondary schools as a stepping stone to higher education. Working full time to support a family, I often wondered whether I would be better off pursuing another career. The study of history, however, lured me—as did the ideas of historians like Carl Becker and E. P. Thompson. I also realized that in order for this history that inspired me to filter down to the barrios, so as to draw young minds and inspire them, present generations of Chicanos would have to sacrifice. Only in this way could we "Take Back Our History!"

LATINOPIA BIOGRAPHY DR. RODOLFO ACUÑA,  
<http://latinopia.com/latino-history/latinopia-biography-dr-rodolfo-acuna/>

### **Videos by:**

RODOLFO ACUÑA on his banned book, 'Occupied America: A History of Chicanos',  
<http://www.youtube.com/watch?v=tJKOzA3TAvs>

Interview with Rodolfo F. Acuna, Photographed and edited by Brogan de Paor for the Activist Video Archive,  
<http://vimeo.com/43315521>

El Paso Community College - Chicano Studies,  
<http://www.youtube.com/watch?v=8FuMKr23pB0&feature=related>

Dr. Rodolfo Acuña speaking on book ban of Chicano & Native American Literature in Tucson, AZ,  
<http://www.youtube.com/watch?v=qbiflW0cB3w>

## Methodology

Occupied American is a text book, and consequently is a survey of the history of the Chicana/o people in the United States, which includes mostly people of Mexican origin in the United States. However, I often use the problematic term Latino when referring to the family of Latin Americans in the United States. Statistics are so co-mingled by academicians that it is often difficult to separate the disparate groups.

With this said, Latin Americans share a history of colonialism – being occupied by Spain and various other European nations after 1492 when the occupation of the Americas began. Mexico has had the longest contact with the Euro-American nation called the United States, sharing a near 2000 mile border with the U.S. The occupation of Mexico began in 1519 a hundred years before the British landed on Plymouth Rock (1620).

This survey history begins in Pre-Columbian times with the history of the Native Americans with whose history Mexicans are stamped genetically and culturally. After 500 years of occupation, ninety percent of Mexicans carry Indian DNA – contrast this to Euro-Americans, of whom fewer than one percent have Indian blood The World Fact Book, Mexico, <https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>. The Mexican cuisine also pays homage to the Indian past as do many place names.

The textbook uses timelines to make sense of what happened and why it happened. I tell my students that to be effective they have to learn how to organize. One of the problems with many of us is that our parents never taught us to organize; the first step should have been to learn how to organize our highboy – clothes are not randomly thrown into a drawer. The timeline is our highboy, it will help us make sense out of time and put together a story.

This is why I tell students to learn how to use story boards to fill in the timeline. You can pull up a number of good sites for story boards (e.g., <http://www.storyboardthat.com/>). It is the same technique that is used in writing a movie script. The storyboard lets you know where you were and where you are going. Chapters in books serve the same function. Footnotes verify the veracity of the story as well as build the story. Your critical thinking skills help you interpret it.

This mini book includes eleven modules to complement the chapters in the book. It is a guide that can easily be converted into an online class. Whereas the book chapters provide a macro story, the modules provide added materials. I have included internet articles with visuals as well as YouTube presentations and events. These are designed to further support those of you who are taking the class online. It also provides support to instructors and reduces the need for expensive readers. Word of caution: the sites often change link addresses so if one goes down, email us and we will correct it. The entire purpose of this manual is for you to better understand history.

As mentioned, each module corresponds to a chapter or chapters in *Occupied America*. They are divided into Assigned Readings in Chapter(s), an Introduction, Internet articles, You Tube Lectures, and suggested discussion questions. The appendices have recommended websites, suggested programs in the American Experience/PBS, Music of the 1960s, and a list of four year

institutions that have Bachelor of Arts programs in Chicana/o Studies. I also include a tour of a Chicana/o Research Site. I begin this endeavor with a short tour of the Arizona State University Chicana/o Collection. I plan to add other sites on a monthly basis. We must remember that history is a study of documents – that is what footnotes are all about.

My Facebook account is under <https://www.facebook.com/rudy.acuna.9406>



## Mini Course

### Module I IDENTITY

Required:

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014).

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library.

#### I. Definitions

Identity:

a) Rodolfo F. Acuña, “The Word Chicana/o”

Words have meanings, meanings that are supposed to be linked to reality. In creating a historical narrative, the meanings should be clear and best describe the reality of the times. Meanings can be obscured for political purposes; we often call this doublespeak: we say one thing and mean another. The Chicana/o Public Scholar argues that the word Chicana/o best describes the area of studies called Chicana/o Studies, and it expresses the idealism that we as a community should be striving for. The Mexican American generation proactively fought for our civil rights, demanding equality under the law as Americans. The Chicano Movement demanded equality as human beings and asserted the right to call themselves what they pleased. It was under the Chicano watch that entitlements were dramatically broadened and larger numbers of people of Mexican origin entered colleges and universities. They demanded their rights and did not see education as a privilege.

Just calling yourself a Chicano or any other word is not enough. You can call yourself a Christian but that does not necessarily make you a good person. “Words have meanings, meanings are supposed to be linked to reality.” The word Chicano in Spanish is gender neutral. But, many Chicana/o scholars felt that words should be transformative. Sexism was a problem that was tearing the movement apart. Chicano Studies became Chicana/o Studies to denote the equality of the sexes and underscore that gender discrimination damages our humanity as much as racism does. The redefinition of the word led to an examination of homophobia. Thus, the meaning of the word Chicana/o expanded reality.

The 1970s and 1980s saw large numbers of Mexican and Latin American immigrants. We failed to link the meaning of the word Chicana/o to the reality of the immigrant population that now rivaled the second generation in numbers. The Mexican American and Chicano Generations had widened the entitlements of all immigrants. However, many of these immigrants held on to old definitions, such as equating the word Chicano to chicanery or low class. Many continued to link their struggle for equality to their home countries rather than linking it to their new reality. At the same time, the arrival of millions of Mexicans and Latin Americans dramatically expanded the

“Latino market.” Government agencies and commercial enterprises looked upon the Mexican American and Latino as commodities and linked these new definitions to illusions.

To broaden the discourse, we are including articles by the martyred Ruben Salazar, Frank del Olmo, and Cheech Marin.

Ruben Salazar, “Who Is a Chicano? And What Is It the Chicanos Want?,” Los Angeles Times, Feb 6, 1970; pg.

B7 <http://forchicanachicanostudies.wikispaces.com/file/view/Ruben%20Salazar.pdf/61339512/Ruben%20Salazar.pdf>

Frank del Olmo, “Latinos by Any Other Name Are Latinos,” Los Angeles Times, May 1, 1981; ) pg. D11

<http://forchicanachicanostudies.wikispaces.com/file/view/Frank%20del%20Olmo.pdf/61343630/Frank%20del%20Olmo.pdf>

Cheech Marin, “What is a Chicano: Who the hell knows?” May 3,

2012 <http://cheechmarin.com/2012/05/03/what-is-a-chicano/>

Cheech: To me, you have to declare yourself a Chicano in order to be a Chicano. That makes a Chicano a Mexican-American with a defiant political attitude that centers on his or her right to self-definition. I’m a Chicano because I say I am.

But no Chicano will agree with me because one of the characteristics of being Chicano is you don’t agree with anybody, or anything. And certainly not another Chicano. We are the only tribe that has all chiefs and no Indians. But don’t ever insult a Chicano about being a Chicano because then all the other Chicanos will be on you with a vengeance. They will even fight each to be first in line to support you.

It’s not a category that appears on any U.S. Census survey. You can check White, African-American, Native-American, Asian, Pacific Islander and even Hispanic (which Chicanos hate). But there is no little box you can check that says Chicano. However, you can get a Ph.D. in Chicano Studies from Harvard and a multitude of other universities. You can cash retirement checks from those same prestigious universities after having taught Chicano Studies for 20 years, but there still no official recognition from the government.

No wonder Chicanos are confused.

So where did the word Chicano come from? Again, no two Chicanos can agree, so here is my definition what I think. In true Chicano fashion, this should be the official version.

The word “Chicano” was originally a derisive term from Mexicans to other Mexicans living in the United States. The concept was that those Mexicans living in the U.S. were no longer truly Mexicanos because they had given up their country by living in Houston, Los Angeles, “Guada La Habra,” or some other city. They were now something else and something less. Little satellite

Mexicans living in a foreign country. They were something small. They were chicos. They were now Chicanos.

If you lived near the U.S.-Mexican border, the term was more or less an insult, but always some kind of insult. In the early days, the connotation of calling someone a Chicano was that they were poor, illiterate, destitute people living in tin shacks along the border. As soon as they could get a car loan and could move farther away from the border, the term became less of an insult over the years. But the resentment still lingered.

Some ask “Why can’t you people just all be Hispanic?” Same reason that all white people can’t just be called English. Just because you speak English or Spanish does not mean that you are one group. Hispanic is a census term that some dingo in a government office made up to include all Spanish-speaking brown people. It is especially annoying to Chicanos because it is a catch-all term that includes the Spanish conqueror. By definition, it favors European cultural invasion, not indigenous roots. It also includes all Latino groups, which brings us together because Hispanic annoys all Latino groups.

Why? Because they’re Latino and it’s part of their nature. (Aren’t you glad you asked?)

So what is a “Latino?” (It’s like opening Pandora’s box, huh?) “Latino” refers to all Spanish-speaking people in the “New World” – South Americans, Central Americans, Mexicans, and Brazilians (even though they speak Portuguese). All those groups and their descendants living in the United States want to be called Latinos to recognize their Indian roots.

Mexicans call it having the “Nopal” in their face, that prickly pear cactus with big flat leaves that Mexicans eat, revere, and think they look like. When you go to Mexico and walk down the street in Mexico City, it’s like walking through a Nopal cactus garden. Nopal is everywhere.

For Latinos who don’t want to be so “Nopalese,” there’s always “Mexican-American.” Or the dreaded “Hispanic” that should only be used when faced with complete befuddlement from the person asking what you are.

Because I am the only official version of what being Chicano is, I say Mexican-American is the politically correct middle ground between Hispanic and Chicano. Like in the song I wrote to be sung by a Chicano trying to be P.C. “Mexican-Americans; don’t like to just get into gang fights; they like flowers and music; and white girls named Debbie too.”

All those names made it confusing for me growing up. I lived in an all-black neighborhood, followed by an all-white one, and other kids in the always called me Mexican in both neighborhoods.

It never bothered me until one day I thought to myself “Hey, wait a minute, I’m not Mexican.” I’ve never even been to Mexico and I don’t speak Spanish. Sure, I eat Mexican food at family gatherings where all of the adults speak Spanish, but I eat Cheerios and pizza and hamburgers more. No, I’m definitely not a “Mexican.” Maybe I was “Mexican-ish,” just like some people were “Jew-ish.”

These thoughts all ran through my mind when I chased down an alley by five young African-American kids. “Yo, Messican!” they called out in their patois. I stopped in my tracks and spun around. “I’m not a Mexican!” I shouted defiantly. They stopped too, then stared at me. The leader spoke, “Fool! What you talking ‘bout? You Mexican as a taco. Look at you.”

“No,” I said. “To be a Mexican, you have to be from Mexico. You’re African-American. Are you from Africa?”

“N-. You crazy. I’m from South-Central, just like you.”

“That’s exactly what I’m talking about!” I said. “Did anybody knock on your door and ask you did you want to be African-American?”

“Hell no! The social workers don’t even knock on our door, they too scared,” he said, cracking everyone up.

“Then why you letting people call you whatever they want? What do you want to be called?” I asked.

He looked at the others, thought about it for a few seconds and then said proudly, “I’m a Blood.”

“Ooo-kay,” I said making it up as I went along. “Then you’re a Blood-American.”

That seemed to go over well. They all nodded. “Yeah, we Blood-American.”

“Well, then go out and be the best Blood-Americans that you can be. Peace, brothers, I got to blow.” I walked away and so did they. Self-identification saved the day. Yet, I still was dissatisfied with what I wanted to call myself.

When I got home, there was a party going on. A bunch of relatives had come over for dinner and everybody was sitting around gabbing and drinking beer. My Uncle Rudy was in the middle of a story: “So, I took the car into the dealer and he said, ‘Yeah, the repairs gonna run you about \$250.’ Two-fifty? Estas loco? Hell, just give me a pair of pliers and some tin foil. I’ll fix it – I’m a Chicano mechanic. Two-fifty, mis nalgas.”

And that was the defining epiphany. A Chicano was someone who could do anything. A Chicano was someone who wasn’t going to get ripped off. He was Uncle Rudy. He was industrious, inventive, and he wants another beer. So I got my Uncle Rudy another beer because, on that day, he showed me that I was a Chicano. Hispanic my ass, I’ve been a Chicano ever since.

Cheech Marin, Originally published in the Huffington Post. This is the first article in a three-part series on “What is a Chicano” by actor, director, and art advocate Cheech Marin.

## II. The Study of Chicana/o

Rodolfo F. Acuña, "Chicana/o Studies: What are they?," October 2010

It has been forty years since the first Chicano Studies programs were initiated on campuses throughout the United States. This accomplishment is a tribute to the tenacity of less than a couple of hundred students who were concerned about the failure of the schools to educate Mexican American students, pointing to the horrendous dropout rate in the public schools.

Since then few scholars of any race have examined this historic phenomenon, treating CHS just like any other product of the sixties, forgetting how and why they came about. In many cases it has become the preoccupation of many Chicana/o faculty members to prove their legitimacy. It is not uncommon for them to claim this legitimacy by arguing that Chicana/o studies is a content field distinguishing CHS programs from service departments and pedagogical fields such as education.

Every wave of scholars for the past forty years has ignored important epistemological questions. Because of this, we have to suffer through a rash of conferences rehashing movement events without dealing with the genesis of individual programs or the nature of CHS. Instead of probing how and why CHS came about, we theorize what it is and avoid an epistemological understanding.

Few scholars have attempted to answer why the development of CHS has been so uneven. They have not dealt with basic questions such as the historical differences within southwest states themselves. For instance, Texas and California are often as different as the disparate Central American nationalities. Population and modes of production in these states differ; even within the states, there are the distinctions (e.g., northern and southern California, El Paso, the Rio Grande Valley, and San Antonio).

Under the sway of the elitism of the academy, many CHS scholars claim that CHS is a content field. They claim that they are just as rigorous as the other disciplines. It is common in academe for the hard sciences to occupy the top of the pyramid, followed by the social sciences, the humanities, and the arts with education occupying the lowest step—research rules, not teaching.

In academe, rarely are teaching methods discussed. Methods more often refer to research methods. Within this logic quantitative techniques trump qualitative evidence. Similarly, research institutions trump teaching colleges with the state rewarding researchers more generously. The teaching load at research and teaching institutions is distinguished by the actual time devoted to teaching. Professors at research institutions teach lighter loads, get more sabbatical time, and get more grants to fund research.

This pecking order has influenced the development of the disparate programs. For instance, it has only been until recently that the Chicana/o studies department at California State University at Northridge has been able to attract Chicanas or Chicanos with doctorates from tier one institutions. I have spoken to Chicanas/os who professed their commitment to the revolution who said they had not gotten a PhD to work the same hours as a high school teacher.

This attitude was common to Chicanas/os across the board, regardless of gender or whether they were Marxists, feminists, or nationalists, and it profoundly affected the development of what is today called Chicana/o studies.

In considering outcome, it would have been important to define and debate teaching methods. My first proposition is that there is a difference between Chicana/o studies programs that are defined by a curriculum rather than an individual course in the traditional disciplines. For instance, Chicana/o history is not Chicana/o studies, it is a field within the discipline of history where common historical methods are used to research, study, and teach that corpus of knowledge of Mexican American people. In the same vein, Chicana/o literature does not study, research, or teach CHS but it is a field within the discipline of literature.

My second proposition is that Chicana/o studies are not defined by content, but rather they are bound together by a pedagogy that defines their purpose. It is the foundation used to motivate and teach Latina/o students. The content is an important motivational tool to inspire students to learn and to correct the negative self-images that have come about through the process of colonialism. This is not unique to Mexican Americans. The national question raged in Europe during the latter part of the 19th and beginning of the 20th centuries.

Hence, content fields studying CHS should have developed within the context of a pedagogy, which should have given it a sense of purpose.

Other than perhaps at California State Northridge, the focus has been on the development of content fields. Little integration has taken place. There has been an artificial pursuit of finding a common research methodology which is almost impossible. It is not enough to say that a multidiscipline approach is part of its course of study. A more natural linking is pedagogy.

In struggling toward an identity for Chicana/o studies, I have tried to convey this particular vision to colleagues. However, they often ignore me and I am certain that they write it off as *cada loco con su tema* (every madman to his own opinion).

I did not find much of an audience until I came into contact with La Raza Studies program at the Tucson Unified School District. Today Chicana/o studies is under attack by conservatives and neo-Nazis who say that it is unpatriotic because it teaches about Mexicans and emphasizes teaching methodology using the principles of Paulo Freire, John Dewey, and Edwin Fenton—rejecting the model that students should be warehoused.

This flies in the face of the goal of educating students. The Tucson outcome has been more than encouraging. Currently, Latino and African American males have the lowest third grade reading test scores in the nation. The Latino high school dropout rate nationwide hovers around 56 percent, higher if the dropout from middle school to high school is included. Only about 24 percent of graduating Latinos go on to college, mostly to community colleges.

Tucson's Unified School District's Ethnic Studies and Mexican American Studies programs has reversed these trends. The dropout rate in this program is 2.5 percent. Students in the program

significantly outperform their peers on the state's standardized AIMS tests and 66 percent of these students go on to college.

This semester the program is offering 43 sections and serves 1500 students in six TUSD high schools, with similar programs at the middle and elementary school levels. “The classes are designed to be culturally relevant – to help the students see themselves in the curriculum and make them see why education is important for them. If they see themselves in the educational literature, they find more reasons to read and write, to research and draw conclusions.”

Central to La Raza Studies is the use of critical theory which essentially means that they use the Socratic Method, a powerful, teaching tactic for fostering critical thinking. It focuses on giving students questions, not answers. It has been used in the better law schools to prepare American law students for Socratic questioning.

Apparently, critical thinking threatens many white Americans who do not want Mexicans questioning their version of the truth. In the late 1960s, California Superintendent of Schools Max Rafferty called a reform movement advocating a similar inquiry method of teaching social science subversive because it taught students to question.

Logically, Americans should be elated that Mexicans are learning and are motivated to go to college. So why are they trying to eliminate it? The truth be told, they don't want Mexicans to succeed. They want them to live up to the stereotype and to be subservient. They don't want competition for higher paying jobs; they don't want to endanger their poorly paid reserve labor pool.

People in La Raza Studies are serious about their pedagogy. This past July they held the 12th Annual Institute for Transformative Education in partnership with the University Of Arizona School Of Education. The institutes feature educators from across the United States. <http://www.tusd.k12.az.us/contents/depart/mexicanam/index.asp> . The presenters and the participants are multiracial, (e.g., scholars such as Pedro A. Noguera, Executive Director, Metropolitan Center for Urban Education New York University, and Angela Valenzuela, University of Texas Austin). Their focus is to improve teaching effectiveness.

For the past forty years, every reform measure that involves better teaching has been shot down by the American electorate—bilingual education, affirmative action, racial integration, smaller class sizes, etc. Even though programs such as La Raza Studies prove that programs work when they are properly thought out and supported, a pretext is almost always found to eliminate them.

Americans want to continue the same old blame game. In the 1920s they blamed Mexican culture and sought to Americanize Mexican American youth. In the sixties they blamed the parents, the Mexican family. Today they are blaming the teachers.

The bottom line is that the United States has effectively saved trillions of dollars in capital by draining professionals trained from other countries; at the same time, it outsources well-paying technical jobs and production to poor countries. The United States does not need an educated workforce. It goes back to “why educate Mexicans, who's going to pick our crops?” Rather than

educating Latinos, the solution is to not educate them, but to build more prisons. Keep them south of the border, and if we need them, rent them, like we do U-hauls.

### III. They speak....

What is a Chicano? <http://www.youtube.com/watch?v=v8npwn6lZXk>

I Am Joaquin part one of two: <http://www.youtube.com/watch?v=U6M6qOG2O-o>

Read the following articles on identity

Finding Identity Within the Chicano Movement

<http://voices.yahoo.com/finding-identity-within-chicano-movement-6695464.html>

Chicano Identity in Literature

<http://www.enotes.com/chicano-identity-literature-93-salem/chicano-identity-literature>

Dr. David Sanchez [Moderator], "The Word Latino excludes the Native American," Mexican American University (December 9,

2005) [http://www.mexicanamericanuniversity.com/forum/view.php?site=mexicanamericanuniversitycom&bn=mexicanamericanuniversitycom\\_mauforum2&key=1126577705](http://www.mexicanamericanuniversity.com/forum/view.php?site=mexicanamericanuniversitycom&bn=mexicanamericanuniversitycom_mauforum2&key=1126577705)

What does the author say about identity? Do you agree, why or why not?

### IV. Where Latinos Live

A map of America's Hispanic population, county by county.

By Nick McClellan|Posted Monday, July 9, 2012, at 6:36 AM ET

[http://www.slate.com/articles/news\\_and\\_politics/map\\_of\\_the\\_week/2012/07/map\\_of\\_america\\_s\\_hispanic\\_population\\_county\\_by\\_county.html](http://www.slate.com/articles/news_and_politics/map_of_the_week/2012/07/map_of_america_s_hispanic_population_county_by_county.html)

Seth Motel and Eileen Patten, "Characteristics of the 60 Largest Metropolitan Areas by Hispanic Population," Pew Hispanic Center, September 19, 2012

<http://www.pewhispanic.org/2012/09/19/characteristics-of-the-60-largest-metropolitan-areas-by-hispanic-population/>

Jeffrey Passel and D'Vera Cohn, "Unauthorized Immigrants: 11.1 Million in 2011," Pew Hispanic Center, December 6, 2012,

<http://www.pewhispanic.org/2012/12/06/unauthorized-immigrants-11-1-million-in-2011/>

Jeffrey Passel and D'Vera Cohn, "How Many Hispanics? Comparing Census Counts and Census Estimates," Pew Hispanic Center, March 15, 2011

<http://www.pewhispanic.org/2011/03/15/how-many-hispanics-comparing-census-counts-and-census-estimates/>



Jeffrey Passel, D'Vera Cohn and Mark Hugo Lopez, "Hispanics Account for More than Half of Nation's Growth in Past Decade: Census 2010: 50 Million Latinos," Pew Hispanic Center," March 24, 2011

<http://www.pewhispanic.org/2011/03/24/hispanics-account-for-more-than-half-of-nations-growth-in-past-decade/>

Seth Motel and Eileen Patten, "The 10 Largest Hispanic Origin Groups: Characteristics, Rankings, Top Counties," Pew Hispanic Center, July 12, 2012

<http://www.pewhispanic.org/2012/06/27/the-10-largest-hispanic-origin-groups-characteristics-rankings-top-counties/>

Seth Motel and Eileen Patten, "Statistical Profile, Hispanics of Mexican Origin in the United States, 2010," Pew Hispanic Center," June 27, 2012

<http://www.pewhispanic.org/2012/06/27/hispanics-of-mexican-origin-in-the-united-states-2010/>

## V. Art and the Chicana/o

How do the arts express identity? See: Art and Ethnic

Politics, <http://www.youtube.com/watch?v=ejymct6ipMQ&feature=related>

Exploration with Painter Malaquias

Montoya, <http://www.youtube.com/watch?v=3zRxSnDVKVg&NR=1> <http://www.youtube.com/watch?v=NGuD8wD2Bl8&feature=relmfu>

Latino art & Latino artist videos and articles at Latinopia.com

<http://latinopia.com/category/latino-art/>

JUDY BACA – IN HER OWN WORDS

<http://latinopia.com/latino-art/judy-baca/>

HARRY GAMBOA, JR. – IN HIS OWN WORDS

<http://latinopia.com/category/latino-history/latinopia-event/>

## VI. Epistemology

Students always ask why scholars differ in their interpretations of history. The answer is that they often arrive at different conclusions from how they derived their knowledge. For example, the debate over creation: A person basing his or her knowledge on faith may reach a different conclusion than one basing it on science. A recent article in the Smithsonian Magazine demonstrates this. In Simon Baatz, "Leopold and Loeb's Criminal Minds," Smithsonian magazine, August 2008, <http://www.smithsonianmag.com/history-archaeology/criminal-minds.html> the author retells the story of the famous Leopold and Loeb trial where two teenage friends killed a 10 year old boy because they wanted to commit the perfect crime. The following

from the Baatz article cited above; the whole article can be obtained by clicking on to the Smithsonian link above. How do you think this piece pertains to the class?

The question of who was to blame for the Mexican Texas and Mexican American Wars involves different interpretations. A majority of Americans and a host of American historians blame Mexico. Because I have taken the opposite view some historians have attacked me. But what it comes down to is Faith versus the documents. See <http://www.tamu.edu/ccbn/dewitt/dewitt.htm> for a host of primary documents dealing with both. The question in the Smithsonian article would be how and why did the psychiatrist differ? The answer sheds light on the Mexican American War.

## Mini Course

### Module II Mexico Pre-1821

Required:

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014), Chapters 1 and 2.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience [Three Volumes]* (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library.

#### I. The hybridization of Mexico

“The site of advanced Amerindian civilizations - including the Olmec, Toltec, Teotihuacan, Zapotec, Maya, and Aztec - Mexico was conquered and colonized by Spain in the early 16th century. Administered as the Viceroyalty of New Spain for three centuries, it achieved its independence early in the 19th century. The global financial crisis beginning in late 2008 caused a massive economic downturn the following year, although growth returned quickly in 2010. Ongoing economic and social concerns include low real wages, underemployment for a large segment of the population, inequitable income distribution, and few advancement opportunities for the largely Amerindian population in the impoverished southern states. The elections held in 2000 marked the first time since the 1910 Mexican Revolution that an opposition candidate - Vicente FOX of the National Action Party (PAN) - defeated the party in government, the Institutional Revolutionary Party (PRI). He was succeeded in 2006 by another PAN candidate Felipe CALDERON. National elections, including the presidential election, are scheduled for 1 July 2012. Since 2007, Mexico's powerful drug-trafficking organizations have engaged in bloody feuding, resulting in tens of thousands of drug-related homicides.”

--CIA Factbook

#### Modern Day Mexico

- Ethnic groups: mestizo (Amerindian-Spanish) 60%, Amerindian or predominantly Amerindian 30%, white 9%, other 1%
- Languages: Spanish only 92.7%, Spanish and indigenous languages 5.7%, indigenous only 0.8%, unspecified 0.8%. Note: indigenous languages include various Mayan, Nahuatl, and other regional languages (2005)
- Religions: Roman Catholic 76.5%, Protestant 5.2% (Pentecostal 1.4%, other 3.8%), Jehovah's Witnesses 1.1%, other 0.3%, unspecified 13.8%, none 3.1% (2000 census)
- Population: 114,975,406 (July 2012 est.) country comparison to the world: 11

Source: CIA Factbook <https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>

## The United States

In contrast the United States is

- Ethnic groups: white 79.96%, black 12.85%, Asian 4.43%, Amerindian and Alaska native 0.97%, native Hawaiian and other Pacific islander 0.18%, two or more races 1.61% (July 2007 estimate)  
note: a separate listing for Hispanic is not included because the US Census Bureau considers Hispanic to mean persons of Spanish/Hispanic/Latino origin including those of Mexican, Cuban, Puerto Rican, Dominican Republic, Spanish, and Central or South American origin living in the US who may be of any race or ethnic group (white, black, Asian, etc.); about 15.1% of the total US population is Hispanic
- Languages: English 82.1%, Spanish 10.7%, other Indo-European 3.8%, Asian and Pacific island 2.7%, other 0.7% (2000 census)  
Note: Hawaiian is an official language in the state of Hawaii
- Religions: Protestant 51.3%, Roman Catholic 23.9%, Mormon 1.7%, other Christian 1.6%, Jewish 1.7%, Buddhist 0.7%, Muslim 0.6%, other or unspecified 2.5%, unaffiliated 12.1%, none 4% (2007 est.)
- Population: 313,847,465 (July 2012 est.) country comparison to the world. 3

Source: CIA The World Fact Book,

<https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>

Why do they say Mexico is a hybrid nation and not the United States?

## II. Mesoamerica

20000 BC   8000 BC   2000 BC      AD 200      AD 900      AD 1519

Introduction: The best estimate in 1521 is that there were 25-28 million Native Americans in Mesoamerica alone, and as many as 100 million in the Americas. An estimate is that the population of Indians fell to a million in 1605. This section deals with the evolution of Mesoamerican Civilizations. Mesoamerica is one of the six cradles of civilization, although some ethnocentric scholars insist they were all in the Eastern Hemisphere, thus linked to Europe. The maps below show the interrelationship and the evolution of the Mesoamerican societies, the development and spread of the corn culture, the growth in population and the movements north and south of Mesoamerica encompassing North America and the Incan zone. Mesoamerica mirrored the same cycles that other cradles did, and 10,000 years ago they were at the hunter-gatherer stage. By 3500BC they had become an agricultural society and small villages began to form. In 1500 BC the Pre-classical period began and lasted until A.D 300. Next came the Classical (A.D. 300- A.D. 950) and the Post Classical (A.D. 950-1519). Each of the periods was driven by cycles such as the rule of the priests, the merchants, and the development of militaristic societies. Through cross-fertilization they developed high levels of civilization. The evolution of disparate societies lead to a hierarchical political structure, an urban way of life, monumental architecture, highly developed religions, and an advanced calendar system based on astronomy

and mathematics (the Mayans had the zero by 200 BC and a hieroglyphic form of writing). Most of the written history of the Mesoamerican civilization was wiped out. How?

### Readings:

Explore the Mesoamerican World,  
[http://www.ballgame.org/sub\\_section.asp?section=1](http://www.ballgame.org/sub_section.asp?section=1)

MesoAmerica,  
<http://www.halexandria.org/dward735.htm>

Paul Mirocha, “corn's journey to north America,” Corn’s Journey,  
<http://paulmirocha.com/projects/corns-journey/>

“Ancient Popcorn Discovered in Peru,” Science Daily (January 18, 2012),  
<http://www.sciencedaily.com/releases/2012/01/120118143624.htm>

Early Mesoamerican Civilizations,  
<http://www.couldntaskformore.com/2013/02/02/teaching-the-advanced-civilizations-of-mesoamerica/>

Early Mesoamerican civilizations, a slide show, <http://www.slideshare.net/rhalter/mesoamerican-civilizations>

Luis Dumois, “The Mayan Civilization Time Line,”  
Mexconnect, <http://www.mexconnect.com/articles/3191-the-mayan-civilization-time-line>

Mesoamerica, Best of History Website,  
<http://www.besthistorysites.net/index.php/ancient-biblical-history/mesoamerica>

Olmec Civilization,  
<http://www.crystalinks.com/olmec.html>

“Maya Trade and Economy,” Authentic Maya, Guatemala, Cradle of Maya  
Civilization, [http://www.authenticmaya.com/maya\\_trade\\_and\\_economy.htm](http://www.authenticmaya.com/maya_trade_and_economy.htm)

THE MAYA MATHEMATICAL SYSTEM,  
<http://www.mayacalendar.com/f-mayamath.html>

ANNA BLUME, “ Maya Concepts of Zero,”  
<http://www.amphilsoc.org/sites/default/files/proceedings/6BlumeRevised1550106%20%282%29.pdf>

“MAYAN MATHEMATICS,” The Story of  
Mathematics, <http://www.storyofmathematics.com/mayan.html>

Tikal, a place of remembered voices,

<http://mayaruins.com/tikal.html>

The Azteca Calendar,

<http://www.azteccalendar.com/azteccalendar.html>

What is the Difference Between the Mayan and Aztec Calendar?

[http://wiki.answers.com/Q/What\\_is\\_the\\_difference\\_between\\_the\\_Mayan\\_calendar\\_and\\_the\\_Aztec\\_calendar](http://wiki.answers.com/Q/What_is_the_difference_between_the_Mayan_calendar_and_the_Aztec_calendar)

<http://www.webexhibits.org/calendars/calendar-mayan.html>

“Mesoamerican Pyramids Photo Gallery and related media,” H

history, <http://www.history.com/photos/mesoamerican-pyramids>

HISTORY OF THE AMERICAN INDIANS, History

World, <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab05>

Christina Santini, “The People of the Corn,” Cultural Survival, June 9,

2010, <http://www.culturalsurvival.org/publications/cultural-survival-quarterly/mexico/people-corn>

“The Story of Corn,” History

Detective, [http://www.campsilos.org/mod3/students/c\\_history.shtml](http://www.campsilos.org/mod3/students/c_history.shtml)

Timothy A. Kohler, Matt Pier Glaude, Jean-Pierre Bocquet-Appel, and Brian M. Kemp, “The Neolithic Demographic Transition In The U.S. Southwest,” *American Antiquity* 73 (4), 2008, p. 645–669. <http://libarts.wsu.edu/anthro/pdf/Kohler%20et%20al%20SW%20NDT%20AAq.pdf>

### You Tube Lectures (Mesoamerica)

You Tube is very rich in the number of academic documentaries. A course could be pieced together using these films. Please browse these sections and add to your collection.

Explosive Origins of Corn,

<http://www.youtube.com/watch?v=OuQBpqSKu1Y>

Disney '43 - (Part 1 of 2) The Grain that Built a

Hemisphere <http://www.youtube.com/watch?v=pG3V3PEwMB8>

Disney '43 - (Part 2 of 2) The Grain that Built a

Hemisphere <http://www.youtube.com/watch?v=kQLYZWeQ0mQ>

The Olmec—Ancient Mexico,

<http://www.youtube.com/watch?v=lKo9mUeIueM>

Lost Treasures of the Ancient World, ~ The Aztec & The Maya,  
<http://www.youtube.com/watch?v=xIpFTFREXEk>

Mayan Empire Documentary Part 1,  
<http://www.youtube.com/watch?v=5ml7Co0w22M>

Mayan Empire Documentary Part 2,  
[http://www.youtube.com/watch?v=n69-Ng\\_D9xI](http://www.youtube.com/watch?v=n69-Ng_D9xI)

Mayan Empire Documentary Part 3,  
<http://www.youtube.com/watch?v=bCc47vIlgcs>

Kingdoms of the Maya (Calendars, Architecture, Astronomy and  
2012), <http://www.youtube.com/watch?v=s0wz88nai0A>

The Mayan calendar, The Origins of maya  
Civilization, <http://www.youtube.com/watch?v=2ljvJKtGdPk>

Ian Xel Lungold,  
<http://www.youtube.com/watch?v=jEyZFbkvJjw>

The Mayan Calendar,  
<http://www.youtube.com/watch?v=BeE-3BBqG58>

Maya writing,  
<http://www.youtube.com/watch?v=u9LRbLXMzyM&feature=related>

Mayan Numbers Lesson,  
<http://www.youtube.com/watch?v=W-om9DkpvGA>

Mayan Counting System,  
<http://www.youtube.com/watch?v=0Mon20Zf56U>

Mayan Ball Game,  
<http://www.youtube.com/watch?v=zcal8GcS41I>

Mayan prophecy for December 21, 2012—End of  
Time. [http://www.youtube.com/watch?v=QEJ8C2qw5FM&feature=PlayList&p=B2878C04EE3C336D&playnext=1&playnext\\_from=PL&index=37](http://www.youtube.com/watch?v=QEJ8C2qw5FM&feature=PlayList&p=B2878C04EE3C336D&playnext=1&playnext_from=PL&index=37)

2012 Mayan Prophecy End of an Age Part 1. <http://www.youtube.com/watch?v=cH6ig9Xgq3s>

The Actual Astronomy of 2012— Absolutely  
Amazing <http://www.youtube.com/watch?v=cGPcjMe6Qlw>

Palenque, Pacal's Mystery,

<http://www.youtube.com/watch?v=TBI-BWiatRo>

Anahuac Civilizations: A Focus on Women, <http://www.youtube.com/watch?v=zBIYpRW9fgU&feature=related>

Palenque—Mexico,  
<http://www.youtube.com/watch?v=Wq-yZzy-cTk>

Mayan Ruins at Tulum (YouTube Edition), <http://www.youtube.com/watch?v=Y9Vy06GIVMo&feature=related>

Mystery of Tikal,  
<http://www.youtube.com/watch?v=Prtjff2ftjM>

A brief tour of Chich'en Itza, Yucatan, México, focusing on the ball court, <http://www.youtube.com/watch?v=hobmU4Y8-8I>

The Ruins of Tikal,  
<http://www.youtube.com/watch?v=IOvYZiMvZ1Y>

Pirámides de Teotihuacan, México,  
<http://www.youtube.com/watch?v=UFRhfz5ZBBc>

Pyramids of Teotihuacan, Outside Mexico City, Mexico,  
<http://www.youtube.com/watch?v=zV-sBJaqo-Q>

Teotihuacan,  
[http://www.youtube.com/watch?v=D7nbKa5\\_XM](http://www.youtube.com/watch?v=D7nbKa5_XM)

The lecture about Maya Toltec History in Chichen Itza, Mexico, <http://www.youtube.com/watch?v=mr0r2p7qml0>

Second Life—Chichén Itzá Mexico,  
<http://www.youtube.com/watch?v=PPI8s4JZnDg>

Chichen Itza—Wonder of the World <http://www.youtube.com/watch?v=kuSvd1TEHXo&feature=fvww>

Lost Technology of the Mayan's,  
<http://www.youtube.com/watch?v=cWbAPGEsXps>

Teotihuacan: The Aztec Pyramids - Mexico City - January, 2002, <http://www.youtube.com/watch?v=K4XlbfC-i-g>

Las Chinampas,



<http://www.youtube.com/watch?v=Q4yO31tpG0Y>

Xochimilco canals Mexico City,  
[http://www.youtube.com/watch?v=\\_TDXbmiCG80](http://www.youtube.com/watch?v=_TDXbmiCG80)

Zapotec and Mixtecan Culture at Monte  
Alban, [http://www.youtube.com/watch?v=EfJd4\\_LA4vg](http://www.youtube.com/watch?v=EfJd4_LA4vg)

Early Astrology at Monte  
Alban, <http://www.youtube.com/watch?v=z2EgwqyFDDg&feature=related>

Zapotec Ruins of Monte Alban  
<http://www.youtube.com/watch?v=qBEUrd2Jbbc>

Mitla,  
[http://www.youtube.com/watch?v=6q\\_IQZr-ZvI&feature=related](http://www.youtube.com/watch?v=6q_IQZr-ZvI&feature=related)

Mitla, Mexico,  
[http://www.youtube.com/watch?v=Q\\_SormLIGQI&feature=related](http://www.youtube.com/watch?v=Q_SormLIGQI&feature=related)

Monte Alban Oaxaca,  
<http://www.youtube.com/watch?v=qgR0VJ9aNMA>

Cultura Mixteca y Zapoteca,  
<http://www.youtube.com/watch?v=wnUmY0Ak5VA>

Mixtecs,  
<http://www.latinamericanstudies.org/mixtec.htm>

Archaeologists search for ancient Hohokam  
clues, <http://www.youtube.com/watch?v=Ek1ehh6KDfg>

Aztec Legend of the Fifth Sun,  
<http://www.youtube.com/watch?v=eFJKzz-eolg&translated=1>

Leyenda Azteca, Tenochtitlan,  
<http://www.youtube.com/watch?v=6Ado6TVJaU8&translated=1>

Nahuatl language lecture Pt. 1 by Fermin  
Herrera, <http://www.youtube.com/watch?v=jpmnD55jMH0>

Rio Yaqui—Life and death,  
<http://www.youtube.com/watch?v=K0JAWRGVyyk&translated=1>

Yaqui Ritual Performance Mexico,  
<http://www.youtube.com/watch?v=hCifVH7CskY>

### III. Occupied America

1480 1492 1519 1521 1600 1700 1810 1821

---

Hybridization of Spain: Francesc Calafell of the Pompeu Fabra University and Mark Jobling of Leicester University led the genetic study, which was based on an analysis of Y-chromosomes of Sephardic Jews in areas where they migrated to after being expelled from Spain in 1492 – 1496 and the DNA of over 1000 Spanish and Portuguese men. The geneticists then determined whether the participant's Y chromosome came from a Jewish or Moorish predecessor or from another source...Evidence showed that 20 per cent of the Iberian Peninsula's population has Sephardic Jewish ancestry and that 11 per cent of the Spanish and Portuguese population has DNA matching Moorish descent. Francesc Calafell said he did not anticipate the findings. "The Jewish link was particularly surprising, we had certainly not expected it..." NICHOLAS WADE, "Gene Test Shows Spain's Jewish and Muslim Mix," The New York Times, December 4, 2008,

[http://www.nytimes.com/2008/12/05/science/05genes.html?\\_r=0](http://www.nytimes.com/2008/12/05/science/05genes.html?_r=0)  
<http://rt.com/news/sci-tech/dna-reveals-spains-hidden-history/>

The World Fact Book,

<https://www.cia.gov/library/publications/the-world-factbook/geos/sp.html>

- Ethnic groups: composite of Mediterranean and Nordic types
- Languages: Castilian Spanish (official) 74%, Catalan 17%, Galician 7%, and Basque 2%  
Note: Catalan is official in Catalonia, the Balearic Islands, and the Valencian Community (where it is known as Valencian); in the northwest corner of Catalonia (Vall d'Aran), Aranese is official along with Catalan; Galician is official in Galicia; Basque is official in the Basque Country
- Religions: Roman Catholic 94%, other 6%
- Population: 47,042,984 (July 2012 est.) country comparison to the world

#### Readings:

Internet Medieval Sourcebook: Selected Sources:

Iberia, <http://www.fordham.edu/halsall/sbook1p.asp>

David Wheat, Iberian Roots of the Transatlantic Slave Trade, 1440–

1640, <http://www.gilderlehrman.org/history-by-era/origins-slavery/essays/iberian-roots-transatlantic-slave-trade-1440%E2%80%931640>

Overview of Spanish History,

[http://www.spainthenandnow.com/spanish-history/visigoths-in-spain/default\\_154.aspx](http://www.spainthenandnow.com/spanish-history/visigoths-in-spain/default_154.aspx)

"Reconquista: 717 to 1492 Christian Kingdoms of Spain — versus — Moslem Moors," Heritage History,

[http://www.heritage-history.com/www/heritage.php?Dir=wars&FileName=wars\\_reconquista.php](http://www.heritage-history.com/www/heritage.php?Dir=wars&FileName=wars_reconquista.php)

Jalil Sued-Badillo, "Christopher Columbus and the Enslavement of the Amerindians in the Caribbean; Columbus and the New World Order 1492–1992," *Monthly Review* 44, no. 3 (July 1992): 71ff. Periodical in your campus library or  
<http://www.highbeam.com/doc/1G1-12479809.html>

The European Voyages of Exploration, University of Calgary, [http://www.ucalgary.ca/applied\\_history/tutor/eurvoya/index.html](http://www.ucalgary.ca/applied_history/tutor/eurvoya/index.html) A very helpful site in understanding the role of slavery in the colonization of Mesoamerica and the Americas.

Modern History Sourcebook:

A Aztec Account of the Conquest of Mexico,  
<http://www.fordham.edu/halsall/mod/aztecs1.asp>

Spanish Conquest of Mexico, 1519 to 1521, Heritage History,  
[http://www.heritage-history.com/www/heritage.php?Dir=wars&FileName=wars\\_aztecs.php](http://www.heritage-history.com/www/heritage.php?Dir=wars&FileName=wars_aztecs.php)

Jessica Huaréz, The Empowerment of Latinas: Comparing Interpretations of La Virgen de Guadalupe,  
[http://sparcmurals.org/ucla/index.php?option=com\\_content&task=view&id=343&Itemid=74](http://sparcmurals.org/ucla/index.php?option=com_content&task=view&id=343&Itemid=74)

Susan Kellogg, "Hegemony Out of Conquest: The First Two Centuries of Spanish Rule in Central Mexico," *Radical History Review* 53 (1991): 27-48.

Map of Spanish Exploration and Early Colonization Activities in North America, 1513–1607, <http://www.artifacts.org/conquest.htm>

Colonial Mexico,  
Economy, [http://www.countriesquest.com/north\\_america/mexico/history/colonial\\_mexico/economy.htm](http://www.countriesquest.com/north_america/mexico/history/colonial_mexico/economy.htm)

Dennis O. Flynn and Arturo Giráldez, "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century," *Journal of World History* 13, no. 2 (2002): 391–427.

Nasheli Jiménez del Val, "Pinturas de Casta: Mexican Caste Paintings, a Foucauldian Reading," 1-17, [http://www.academia.edu/774800/Pinturas\\_de\\_Casta\\_Mexican\\_Caste\\_Paintings\\_a\\_Foucauldian\\_Reading](http://www.academia.edu/774800/Pinturas_de_Casta_Mexican_Caste_Paintings_a_Foucauldian_Reading)

Miners and Mining in Colonial Mexico, [http://www3.gettysburg.edu/~tshannon/hist106web/site7/miners\\_and\\_mining\\_in\\_colonial\\_me.htm](http://www3.gettysburg.edu/~tshannon/hist106web/site7/miners_and_mining_in_colonial_me.htm)

John P. Schmal, "The influence and effects of slavery," LatinoLA (April 16, 2005), <http://latinola.com/story.php?story=2528>

Rodolfo F. Acuña, *Corridors of Migration: The Odyssey of Mexican Laborers, 1600–1933* (Tucson, AZ: University of Arizona Press, 2007)

John P. Schmal, "Indigenous Identity In The Mexican Census," The Hispanic Experience, <http://www.houstonculture.org/hispanic/census.html>

Robert McCaa, *The Peopling of Mexico from Origins to Revolution*, <http://www.hist.umn.edu/~rmccaa/mxpoprev/cambridg3.htm>

Wallace L. McKeehan, "Mexican Independence," Sons of Dewitt Colony Texas <http://www.tamu.edu/ccbn/dewitt/dewitt.htm>

John P. Schmal, "Racial Makeup of Native-Born Mexicans (from the 1921 Census)," The Hispanic Experience, <http://www.houstonculture.org/hispanic/censustable.html>

Schmal, "Indigenous Identity In The Mexican Census," The Hispanic Experience, <http://www.houstonculture.org/hispanic/census.html>

#### IV. You Tube Lectures

The History of Spain,  
<http://www.youtube.com/watch?v=3SuUsfTG86M>

History of Spain - National Geographic,  
<http://www.youtube.com/watch?v=rZQG2bTwIqY>

Punic Wars,  
<http://www.youtube.com/watch?v=ARF2r3Ol80Y&feature=related>

Al-Andalus History of Islam in Spain,  
<http://www.youtube.com/watch?v=xtCj0NvhYyI>

Christopher Columbus,  
<http://www.youtube.com/watch?v=0YjngFYwX1s>

Columbus Day Truth,  
<http://www.youtube.com/watch?v=B6jF29HHzlA&feature=related>

Spanish Colonization of North America Part  
1., <http://www.youtube.com/watch?v=V2ZX3eOmFnA&feature=related>

Columbus-1492 The Conquest of  
Paradise, [http://www.youtube.com/watch?v=60MKSBT\\_wWM](http://www.youtube.com/watch?v=60MKSBT_wWM)

John Sayles reads the words of missionary Bartolome de las  
Casas, <http://www.youtube.com/watch?v=9qOnq4qQKAw>

Fray Bartolome de las  
Casas <http://www.youtube.com/watch?v=SjYWVmFvnvw&feature=related>

Digital Story - Bartolome de las Casas,  
<http://www.youtube.com/watch?v=kAkY0u6aH20>

John Sayles reads the words of missionary Bartolome de las  
Casas, <http://www.youtube.com/watch?v=9qOnq4qQKAw&feature=related>

Aztecs ~ Spanish Invasion,  
<http://www.youtube.com/watch?v=W1-QfatP64Q>

La caída de Tenochtitlán,  
<http://www.youtube.com/watch?v=VUxDaH2zoxs>

Tenochtitlan,  
<http://www.youtube.com/watch?v=F3QA2J9UxJE>

La Noche Triste,  
[http://www.youtube.com/watch?v=lJA\\_tYOIBaY&feature=related](http://www.youtube.com/watch?v=lJA_tYOIBaY&feature=related)

GENOCIDIO DE ABORIGENES AMERICANOS,  
<http://www.youtube.com/watch?v=XecRiX-Tfrc>

Catholic Inquisition and The Torture  
Tools, <http://www.youtube.com/watch?v=Rx8PdvOELvY&feature=related>

Pinturas de Castas, Painting of Castes,  
<http://www.youtube.com/watch?v=ZMjO2Ckc1iE>

The Spanish Empire, Silver, & Runaway Inflation: Crash Course World History  
#25, <http://www.youtube.com/watch?v=rjhlzemLdos>

CAMINO REAL DE TIERRA ADENTRO,  
<http://www.youtube.com/watch?v=Ib-NbxBjzss>

African presence in Mexico,  
<http://www.youtube.com/watch?v=C3LDePpz4e8>

## V. Discussion

1. Examine the chronology of Mesoamerican and Central American and put them in a historical perspective. The building of a civilization is an evolutionary process. Break this process down in one paragraph.
2. Study the Maya Mathematical System; explain it in one paragraph. How does it differ from ours? What role did mathematics play in the forging of an advanced society?

### THE MAYA MATHEMATICAL SYSTEM

<http://www.mayacalendar.com/f-mayamath.html> .

### Mayan Math

<http://www.hanksville.org/yucatan/mayamath.html>

3. Study the Mesoamerican writing systems and write your name in Mayan. Be inventive.

### Your name in Mayan glyphs

<http://tcmam.wordpress.com/2010/12/09/you-name-in-mayan-glyphs/>

### Mayan script

<http://www.omniglot.com/writing/mayan.htm>

### How to write my name in Mayan Glyphs?

<http://www.ask.com/question/how-do-you-write-your-name-in-mayan-glyphs>

4. Why is forecasting 2012 more a feat of mathematical genius than it is a doomsday forecast?

### Mayan Indian prophecies fulfilled,

<http://youtube.com/watch?v=5GDhAebTjCw>

### Mayan Cave upcoming history channel

<http://youtube.com/watch?v=cQWeVUB0MYM>

### 2012 Mayan Prophecy Pt. 1

<http://youtube.com/watch?v=D6wI3Pbolbw>

### Mayan ruins at Copan

<http://youtube.com/watch?v=PwSIA0JyHQM>

A solstice means the “Sun stands still.” In astronomy, solstice applies to either of the two points in the ecliptic orbit when the Sun is farthest from the celestial equator. It occurs in the northern hemisphere on June 20 or 21, and on December 21 or 22. The Maya referred to the December date when there is the shortest period of daylight.

Mayan prophecy for December 21, 2012 - End of Time. [http://www.youtube.com/watch?v=QEJ8C2qw5FM&feature=PlayList&p=B2878C04EE3C336D&playnext=1&playnext\\_from=PL&index=37](http://www.youtube.com/watch?v=QEJ8C2qw5FM&feature=PlayList&p=B2878C04EE3C336D&playnext=1&playnext_from=PL&index=37)

2012 Mayan Prophecy End of an Age Part 1, <http://www.youtube.com/watch?v=cH6ig9Xgq3s>

The Actual Astronomy of 2012—Absolutely Amazing, <http://www.youtube.com/watch?v=cGPcjMe6Qlw> .

5. What does Acuña mean by the title to Chapter One, “Not Just Pyramids, Explorers, and Heroes View?

The Origins of Maya Civilization  
<http://www.youtube.com/watch?v=2ljvJKtGdPk>

Mayan Mystery - The Maya of Mexico  
<http://youtube.com/watch?v=BXAPS7eFcWk>

6. According to Chapter 2, Spain forged an empire in the Americas at the cost of millions of indigenous lives. This contradicts the theme of many historians that Columbus opened an era of exploration. View the following selections and comment.

Christopher Columbus,  
<http://www.youtube.com/watch?v=0YjngFYwX1s>

Was Columbus a terrorist, hero or terrorist?  
Columbus Hero or Villain Project Large,  
<http://www.youtube.com/watch?v=MGdQ9p5YKfQ>

Columbus history project,  
<http://www.youtube.com/watch?v=uKE2mCtzlWA>

Indigenous Protest Columbus's Genocide,  
<http://www.youtube.com/watch?v=fQP7enXjKyk>

The Legacy of Christopher Columbus, A Short Account in Technicolor by Lili Bernard  
<http://www.youtube.com/watch?v=yR210z1qSKw>

Do these videos put into question the claims of many scholars that the results of Christopher Columbus' discovery of the Americas were mostly positive? What do you think and why? To help you answer this question, view the following:

“Columbus and The Spanish Empire,” [http://www.ucalgary.ca/applied\\_history/tutor/eurvoya/columbus.html](http://www.ucalgary.ca/applied_history/tutor/eurvoya/columbus.html)

The European Voyages of Exploration,  
[http://www.ucalgary.ca/applied\\_history/tutor/eurvoya/](http://www.ucalgary.ca/applied_history/tutor/eurvoya/)

7. What role did slavery play in the conquest of the Americas? Samir Amin, “1492; Columbus and the New World Order 1492–1992,” Monthly Review Vol. 44; No. 3 (July, 1992): 10ff (This article is accessed through you colleges Electronic Library. Learn to you this tool).

Christopher Columbus Arrival - 500 Nations - Native American - Part 1  
<http://www.youtube.com/watch?v=TJ4VkfOJLy8>

Columbus Day: American Holocaust and Slave Trader By Roy  
Cook <http://americanindiansource.com/columbusday.html>

Columbus's Genocide Gregory  
Marino <http://ux.brookdalecc.edu/fac/history/Tangents/ARTICLESFORTANGENTS/Columbus%27s%20Genocide.htm>

THE FIRST AMERIKKKAN GENOCIDE - Marcel  
Cartier <http://www.youtube.com/watch?v=MjXvEW512MA>

Glorifying genocide: Columbus Day  
<http://www.youtube.com/watch?v=tKzs44hZ5Wk>

8. What role did mining play in the northern movement of the Spanish Conquest of indigenous Mexico? (see Chapter 2 of Occupied America).

Jim Boeck, “La Historia del Rio Abajo, New Mexico shares in tragedy of slavery with rest of the country,” Sept 17, 2005,  
<http://www.news-bulletin.com/files/archives/54394-09-17-05.html>

9. Discuss the role of race in New Spain. Would you say that Acuña's narrative agrees with the romantic notion that the blending of the race brought about la raza cosmica (a cosmic race)?  
What was the role of gender in the colonization of Mesoamericans?

Woman and Gender in Mesoamerica,  
<http://www.utexas.edu/utpress/books/joygen.html>

Hannah Plumer, “Gender in Mesoamerica: Interpreting Gender Roles in Classic Maya Society,” Anthropological Journal (Nov 02, 2011), Collegiate Journal of Anthropology,  
<http://anthrojournal.com/issue/october-2011/article/gender-in-mesoamerica-interpreting-gender-roles-in-classic-maya-society>

Castas,



<http://en.wikipedia.org/wiki/Casta>

What does "Raza" mean and where does it come from?

[http://www.nclr.org/index.php/about\\_us/faqs/general\\_faqs\\_and\\_requested\\_resources/](http://www.nclr.org/index.php/about_us/faqs/general_faqs_and_requested_resources/)

"La Raza" Racist? Keep in mind that raza does not literally mean race but the people. For example, a person from your same state or village in Mexico is often referred to as your paisano. Does it make any difference whether the meaning is race or people?

<http://www.ocweekly.com/2013-08-01/columns/ask-a-mexican-viva-la-raza-obesity/full/>

What does Viva La Raza mean in English?

<http://www.campuslaraza.org/LaRazaDefinition.html>

10. What is the meaning of the word Aztlan?

AztecaNet Index,

<http://www.azteca.net/aztec/aztlan.html>

Are there opposing views? Is it wrong for people to want a homeland? Why are people threatened by the concept of Aztlan?

Ancient Maps And Corn Help Track The Migrations Of Indigenous

People, <http://www.sciencedaily.com/releases/2004/06/040616062606.htm>

Roberto Rodriguez & Patrisia Gonzales, "The Story of Maps: Mesoamerica in North America: About the Aztlanahuac exhibit"

<http://uanews.org/story/mexican-american-studies-presents-sacred-maize-symposium-and-exhibit>

11. Reconsider the term identity. It is a nebulous and misleading and often a confusing term. The fact that we have surnames gives us an identity. We have a class identity. In one paragraph explore the term "identity" in the context of these two chapters. Do you believe that Mexican Americans or working class Mexicans have the same identity as Carlos Slim, a Mexican billionaire who is said to be the richest man in the world? What roles do race, gender, and class play? See Kellogg, Susan, "Gender in Pre-Hispanic America" (review) *Ethnohistory* - Volume 51, Number 4, Fall 2004, pp. 811-816, in Project Muse which can be accessed through the CSUN Library.

## Mini Course

### Module III The American Wars

1613 1620 1767 1776 1803 1819 1821 1823 1824 1832 1836 1845 1848

Required:

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014), Chapter 3.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library. Part I: Borders Expand. Part II: Going West, 1820–1840s. Part III: The Mexican-American War.

#### I. Who was to blame?

"After reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon the American Soil. She has proclaimed that hostilities have commenced, and that the two nations are at war."

U.S. President James K. Polk, May 11, 1846, <http://www.dmwv.org/mexwar/documents/polk.htm>

"Texas was originally a state belonging to the republic of Mexico. [The American] colonists paid very little attention to the supreme government, and introduced slavery into the state almost from the start, though the constitution of Mexico did not, nor does it now, sanction that institution... The occupation, separation and annexation were, from the inception of the movement to its final consummation, a conspiracy to acquire territory out of which slave states might be formed for the American Union... Even if the annexation itself could be justified, the manner in which the subsequent war was forced upon Mexico cannot"

Ulysses S. Grant, *Personal Memoirs of U.S. Grant*, <http://www.bartleby.com/1011/>

"... Generally the officers of the army were indifferent whether the annexation [of Texas] was consummated or not; but not so all of them. For myself, I was bitterly opposed to the measure, and to this day regard the war [with Mexico] which resulted as one of the most unjust ever waged by a stronger against a weaker nation. It was an instance of a republic following the bad example of European monarchies, in not considering justice in their desire to acquire additional territory..."

U. S. Grant, *Personal Memoirs of U.S. Grant* (New York, 1885), pages 22-24. <http://www.bartleby.com/1011/>

"Mr. Chairman: January 12, 1848

Some, if not all the gentlemen on, the other side of the House, who have addressed the committee within the last two days, have spoken rather complainingly, if I have rightly understood them, of the vote given a week or ten days ago, declaring that the war with Mexico

was unnecessarily and unconstitutionally commenced by the President[James K Polk]. I admit that such a vote should not be given, in mere party wantonness, and that the one given, is justly censurable, if it have no other, or better foundation. I am one of those who joined in that vote; and I did so under my best impression of the truth of the case. How I got this impression, and how it may possibly be removed, I will now try to show. When the war began, it was my opinion that all those who, because of knowing too little, or because of knowing too much, could not conscientiously approve the conduct of the President, in the beginning of it, should, nevertheless, as good citizens and patriots, remain silent on that point, at least till the war should be ended. Abraham Lincoln, U.S. Congress, January 12, 1848, <http://www.animatedatlas.com/mexwar/lincoln2.html>

### Readings:

#### Texas

Avalon Project, Yale University,  
<http://avalon.law.yale.edu/default.asp>

Modern History Sourcebook: United States—Spain: Treaty of 1819, <http://www.fordham.edu/halsall/mod/1819florida.html>

Nueva España: Nuevas Philipinas—Provincia de Tejas, Sons of DeWitt Colony, <http://www.tamu.edu/ccbn/dewitt/dewitt.htm>

Petition Concerning Slavery, June 10, 1824, Sons of DeWitt Colony Texas, <http://www.tamu.edu/ccbn/dewitt/slaveryletters.htm#petitioncongress>

Decree Abolishing the Slave Trade in Mexico, July 13, 1824, Sons of DeWitt Colony Texas, <http://www.tamu.edu/ccbn/dewitt/cololaws.htm>

Index of Correspondence regarding Slavery in Texas  
<http://www.tamu.edu/ccbn/dewitt/slaveryletters.htm>

Letter from Gen. Manuel de Mier y Terán to Lucas Alamán, “¿En qué parará Texas? En lo que Dios quiera.” (“What is to become of Texas? Whatever God wills.”), July 2, 1832, Sons of DeWitt Colony Texas, <http://www.tamu.edu/ccbn/dewitt/teranmanuel.htm>

Hayden Edwards & The Fredonian Rebellion, 1826–1827, <http://www.tamu.edu/ccbn/dewitt/fredonian.htm>

Laws of Coahuila y Texas 1825,  
<http://www.tamu.edu/ccbn/dewitt/cololaws.htm#coahuila>

Colonization Law of 1832,  
<http://www.tamu.edu/ccbn/dewitt/lundy5.htm#cololaw1832>

The Tennessee-Texas Land Company,  
<http://www.tamu.edu/ccbn/dewitt/tenntexland.htm>

Colony Expansion: The Burkets, Kents, and  
Zumwalts, <http://www.tamu.edu/ccbn/dewitt/expansion.htm#titles>

DeWitt Land Grants, 1825–1832,  
<http://www.tamu.edu/ccbn/dewitt/landgrants.htm>

Juan Nepomuceno Almonte 1803–1869,  
<http://www.tamu.edu/ccbn/dewitt/almontejn.htm>

Juan Almonte's Report on Texas Spring/Summer 1834 (Published January  
1835), <http://www.tamu.edu/ccbn/dewitt/almonterep.htm>

Bustamante's Decree of 1830,  
<http://www.tamu.edu/ccbn/dewitt/consultframe.htm>

San Felipe de Austin, October 4, 1832 To the Federal Congress of  
Mexico, <http://www.tamu.edu/ccbn/dewitt/consultframe.htm>

DeWitt Papers for other documents. Also see "Archivo Digital de Documentos Sobre la Guerra  
de Texas, 1835, y la Guerra Mexico-Estados Unidos, 1846–  
1848," [http://www.sre.gob.mx/acervo/index.php?option=com\\_content&view=article&id=65&Itemid=343](http://www.sre.gob.mx/acervo/index.php?option=com_content&view=article&id=65&Itemid=343)

Sam Houston Letter to Andrew Jackson, Natchitoches, Louisiana, February 13,  
1833, <http://www.sonofthesouth.net/texas/sam-houston-letters-jackson.htm>

Stephen F. Austin, Texas State Library & Archives  
Commission, <http://www.tsl.state.tx.us/treasures/giants/austin/austin-01.html>

Address of the Honorable S. F. Austin, Louisville, Kentucky, March 7, 1836, The Avalon  
Project,  
[http://avalon.law.yale.edu/19th\\_century/texind01.asp](http://avalon.law.yale.edu/19th_century/texind01.asp)

The Texas Revolution: Part A (September–October  
1835), <http://www.tshaonline.org/lshl/texhisdocs04a.html>

Austin September 19, 1835 letter,  
<http://www.tsl.state.tx.us/treasures/giants/austin/austin-safety-1.html>

Barker, on Stephen Austin,  
<http://www.tamu.edu/ccbn/dewitt/austinbio.htm>

The DeWitt Colony Alamo Defenders  
Index, <http://www.tamu.edu/ccbn/dewitt/gonreliefframe.htm>

Ibid,  
<http://www.tamu.edu/ccbn/dewitt/dewitt.htm>

William Barret Travis' Letter from the  
Alamo, <http://www.freedomdocuments.com/Travis/enlarge.html>

Fannin's Fight & The Massacre at La Bahia  
(Goliad), <http://www.tamu.edu/ccbn/dewitt/goliadmassacre.htm>

Goliad Region January–March 27, 1836, Johnson & Grant & Colonel James Fannin's Command,  
<http://www.tamu.edu/ccbn/dewitt/goliadmenframe.htm>

Archival Communications Fannin and Goliad August 1835–March  
1836, <http://www.tamu.edu/ccbn/dewitt/goliadofficial.htm>

Santa Anna's account. Victory at San Jacinto, Sons of the DeWitt  
Colony, <http://www.tamu.edu/ccbn/dewitt/dewitt.htm>

Sam Houston's Copy of His Official Report of the Battle of San  
Jacinto, <http://www.tsl.state.tx.us/treasures/republic/san-jacinto/report-01.html>

The Monroe Doctrine, December 2, 1823,  
[http://avalon.law.yale.edu/19th\\_century/monroe.asp](http://avalon.law.yale.edu/19th_century/monroe.asp)

History of the War,  
[http://www.umich.edu/~ac213/student\\_projects06/magsylje/history.html](http://www.umich.edu/~ac213/student_projects06/magsylje/history.html)

Manifest Destiny and Westward Expansion, History Teaching Institute, Ohio State University,  
<http://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion>

America: The New Israel,  
<http://gbgm-umc.org/UMW/joshua/manifest.html>

John Winthrop, "Model of Christian Charity," Hanover Historical Texts  
Project, <http://history.hanover.edu/texts/winthmod.html>

Primary documents translated into English can be found in the papers of the Sons of the De Witt  
Colony Texas,  
<http://www.tamu.edu/ccbn/dewitt/mexicanrev.htm>

Archives: Documents & Letters | Maps | Photo  
Gallery. <http://www.tamu.edu/faculty/ccbn/dewitt/archives.htm>

Nueva España: Nuevas Philipinas—Provincia de Tejas, Sons of DeWitt Colony, <http://www.tamu.edu/ccbn/dewitt/dewitt.htm>

Petition Concerning Slavery, June 10, 1824, Sons of DeWitt Colony Texas, <http://www.tamu.edu/ccbn/dewitt/slaveryletters.htm#petitioncongress>

Index of Correspondence regarding Slavery in Texas, <http://www.tamu.edu/ccbn/dewitt/slaveryletters.htm>

Letter from Gen. Manuel de Mier y Terán to Lucás Alamán, “¿En qué parará Texas? En lo que Dios quiera.” (“What is to become of Texas? Whatever God wills.”), July 2, 1832, Sons of DeWitt Colony Texas, <http://www.tamu.edu/ccbn/dewitt/teranmanuel.htm>

Archivo Digital de Documentos Sobre la Guerra de Texas, 1835, y la Guerra Mexico-Estados Unidos, 1846–1848,” [http://www.sre.gob.mx/acervo/index.php?option=com\\_content&view=article&id=65&Itemid=343](http://www.sre.gob.mx/acervo/index.php?option=com_content&view=article&id=65&Itemid=343)

Stephen F. Austin, Texas State Library & Archives Commission, <http://www.tsl.state.tx.us/treasures/giants/austin/austin-01.html>

Austin, September 19, 1835 letter, <http://www.tsl.state.tx.us/treasures/giants/austin/austin-safety-1.html>

The DeWitt Colony Alamo Defenders Index, <http://www.tamu.edu/ccbn/dewitt/gonreliefframe.htm>

Alamo Myths, <http://www.tamu.edu/ccbn/dewitt/adp/archives/newsarch/myths.html>

American Experience | Remember the Alamo | Maps | PBS <http://www.pbs.org/wgbh/amex/alamo/maps/>

American Experience | Remember the Alamo | People & ... [http://www.pbs.org/wgbh/amex/alamo/peopleevents/e\\_annex.html](http://www.pbs.org/wgbh/amex/alamo/peopleevents/e_annex.html)

Sam Houston’s Copy of His Official Report of the Battle of San Jacinto, <http://www.tsl.state.tx.us/treasures/republic/san-jacinto/report-01.html>

Treaty of Velasco, May 14, 1836, Courtesy of the Yale University Law School Library. The Avalon Project, [http://avalon.law.yale.edu/19th\\_century/velasco.asp](http://avalon.law.yale.edu/19th_century/velasco.asp)

Mexican American War

José Joaquín de Herrera, "A Proclamation Denouncing the United States' Intention to Annex Texas," June 4, 1845

<http://www.dmwv.org/mexwar/documents/herrera.htm>

Ulysses S. Grant, Personal Memoirs of U.S. Grant (New York: Charles L. Webster & Co., 1885), 22–24, quoted in [http://www.sewanee.edu/faculty/Willis/Civil\\_War/documents/Grant.html](http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Grant.html)

Ibid.,

<http://www.bartleby.com/1011/>

U.S. Grant, "Causes of the Mexican War," America's Civil War, History 393 Documents, Professor John C.

Willis, [http://www.sewanee.edu/faculty/Willis/Civil\\_War/documents/Grant.html](http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Grant.html)

The Mexican American War. US Grant: Warrior . WGBH ...

<http://www.pbs.org/wgbh/americanexperience/features/general-article/grant-mexican-american-war/>

John O'Sullivan in 1839. "The Great Nation of Futurity," The United States Democratic Review 6, no. 23 (November 1839): 426–30. Cornell University

Library, <http://cdl.library.cornell.edu/cgi-bin/moa/sgml/moa-idx?notisid=AGD1642-0006-46> ; <http://www.mtholyoke.edu/acad/intrel/osulliva.htm>

"Manifest Destiny," <http://www.pbs.org/kera/usmexicanwar/tools/sitemap.html>

"Enough Blame to Go Around: Causes of the Mexican-American

War," <http://www.azteca.net/aztec/war/Mexican-American-War.html>

President James Polk's State of the Union Address, December 2, 1845. Joint Session of Congress, State of the Union Address, 29th Congress, First Session, December 2, 1845, <http://www.presidentialrhetoric.com/historicspeeches/polk/stateoftheunion1845.html>

James K. Polk, Message on War with Mexico, May 11,

1846, <http://www.pbs.org/weta/thewest/resources/archives/two/mexdec.htm>

Abraham Lincoln's "Spot Resolutions," Resolution and Preamble on Mexican War: "Spot Resolutions," The Abraham Lincoln Papers at the Library of Congress, December 22,

1847, <http://quod.lib.umich.edu/cgi/t/text/text-idx?c=lincoln;rgn=div1;view=text;idno=lincoln1;node=lincoln1%3A434>

"Spot Resolutions," The Abraham Lincoln Papers at the Library of

Congress, [http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field\(DOCID+@lit\(d0007000\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(d0007000)))

Abraham Lincoln Speech: The War with Mexico, Animated Atlas: Expansion West and the Mexican War, January 12, 1848,

<http://www.animatedatlas.com/mexwar/lincoln2.html>

Abraham Lincoln and the U.S.-Mexico War, C-Span History,  
<http://www.c-spanvideo.org/program/286293-2>

Rethinking History and the Nation State: Mexico and the United States, A Special Issue of the Journal of American History,  
<http://www.journalofamericanhistory.org/issues/862/>

John C. Calhoun, Conquest of Mexico.  
TeachingAmericanHistory.org <http://teachingamericanhistory.org/library/index.asp?documentpri nt=478>

Britannica Editors, "Blood on the Rio Grande: The Mexican-American War,"  
May 13, 2011,  
<http://www.britannica.com/blogs/2011/05/mexican-american-war/>

Images of the U.S.-Mexican War Prints &  
Illustrations, <http://www.dmwv.org/mexwar/mwart/prints.htm>

American Experience . Walt Whitman | PBS  
<http://www.pbs.org/wgbh/amex/whitman/program/pt.html>

The Treaty of Guadalupe Hidalgo, Library of Congress, Hispanic Reading Room, <http://www.loc.gov/rr/hispanic/ghtreaty/>

Treaty of Guadalupe Hidalgo, 1848, Treaty of Guadalupe Hidalgo, February 2, 1848. The Avalon Project at Yale Law School,  
[http://avalon.law.yale.edu/19th\\_century/guadhida.asp](http://avalon.law.yale.edu/19th_century/guadhida.asp)

Deleted Article X from the Treaty of Guadalupe Hidalgo,  
1848, <http://www.loc.gov/rr/hispanic/ghtreaty/>

### You Tube Lectures

Texas Annexation and Slavery - The Fatal Mix in Politics and Rhetoric, [https://www.youtube.com/watch?v=L6r3AB\\_XnLE](https://www.youtube.com/watch?v=L6r3AB_XnLE)

Martyrs of the Alamo: The Birth of Texas,  
<https://www.youtube.com/watch?v=KVkDIqB-qss>

Fathers of Texas Part One,  
<https://www.youtube.com/watch?v=1-X03FaG4YE>

"Mexico Invaded",



[http://www.pbs.org/kerawar/ushmexicanwar/index\\_flash.html](http://www.pbs.org/kerawar/ushmexicanwar/index_flash.html)

The Mexican-American War,

<http://www.youtube.com/watch?v=vKNZfBOVgJA>

Rare Photographs From The Mexican-American War: The Birth of War Photography, <http://www.youtube.com/watch?v=NVRzWs8QJPY>

The Saint Patrick's Battalion (Batallón de San

Patricio), <http://www.youtube.com/watch?v=WiogUx5h28c>

SAN PATRICIOS - THE IRISHMEN WHO DIED FOR

MEXICO, <http://www.youtube.com/watch?v=QLWSCqWheFM>

The San Patricios

<http://www.youtube.com/watch?v=dUBQVXnmFmg>

Batalla de Monterrey 1846,

[http://www.youtube.com/watch?v=5-KYgBW\\_RBA](http://www.youtube.com/watch?v=5-KYgBW_RBA) .

Los Niños Heroes Mexico City's Boy

Heroes, <http://www.youtube.com/watch?v=x5yAeElMuMo>

Los Niños Héroes,

[http://www.youtube.com/watch?v=xP6PLFG\\_b8Y](http://www.youtube.com/watch?v=xP6PLFG_b8Y)

The Treaty of Guadalupe Hidalgo,

<http://www.youtube.com/watch?v=xAq12waiK2Q>

Cultural Racism and the Treaty of Guadalupe

Hidalgo, <http://www.youtube.com/watch?v=Ylv7fsWEjgg>

Tijerina - Fighting for the Land,

[http://www.youtube.com/watch?v=y-X0vVaG\\_PA](http://www.youtube.com/watch?v=y-X0vVaG_PA)

## Discussions

1. Consider the meaning of the term "Empire." Latin Americans say that the naming of this country, the United States of America, is proof that the U.S. was an indication of ownership and that it considered itself to be and was an empire. Despite the fact that America is the name of two continents and its people are all Americans, the U.S. appropriates the name for itself. Mexicans are Americans as are Brazilians and Venezuelans. What do you think?

2. View "A People's History of American Empire" by Howard Zinn <http://www.youtube.com/watch?v=Arn3lF5XSUg>

3. Has the Texas and Mexican American Wars left a Legacy of Hate?"

View Texas Independence,  
<http://www.u-s-history.com/pages/h1199.html>.

Mexico, 1821,  
<http://blm.utep.edu/crta/eng/history/mexico.htm> .

Mexico Today,  
<http://www.m-w.com/cgi-bin/nytmaps.pl?mexico>.

How did the wars change Mexico's future?.

4. Does it matter if we use the terms "American Expansion," "The Westward Movement," "The Winning of the West," or the "Making of the American Empire" to describe the U.S. annexation of the western territories?

Read the Monroe Doctrine,  
[http://avalon.law.yale.edu/19th\\_century/monroe.asp](http://avalon.law.yale.edu/19th_century/monroe.asp)

5. According to *Occupied America*, what were the causes of the Texas War? Would you agree with him that the patriots were the soldiers attacking the Alamo and not those inside? Why?

Explore

Texas Revolution  
<http://www.latinamericanstudies.org/texas.htm>.

"A Mexican View of the War in Texas: Memoirs of a Veteran of the Two Battles of the Alamo, transcribed for the Second Flying Company of Alamo de Parras, by Robert Durham, The Library Chronicle, vol. IV, no. 2. Courtesy of Sons of DeWitt Colony Texas, <http://www.tamu.edu/ccbn/dewitt/adp/archives/maps/sanchezdoc.html>.

A valuable archival resource is the Sons of DeWitt Archives, <http://www.tamu.edu/ccbn/dewitt/dewitt.htm>

6. Name some of the myths of the Alamo? How have these myths perpetuated racism toward Mexicans?

Martyrs of the Alamo: The Birth of Texas, Part One <http://www.youtube.com/watch?v=Auyka5r06Io&feature=fvwrel>

REMEMBER THE ALAMO 2007!  
<http://youtube.com/watch?v=KBKHXg27RVQ>

The Alamo - Triumph and Tragedy in History

<http://www.youtube.com/watch?v=zBoQB-5isgc&feature=related>

Alamo Myths, <http://www.tamu.edu/ccbn/dewitt/adp/archives/newsarch/myths.html>

7. What did Ulysses .S. Grant say was the cause of the Mexican War? See Acuña/Compeán, Part III, The Mexican-American War, pp. 81-114.

U.S. Grant, "Causes of the Mexican

War" [http://www.sewanee.edu/faculty/Willis/Civil\\_War/documents/Grant.html](http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Grant.html)

8. What was Manifest Destiny? How does this concept complement the phrases used in Discussion #1.

“Manifest Destiny,”

<http://www.pbs.org/keras/mexicanwar/tools/sitemap.html>

See John L. O'Sullivan on Manifest Destiny,

1839, <http://www.mtholyoke.edu/acad/intrel/osulliva.htm>

Did religion influence Manifest Destiny? Can we see these same influences today? The Monroe Doctrine (1823) took the position that the Americas were for Americans. The Doctrine was later used to justify U.S. political interventions. How did the Monroe Doctrine complement Manifest Destiny? Did the Monroe Doctrine influence U.S. policies and negotiations during the US-Mexican war?

9. Who was to blame for the Texas and Mexican American Wars?

Enough Blame to Go Around: Causes of the Mexican-American

War,” <http://www.azteca.net/aztec/war/Mexican-American-War.html>

10. Occupied America makes the point that war is not glamorous or glorious, and that U.S. troops committed atrocities in Mexico that some Mexicans have never forgotten. Read the following:

Samuel Chamberlain's My

Confessions, <http://www.tshaonline.org/supplies/chamber/introduction.htm>

Discuss the notion of “just warfare” in the context of the Mexican. Would Chamberlain agree with Grant’s view of the war?

11. Who were the San Patricios?

SAN PATRICIOS - THE IRISHMEN WHO DIED FOR MEXICO,

3-003 San Patricios I,

<http://www.youtube.com/watch?v=QLWSCqWheFM>

Batallón de San Patricio 1846 - 1848. !VIVA MÉJICO! (o MÉXICO), <http://www.youtube.com/watch?v=HNY8uyycPPI>.

The San Patricios: Mexico's Fighting Irish, [http://www.struggle.ws/mexico/img/more\\_san\\_ps.html](http://www.struggle.ws/mexico/img/more_san_ps.html)

One Man's Hero,  
[http://www.youtube.com/watch?v=6DIs0\\_anHAc](http://www.youtube.com/watch?v=6DIs0_anHAc)

How or why is their story important to preserving a historical memory? Were they deserters?

12. Discuss the Treaty of Guadalupe Hidalgo. Handbook of Texas Online, s.v. "TREATY OF GUADALUPE HIDALGO," <http://www.tshaonline.org/handbook/online/articles/TT/nbt1.html>

Why is it important?  
"The Treaty of Guadalupe Hidalgo,"  
<http://www.loc.gov/rr/hispanic/ghtreaty/>

Cultural Racism and the Treaty of Guadalupe Hidalgo, <http://youtube.com/watch?v=Ylv7fsWEjgg>

Cultural Racism and the Treaty of Guadalupe Hidalgo Part 2, <http://youtube.com/watch?v=Uco9b58pdms>

The Tierra Amarilla Courthouse Raid,  
<http://youtube.com/watch?v=phF376VK3ek>

13. What did Mexico lose? How would history be different if the war had never taken place? Does the term empire apply to the taking of Mexican territory?

The Mexican Cessions,  
<http://www.landandfreedom.org/ushistory/us12.htm>

Mexican American War - Manifest Destiny Choose Your Own Adventure  
<http://www.youtube.com/watch?v=yJcgHJImFO8>

Treaty of Guadalupe Hidalgo  
<http://www.youtube.com/watch?v=XGXgI-hmnf0>

14. Why is the Treaty still an issue among many Chicanos? See the following:

"Lalo López, "Legacy of a Land Grab," HISPANIC Magazine - September 1997 Issue, <http://www.americanpatrol.com/RECONQUISTA/RECONQHISPMAG2090197.html>

Richard D. Vogel, “The Stolen Birthright: The U.S. Conquest and Exploitation of the Mexican People [4 of 6],” Hispanic Experience,  
<http://www.houstonculture.org/hispanic/conquest4.html>

The Treaty of Guadalupe Hidalgo, <http://www.youtube.com/watch?v=xAq12waiK2Q>  
Cultural Racism and the Treaty of Guadalupe  
Hidalgo <http://www.youtube.com/watch?v=Ylv7fsWEjgg>

Tijerina - Fighting for the Land  
[http://www.youtube.com/watch?v=y-X0vVaG\\_PA](http://www.youtube.com/watch?v=y-X0vVaG_PA)

## Mini Course

### Module IV The Occupation

1819 1836 1846 1847 1848 1859 1863 1880 1900

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014) Chapters 4-7.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience [Three Volumes]* (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library. Part IV: The Border and Reannexation. Part V: Texas. Part VI: Voices Mexicanas. Part VII: Land.

#### I. The Colonization. 19th Century Southwest

There is a lot of discussion as to whether or not the United States ever had imperial ambitions in the Americas. History, however, makes it pretty clear that British colonists considered themselves special; some declaring themselves the New Israel as if God had made them the owners of the Western Hemisphere. The world vision of many Euro-American leaders was not confined to Texas or the rest of Northern Mexico. In 1819 it forced Spain to cede Florida to the United States, and the decade following the Texas and Mexican American wars, Euro-Americans led filibusters in the Caribbean and Cuba. As the borders crossed the Mexicans living in the invaded land in what was Mexico's north, there was friction between the two peoples as Euro-Americans moved to institutionalize their privilege and privatize the new land. The Conquest had been for profit, and everything made sure that this privilege, or as some called it, rights of conquest, were secured. A political system was constructed to solidify political control. Social institutions socialized the residents to believe that the system was just and white privilege was based on merit. Despite this system, there were those who rebelled against this inequality. British historian Eric Hobsbawm has labeled much of the bandit activity as a primitive form of rebellion, and the outlaws, social bandits. Mob riots were also looked at as primitive rebellions against injustice and protests against inequality and unfairness. Society changed in each of the four states based on location and natural resources. They were also due to changes in production. Many were at first agricultural societies that changed as population grew. The rise of a merchant class changed relations between hired hands and owners. The arrival of the railroad in 1880 further changed relationships as the area was industrialized.

A peoples history of American imperialism by Howard Zinn,

[http://www.youtube.com/watch?v=uA37E2\\_Plb0](http://www.youtube.com/watch?v=uA37E2_Plb0)

#### Texas

Memoirs of Antonio Menchaca, Yanaguana Society, San Antonio, 1937. Courtesy of Wallace L. McKeehan, Sons of DeWitt Colony Texas,

<http://www.tamu.edu/ccbn/dewitt/menchacamem.htm>

José María Salomé Rodríguez, The Memoirs of Early Texas, 1913, Sons of DeWitt Colony Texas,

<http://www.tamu.edu/ccbn/dewitt/rodmemoirs.htm>

“A Foreigner in My Own Land”: Juan Nepomuceno Seguin Flees Texas, 1842, History Matters, The U.S. Survey Course on the Web,

<http://historymatters.gmu.edu/d/6531/>

José Antonio Navarro’s Letter to the Editor of the San Antonio Ledger (October 30, 1853), <http://www.tamu.edu/ccbn/dewitt/navarromem1.htm>

Letter from Vicente Córdova to Manuel Flores, July 19, 1838, Texas Indian Papers, Vol. 1, no. 2. Archives and Manuscripts, Texas State Library and Archives Commission, [www.tsl.state.tx.us/exhibits/indian/early/cordova-1838.html](http://www.tsl.state.tx.us/exhibits/indian/early/cordova-1838.html)

John Henry Brown, “Vicente Córdova and the Córdova Rebellion,” From History of Texas, <http://www.tamu.edu/ccbn/dewitt/cordovavicente.htm#brown>

J. W. Wilbarger, The Córdova Fight, From Indian Depredations in Texas. Wilbarger, The Flores Fight and Archival Correspondence, <http://www.tamu.edu/faculty/ccbn/dewitt/cordovavicente2.htm>

Letter from Texas President Mirabeau B. Lamar to the People of Santa Fé, April 14, 1840, Courtesy of Sons of DeWitt Colony Texas and President M.B. Lamar Address to the People of Santa Fé, June 5, 1841, <http://www.tamu.edu/ccbn/dewitt/santafeexped.htm>

Mirabeau B. Lamar to James Webb, February 23, 1842, <http://www.tsl.state.tx.us/treasures/giants/lamar/lamar-webb-1.html>

PROCLAMATION: Juan Nepomuceno Cortina to the inhabitants of the State of Texas, and especially to those of the city of Brownsville, Archives of the West, <http://www.pbs.org/weta/thewest/resources/archives/four/cortinas.htm#0959>

Angel Navarro to Houston, January 26, 1860, Texas State Library and Archives Commission, <https://www.tsl.state.tx.us/governors/earlystate/houston-navarro-1.html>

An Act to Provide for the Protection of the Frontier, 1874. Texas Ranger Research Center, <http://www.texasranger.org/ReCenter/org1874.htm>

“A Little Standing Army in Himself”: N. A. Jennings Tells of the Texas Rangers, 1875, <http://historymatters.gmu.edu/d/6534>

Durgan Bridge, Downieville, Sierra County, A History of Mexican Americans in California: HISTORIC SITES, [http://www.cr.nps.gov/history/online\\_books/5views/5views5h31.htm](http://www.cr.nps.gov/history/online_books/5views/5views5h31.htm)

Tiburcio Vasquez,  
<http://www.usc.edu/libraries/archives/la/scandals/vasquez.html>

Col. Santo Benavides,  
<http://www.tshaonline.org/handbook/online/articles/fbe47>

Mexican Texans in the Civil War,  
<http://www.tshaonline.org/handbook/online/articles/pom02>

Marten, Texas Divided, 126. Brewster Hudspeth, “The Short but Eventful Life of Adrián J. Vidal 1840–1865,”  
<http://www.texasescapes.com/FallingBehind/Short-but-Eventful-life-of-Adrian-J-Vidal.htm>

An Act to Provide for the Protection of the Frontier, 1874. Texas Ranger Research Center, <http://www.texasranger.org/ReCenter/org1874.htm>

Mexicans in the Rangers,  
[http://www.texasranger.org/ReCenter/hispanic\\_indian\\_rangers.htm](http://www.texasranger.org/ReCenter/hispanic_indian_rangers.htm)

“A Little Standing Army in Himself”: N. A. Jennings Tells of the Texas Rangers, 1875, <http://historymatters.gmu.edu/d/6534>

El Paso Salt Wars,  
<http://www.nps.gov/gumo/historyculture/saltwar.htm>

Salt Trade, Trails, and Wars,  
<http://www.texasbeyondhistory.net/trans-p/images/he3.html>

Victor Ochoa, once with a \$50,000 price on his head, Smithsonian, [http://www.smithsonianeducation.org/scitech/impacto/graphic/victor/revolutionary\\_arrested.html](http://www.smithsonianeducation.org/scitech/impacto/graphic/victor/revolutionary_arrested.html)

World of the Tenant Farmer, Texas Beyond History, University of Texas, <http://www.texasbeyondhistory.net/osborn/world.html>

## New Mexico

Historical Maps of New Mexico, [http://alabamamaps.ua.edu/historicalmaps/us\\_states/newmexico/index.html](http://alabamamaps.ua.edu/historicalmaps/us_states/newmexico/index.html)

Camino Real de Tierra Adentro National Historic Trail, National Park Service, Department of the Interior,  
<http://www.nps.gov/elca/>



“Comment on Indian Slavery,” New Mexico Office of the State Historian, [http://www.newmexicohistory.org/searchbytime.php?CategoryLevel\\_1=127&CategoryLevel\\_2=134](http://www.newmexicohistory.org/searchbytime.php?CategoryLevel_1=127&CategoryLevel_2=134)

Raymond Ortiz and Lauren Reichelt, “The History of Rio Arriba,” [http://www.rio-arriba.org/places\\_to\\_see\\_things\\_to\\_do/local\\_history/index.html](http://www.rio-arriba.org/places_to_see_things_to_do/local_history/index.html)

Perry-Castañeda Library Map Collection: New Mexico Maps, University of Texas Austin, [http://www.lib.utexas.edu/maps/new\\_mexico.html](http://www.lib.utexas.edu/maps/new_mexico.html)

Old Spanish Trail, <http://digital-desert.com/old-spanish-trail/>

Rio Grande Watershed, [http://commons.wikimedia.org/wiki/File:Riogrande\\_watershed.png?uselang=&Lang&gt](http://commons.wikimedia.org/wiki/File:Riogrande_watershed.png?uselang=&Lang&gt)

The Concept of Common Lands Defines Community Land Grants,” U.S. Government Accountability Office, <http://www.gao.gov/guadalupe/commland.htm>

Dr. Devon Peña, University of Washington, “The challenges of acequia farming,” <http://ejfood.blogspot.com/>

Charles Bent, The Mexico Office of the State Historian, <http://www.newmexicohistory.org/filedetails.php?fileID=548>

New Mexico Massacre: The Taos Rebellion, February 8, 2012, <http://adamjamesjones.wordpress.com/2012/02/08/new-mexico-massacre-the-taos-revolt/>

Robert J. Torrez, “The Revolt and Treason Trials of 1847,” New Mexico Office of the State Historian, [http://www.newmexicohistory.org/filedetails\\_docs.php?fileID=245](http://www.newmexicohistory.org/filedetails_docs.php?fileID=245)

William H. Wroth, “Antonio Jose Martinez (1793–1867),” New Mexico Office of the State Historian, <http://www.newmexicohistory.org/filedetails.php?fileID=296>

Vicente M. Martínez, The Progeny of Padre Martinez of Taos, Fundación Presbítero Antonio José Martínez, [http://padremartinez.org/progeny\\_01.php](http://padremartinez.org/progeny_01.php)

The vicinity of the Rio Grande and Southern Boundary of New Mexico as referred to by US Surveyor 1851, <http://atlas.nmhum.org/pdfs/Gray1851NewMexico.pdf> .

David L. Caffey. "The Santa Fe Ring: Gilded Age Politics in Old New Mexico," Sparks, SAR Boardroom, (September 8, 2009),  
[http://sarweb.org/?sparks\\_santa\\_fe\\_ring](http://sarweb.org/?sparks_santa_fe_ring)

Rubén D Sálaz, Land Grant History, 1999,  
<http://www.historynothype.com/landgrants.htm>

William H. Wroth, "Maxwell Land Grant," New Mexico Office of the State Historian, <http://www.newmexicohistory.org/filedetails.php?fileID=512>

Lincoln County War,  
[http://www.aboutbillythekid.com/Lincoln\\_County\\_War.htm](http://www.aboutbillythekid.com/Lincoln_County_War.htm)

Las Gorras Blancas, New Mexico Office of the State Historian, <http://www.newmexicohistory.org/filedetails.php?fileID=375>

Elego Baca, New Mexico, American Memory, Library of Congress, <http://lcweb2.loc.gov/wpa/20040209.html>

Benjamin M. Reed, A History of Education in New Mexico (Santa Fe: New Mexico Printing Co, 1911), 16–18,  
<http://www.archive.org/stream/historyofeducati00reediala>

The Impact of the Transcontinental Railroad, American Experience PBS <http://www.pbs.org/wgbh/americanexperience/features/general-article/tcrr-impact/>

Rise of Industrial America, Railroads in the Late 19th, Library of Congress, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/>

## Arizona

Gadsden Purchase Treaty, December 30, 1853, The Avalon Project, Yale University Law School, [http://avalon.law.yale.edu/19th\\_century/mx1853.asp](http://avalon.law.yale.edu/19th_century/mx1853.asp)

Prehistoric and Hohokam history in Tucson Area, [http://tucsonarizonahistory.tripod.com/hokoham\\_p1.htm](http://tucsonarizonahistory.tripod.com/hokoham_p1.htm)

Arizona Native Americans,  
<http://jeff.scott.tripod.com/natives.html>

Charles D. Poston, Arizona Pioneer,  
<http://www.discoverseaz.com/History/Poston.html>

“The Mowry Mine, originally the Patagonia Mine,” [http://www.discoverseaz.com/History/Mowry\\_Mine.html](http://www.discoverseaz.com/History/Mowry_Mine.html)

Diana Lindsay, ed., “Henry A. Crabb, Filibuster, and the San Diego Herald,” *The Journal of San Diego History* 19, no. 1 (Winter 1973), <http://www.sandiegohistory.org/journal/73winter/crabb.htm>

An Act to provide temporary government for the Territory of Arizona, 1863, <http://www.archives.gov/legislative/features/nm-az-statehood/hr357.html>

The Civil War in Arizona/New Mexico Territory, [http://www.discoverseaz.com/History/Civil\\_War.html](http://www.discoverseaz.com/History/Civil_War.html)

Pioneer Families of the Presidio De San Agustin, Tucson’s Origins, Center for Desert Archaeology, [http://www.cdarc.org/pages/what/past/rio\\_nuevo/people/families.php](http://www.cdarc.org/pages/what/past/rio_nuevo/people/families.php)

Report of Lt. Royal E. Whitman, “The Camp Grant Massacre; Lieut. Whitman’s Report a Fearful Tale—Women and Children Butchered,” *New York Times*, July 20, 1871., <http://query.nytimes.com/gst/abstract.html?res=9A04E0D7103EEE34BC4851DFB166838A669FDE>

Geronimo | We Shall Remain | American Experience | PBS, [http://www.pbs.org/wgbh/amex/weshallremain/the\\_films/episode\\_4\\_about](http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_4_about)

Carlos Y. Velasco, 1842-1914, <http://azmemory.azlibrary.gov/cdm/search/collection/ahstuc/order/title>

Edward F. Ronstadt, *Borderman: The Memoirs of Federico José María Ronstadt* (Tucson: University of Arizona Press, 1993), <http://parentseyes.arizona.edu/borderman/index.html>

Eulalia Elías 1788–1865, Arizona Women’s Hall of Fame, Arizona State Library, Archives and Public Records Carnegie Center, <http://www.lib.az.us/awhof/women/elias.cfm>

Arizona Newspaper Project, Arizona State Library Archives and Public Records, [http://adnp.azlibrary.gov/cdm4/colln\\_dir.php](http://adnp.azlibrary.gov/cdm4/colln_dir.php)

Railroads of Arizona (2002), [http://www.azrymuseum.org/Information/Arizona\\_Railroad\\_Map\\_2002.pdf](http://www.azrymuseum.org/Information/Arizona_Railroad_Map_2002.pdf)

Mining ~ Minería, Chicana/o Collection, Arizona State University Library, <http://www.asu.edu/lib/archives/website/mining.htm>

Arizona Historical Society. Mining in Arizona,

<http://jeff.scott.tripod.com/miningaz.html>

Nikola Tesla,  
[http://en.wikipedia.org/wiki/Nikola\\_Tesla](http://en.wikipedia.org/wiki/Nikola_Tesla)

“A History of Mining in AZ,”  
<http://www.azmining.com/mining-in-az/mining-history->

Peter W. van der Pas (ed.), “The Imperial Valley in 1904: An Account by Hugo de Vries,” The Journal of San Diego History 22, no. 1 (Winter 1976), <http://www.sandiegohistory.org/journal/76winter/imperial.htm>

## California

The Royal Presidio of San Diego 1769–1835, California History and Culture Conservancy, <http://historyandculture.com/chcc/presidio1.html>

The Holy Woman Toypurina Attempts to Liberate the “Indios” at San Gabriel Mission, <http://www.suppressedhistories.net/articles/toypurina.html>

Thomas Blackburn, “The Chumash Revolt of 1824: A Native Account,” The Journal of California Anthropology 2, no. 2 (1975): 223–27, <http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1079&context=ucmercedlibrary/jca>

California Genocide, Indian Country Diaries, <http://www.pbs.org/indiancountry/history/calif.html>

Cris Pérez, “Extracts from Grants of Land in California Made by Spanish or Mexican Authorities,” Ranchos of California, University of California Berkeley Library, <http://www.lib.berkeley.edu/EART/rancho.html>

Life of Pio Pico: Last Mexican Governor of California, [http://www.piopico.org/Life\\_of\\_Pio\\_Pico.htm](http://www.piopico.org/Life_of_Pio_Pico.htm)

Juana Briones Heritage,  
[http://www.brioneshouse.org/juanas\\_life.htm](http://www.brioneshouse.org/juanas_life.htm)

“Frémont in the Conquest of California,” Virtual Museum of the City of San Francisco, <http://www.sfmuseum.org/hist6/fremont.html>

Francisco Lopez & The Placerita Gold Discovery of 1842, <http://www.experiencela.com/calendar/event/17799?print=true>

Leon Worden, “California’s REAL First Gold,” COINage magazine (October 2005), <http://www.scvhistory.com/scvhistory/signal/coins/worden-coinage1005.htm>

Gold Fever!

<http://www.museumca.org/goldrush/fever01.html>

American Experience | The Gold Rush | Teacher's Guide,

<http://www.pbs.org/wgbh/amex/goldrush/tguide/>

American Experience | The Gold Rush | People & Events,

[http://www.pbs.org/wgbh/amex/goldrush/peopleevents/e\\_goldrush.html](http://www.pbs.org/wgbh/amex/goldrush/peopleevents/e_goldrush.html)

From Gold Rush to Golden State,

<http://memory.loc.gov/ammem/cbhtml/cbrush.html>

American Experience | The Gold Rush | Teacher's Guide ...

<http://www.pbs.org/wgbh/amex/goldrush/tguide/>

California Constitutional Convention of 1849,

<http://www.militarymuseum.org/Constitution.htm>

A History of American Indians in California: 1849–1879, National Park

Service, [http://www.nps.gov/history/history/online\\_books/5views/5views1c.htm](http://www.nps.gov/history/history/online_books/5views/5views1c.htm)

An Act for the Government and Protection of Indians, Chapter 133, Statutes of California (April 22, 1850),

<http://www.indiancanyon.org/ACTof1850.html>

People v. Hall (1854),

[http://www.cetel.org/1854\\_hall.html](http://www.cetel.org/1854_hall.html)

El Clamor Publico,

<http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll70/id/705>

Lynch Law of the Mother

Lode, <http://www.genealogyimagesofhistory.com/images/Lynchlaw.jpg>

The Hanging of Juanita | The Only Woman to be Lynched in

California, <http://sherryhewins.hubpages.com/hub/Downieville-and-the-Hanging-of-Juanita-The-First-Last-and-Only-Woman-to-be-Lynched-in-California>

Jill L. Cossley-Batt, The Last of the California Rangers (New York: Funk & Wagnalls,

1928), [http://www.yosemite.ca.us/library/california\\_rangers/joaquin\\_murieta.html](http://www.yosemite.ca.us/library/california_rangers/joaquin_murieta.html)

Major Horace Bell, Reminiscences of a Ranger; or, Early Times in Southern California (Los Angeles, CA: Yarnell, Caystile&Mathes, Printers, 1881), 23–29, 72,

108, [http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:%20@field%28DOCID+@lit%28calbk103%29%29)

[bin/query/r?ammem/calbk:%20@field%28DOCID+@lit%28calbk103%29%29](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:%20@field%28DOCID+@lit%28calbk103%29%29)

Birdseye View of Sonora Town from Fort Hill, Los Angeles, ca. 1885, USC Digital Archive, <http://digarc.usc.edu/search/controller/view/chs-m4932.html>

“First Felon Was Railroaded—Story of Modesta Avila,”  
Capistrano, <http://www.sanjuancapistrano.net/history/avila.html>

## II. You Tube Lectures

### Texas

Juan Cortina  
<http://www.youtube.com/watch?v=FmF5jrjzjSH0>

Texas Rangers,  
[http://www.youtube.com/watch?v=LF\\_d0aLdmp0](http://www.youtube.com/watch?v=LF_d0aLdmp0)

The Ballad of Gregorio Cortez,  
[http://www.youtube.com/watch?v=FsApt0st\\_u4](http://www.youtube.com/watch?v=FsApt0st_u4)

Mexican Confederates  
<http://www.youtube.com/watch?v=X79xmf7B7pg>

"Retreat of the Indian Frontier"  
<http://www.youtube.com/watch?v=5IAKC4xLLmc>

Lecture: "A Tejano Perspective on the Texas Revolution"  
[http://www.youtube.com/watch?v=C3cpqE\\_Dm\\_k](http://www.youtube.com/watch?v=C3cpqE_Dm_k)

Tejano perspective of the Texas revolution pt.2.flv  
<http://www.youtube.com/watch?v=D8NoSoz4QVU>

Jack Jackson's American History: Los Tejanos & Lost Cause - video preview  
[http://www.youtube.com/watch?v=EGRr\\_JpomgI](http://www.youtube.com/watch?v=EGRr_JpomgI)

The History of Tex-Mex Music Introduction  
<http://www.youtube.com/watch?v=hY8QAFYH86k>

The Ballad of Gregorio Cortez [the movie],  
[http://www.youtube.com/watch?v=FsApt0st\\_u4](http://www.youtube.com/watch?v=FsApt0st_u4)

Los Alegres De Teran—Gregorio Cortez,  
<http://www.youtube.com/watch?v=jj4-6ZCc7i4>

## New Mexico

Eric Foner on the Taos

Revolt, [http://www.youtube.com/watch?v=E9cX2W91fCk&playnext=1&list=PLOUTliemF1U4YXkM0sd4fBfmDJ7nBgw\\_z&feature=results\\_main](http://www.youtube.com/watch?v=E9cX2W91fCk&playnext=1&list=PLOUTliemF1U4YXkM0sd4fBfmDJ7nBgw_z&feature=results_main)

Santa Fe Trail,

<http://www.youtube.com/watch?v=g8AnAy2DdK4>

A Euro-American interpretation of Bent's

Fort, <http://www.youtube.com/watch?v=fEyF1VtV4a4>

Louise Minks, The Pueblo Revolt,

<http://www.youtube.com/watch?v=anfVKzHsfcs>

Billy The Kid: Who Shot Billy The Kid? High Definition,

<http://www.youtube.com/watch?v=86DwcpCg7Kg>

Lincoln, New Mexico and A Tale of Billy the Kid,

<http://www.youtube.com/watch?v=8C4uQezSVPs>

The Tierra Amarilla Courthouse Raid,

[http://www.youtube.com/watch?v=phF376VK3ek&feature=results\\_video&playnext=1&list=PLF5D42D417B7F26A1](http://www.youtube.com/watch?v=phF376VK3ek&feature=results_video&playnext=1&list=PLF5D42D417B7F26A1)

Taos Valley Acequias,

[http://www.youtube.com/watch?v=IjhwPlwg\\_ao](http://www.youtube.com/watch?v=IjhwPlwg_ao)

The Milagro Beanfield War

[https://www.youtube.com/movie?v=OQpgpgxuCw&feature=mv\\_sr](https://www.youtube.com/movie?v=OQpgpgxuCw&feature=mv_sr)

## Arizona

Arizona History - Spirit of Arizona,

<https://www.youtube.com/watch?v=pD1LCb4ENDU>

History of Chicanos in Southern Arizona pt.

1, <https://www.youtube.com/watch?v=PW6n9hMzVEY>

Ibid, pt. 2,

<https://www.youtube.com/watch?v=dyGIhetHqEg>

Ibid, pt. 3,

<https://www.youtube.com/watch?v=N1R2W7e0eNY>

Mexican Americans, Arizona ( 🎵 Tempest / Top of the hill ), <https://www.youtube.com/watch?v=xvLmQC4gyoE>

What is the Miners Story Project?  
<http://www.youtube.com/watch?v=xNtWnRcjvTE>

The Arizona Miner,  
<https://www.youtube.com/watch?v=Nbe27Ro7vpU>

Copper Mining in Arizona,  
<https://www.youtube.com/watch?v=3nKlsyNBgcw>

What is the Miners Story Project?  
<https://www.youtube.com/watch?v=xNtWnRcjvTE>

Mine in Morenci, Arizona,  
<https://www.youtube.com/watch?v=-DByNAmeBgw>

Bisbee Deportation of 1917,  
<https://www.youtube.com/watch?v=mXOVp9LLRAU>

Arizona Stories - Milestone - Clifton Cliff  
Jail, <https://www.youtube.com/watch?v=W2tLNRzDK18>

Arizona History - Road to Statehood,  
[https://www.youtube.com/watch?v=qc58fCpS\\_GM](https://www.youtube.com/watch?v=qc58fCpS_GM)

Roosevelt Dam - 100th Anniversary  
Celebration, <https://www.youtube.com/watch?v=5bNxYH9W7Rg>

## California

California Indian history,  
[http://www.youtube.com/watch?v=KFV\\_wA8alkc](http://www.youtube.com/watch?v=KFV_wA8alkc)

The Missions of California by R.J. Adams,  
<http://www.youtube.com/watch?v=LJUg9nvQrXs>

4th Grade Lecture: Missions, Presidios, Pueblos, Ranchos,  
<http://www.youtube.com/watch?v=axRvIA6WKOA>

The California Gold  
Rush, [http://www.youtube.com/watch?v=N6SSBZYY5BA&playnext=1&list=PL8766D1F46BB7C508&feature=results\\_main](http://www.youtube.com/watch?v=N6SSBZYY5BA&playnext=1&list=PL8766D1F46BB7C508&feature=results_main)



Joaquin Murrieta,  
<http://www.youtube.com/watch?v=gyLasg-zfd0>

Joaquin Murrieta,  
<http://www.youtube.com/watch?v=YqZxPxft0MU&feature=related>

Tiburcio Vasquez,  
<http://www.youtube.com/watch?v=7iVh9tuekh0&feature=related>

Tiburcio Vasquez  
<http://www.youtube.com/watch?v=0stTol-AFok>

Ethnic Studies - Global Origins of U.S. Cultures: Vigilantism and Lynching in San Luis Obispo, CA,  
<http://www.youtube.com/watch?v=lBdpK89rP9k>

THE MEXICAN REVOLUTION  
[http://www.youtube.com/watch?v=9ox\\_JSkQWh8](http://www.youtube.com/watch?v=9ox_JSkQWh8)

Empire  
Clayton-Bulwer Treaty, 1850,  
[http://avalon.law.yale.edu/19th\\_century/br1850.asp](http://avalon.law.yale.edu/19th_century/br1850.asp)

Ostend Manifesto, October 18,  
1854, <http://xroads.virginia.edu/~HYPER/HNS/OSTEND/ostend.html>

Compromise of 1850, January 29,  
1850, <http://www.loc.gov/rr/program/bib/ourdocs/Compromise1850.html>

### III. Discussion

#### 1. What is Colonialism?

A peoples history of American imperialism by Howard Zinn,  
[http://www.youtube.com/watch?v=uA37E2\\_Plb0](http://www.youtube.com/watch?v=uA37E2_Plb0)

View Video Lecture on Colonialism Concepts in US History. U.S. Colonialism in Ten Minutes,  
<http://www.youtube.com/watch?v=PmU69JSimk0>

2. What is history? The following material is extrapolated from the HBO special,  
"Assume the Position"  
<http://www.youtube.com/watch?v=NJNVgCHLR-k&NR>

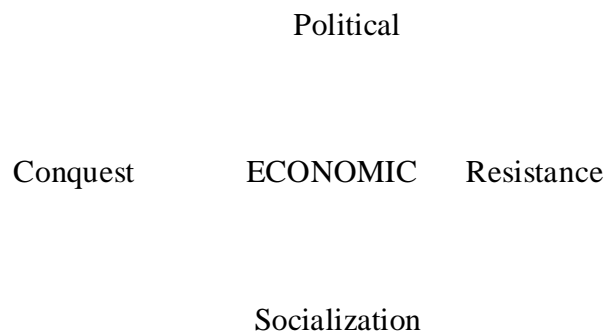
US History For Dummies,  
<http://www.youtube.com/watch?v=ecLsQAHV74Y>

3. Study a map of the Southwest. At the time of the invasion, where would the Mexican population in what is today the U.S. have been more likely to reside? Why?

Maps of Southwest USA

<http://www.americansouthwest.net/map.html>

4. Chapters 4-7 show a pattern in what is called American expansion: The invasion of the Southwest was no accident; there was an economic motive for the invasion, and there was a resultant occupation. What followed was the conquest, the setting up of a structure for political control, and the socialization of the populi through institutions. Finally, there were numerous revolts against the new government because of injustices. These processes occurred simultaneously (Conquest, Political formation, Socialization, and Resistance; they revolved around economic motives). Using these historical coat hangers, summarize the 19th Century histories of Texas, New Mexico, Arizona and California and explain the role of politics. IMAGINE A CIRCLE:



In the context of your reading explain the above imagined circle, and explain its component parts. How do the various parts relate to the economic motivation?

5. British historian Eric J. Hobsbawm wrote about the social bandit. What is a social bandit or primitive rebel? Read the following:

Richard W. Slatta. "Eric J. Hobsbawm's Social Bandit: A Critique and Revision," [http://www.ncsu.edu/acontracorriente/spring\\_04/Slatta.pdf](http://www.ncsu.edu/acontracorriente/spring_04/Slatta.pdf)

Name two Mexican bandits or events that would apply to this definition and why? Be careful, by no stretch of the imagination was every act of dissidence a revolutionary act during the 19th Century.

6. How did New Mexico differ from the other Southwest states and territories? What was the role of the Rio Grande River in its history?

Evolution of the Rio Grande Valley,  
<http://www.youtube.com/watch?v=uxDLsfCouaA>

Mike Shannon, Land Of Enchantment,  
[http://www.youtube.com/watch?v=I2zab-MYo\\_8](http://www.youtube.com/watch?v=I2zab-MYo_8)

7. In the beginning the Southwest was mostly a locally based agricultural society. From 1821-1880, the economy of the Southwest was dominated by merchants (mercantile capitalism). After the arrival of the railroad, the Southwest entered into an industrial capitalist phase. Describe each of these economic transformations as applied to the transformation of Arizona. See Chapter 7. How did these changes affect how people earned a living? Why would larger numbers of Mexicans enter the Southwest after 1880? See Chapters 4-7.

The Impact of the Transcontinental Railroad, American Experience  
PBS, <http://www.pbs.org/wgbh/americanexperience/features/general-article/tcrr-impact/>

Rise of Industrial America, Railroads in the Late 19<sup>th</sup>, Library of Congress, Century  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/>

8. According to the Treaty of Guadalupe Hidalgo, Mexicans who remained in the conquered territory were American citizens. This Treaty was not always enforced? Why? Is this an exception to the rule that a treaty is the law of the land? Read the following:

Rodolfo F. Acuña, "The Illusive Race Question & Class: A Bacteria That Constantly Mutates," Occasional Paper No. 59, Latino Studies Series, May 2005, Julian Samora Research Institute, Michigan State University, <http://www.jsri.msu.edu/upload/occasional-papers/oc59.pdf>

9. How did these changes (see #8) affect how people earned a living? Why would larger numbers of Mexicans enter the Southwest after 1880? See Chapters 4-7.

The Impact of the Transcontinental  
Railroad, <http://www.pbs.org/wgbh/americanexperience/features/general-article/tcrr-impact/>

The Rise of Industrial America. Railroads in the late 19<sup>th</sup>  
Century, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentation/timeline/riseind/railroad/>

10. How did the Chinese Exclusion Act of 1882 drive the mass immigration of Mexicans into the Southwest? How did it affect the treatment of other minorities?

Chinese Exclusion Acts of 1882 (corrected version),  
[http://www.youtube.com/watch?v=akC\\_XNIYeec](http://www.youtube.com/watch?v=akC_XNIYeec)

"Remembering 1882" expert panel part 1/8,  
<http://www.youtube.com/watch?v=01rhshKsAy4>

Asian Immigration: The Debate Over the Chinese Exclusion Act 2011,  
<http://www.youtube.com/watch?v=cH7wgS3UglE>

China Forced to Buy Drugs from England,  
<http://www.youtube.com/watch?v=LqE-ROOh7DQ>

INFAMOUS LYNCHINGS,  
<http://www.americanlynching.com/infamous-old.html>

Photographs and Postcards of Lynching in the United States,  
<http://withoutsanctuary.org/main.html>

11. Class is defined as a group sharing the same economic or social status. Class determines social rank and determines what share the group has of the wealth. Class forms group attitudes and its interests. Looking back describe the role of class during the 19th Century. In the context of U.S.-Mexican relations what role did class play? What role did race play? (See the introductions of chapters 4-7)

Social classes, Britannica Encyclopedia,  
<http://www.answers.com/topic/class-structure>

Anthony S. Wohl, Victorian Racism,  
<http://www.victorianweb.org/history/race/rc5.html>

Chris Rock Show -Larry  
Elder, <http://www.youtube.com/watch?v=2F5luBmMSXA&feature=related>

Larry Elder (race in America),  
<http://www.youtube.com/watch?v=QVLjIJUCiAs>

In this context what was the significance of:

The Case of In re Rodriguez, A Company of Workers, A Country of  
Citizens, <http://sixteentons.matrix.msu.edu/exhibits/show/citizenship/arizona/rodriguez>

## Mini Course

### Module V Expansion, Immigration, Transformation, Reaction

1880 1882 1898 1900 1903 1907 1910 1913 1917 1920 1921 1924 1929

Assigned: Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014) Chapters 8 and 9.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library. Part IX: Independistas. Part X: The Occupation. Part XI: Push and Pull. Part XII: The Gateway to the Americas. Part XIII: Americanization of Latino Immigrants. Part XIV: Latinos and the Great Depression.

Suggested Reading: Rodolfo F. Acuña, *Corridors of Migration: The Odyssey of Mexican Laborers, 1600-1933*.

#### I.

Large numbers of people do not move to another country because they want to leave everything behind. Historically they have moved to find resources to sustain and improve the quality of their food, clothing, and shelter. Global changes in how people worked and lived took place in the 19<sup>th</sup> Century. The first Industrial Revolution circa 1820 saw the large factory towns emerge in the United States that brought a second wave of immigrants to its shores – mostly Irish and German. For the most part, they worked in the nascent factories. Between 1881 and 1920 another wave brought more than 23 million immigrants to the U.S. They were mostly from eastern and southern Europe. Chinese had immigrated in large numbers but the racist Chinese Exclusion Act of 1882 for all practical purposes eliminated the Chinese. By 1890, the largest numbers of immigrants were Italians. From 1900-1918 a quarter of all immigrants were Italians; their numbers were dramatically reduced by the Immigration Acts of 1921 and 1924.

The completion of the transcontinental railroad linked the West's resources to Eastern factories in 1880. That same year the Mexican Central Railroad was completed, linking Mexico City to El Paso, Texas that accelerated the commercialization of agriculture and the decline of subsistence farming. Heavy foreign investment led to a flood of capital investment into Mexico: the development of mining, forestry, and agriculture that led to political unrest. Finally, the railroad also furnished better paying jobs that contributed to the uprooting. This activity accelerated the Mexicans' northward movement to the United States.

According to some sources, there were just fewer than 75,000 Mexican Americans in the Southwest in 1850. The largest number lived in the New Mexico Territory. They constituted 20.3 percent of the 366,610 Southwest residents counted that year. The numbers of Mexican-origin settlers in the United States was hard to come by because Mexican Americans were not listed separately in the U.S. censuses. Early censuses listed only Mexican born residents, and

ignored the larger U.S. born population of Mexican-origin residents. However, demographers have extrapolated data from these counts finding that by 1900 the U.S. born Mexican population numbered about 330,000 -- the Mexican-born count was 137,000. Most were rural even though by 1920 close to 60 percent would live in urban areas.

Within this context, many of the U.S.-born Mexicans migrated to the cities. Most lived in the states bordering Mexico, although isolated groups could be found in what is the State of Washington and elsewhere as early as the 1850s. At first those from border Mexican states made up the majority of the newcomers, but soon immigrants from Jalisco, Michoacán, and Zacatecas followed. Many of the newcomers were experienced miners and pioneered the opening of mines in Arizona and surrounding states. They worked in sugar beets, vegetables, and cotton. With the Chinese pressed out of the railroads they worked on section crews and as laborers in the cities.

They faced severe wage and race discrimination, and they had to rely on institutions such as the mutualistas and the intervention of the Mexican consuls for protection. Their children were added to the pool of the U.S. born. During the next three decades their numbers gave them more visibility, especially when they migrated to the cities where education for their children was mandatory. Generational differences also distinguished the disparate groups. The major events were the Mexican Revolution and World War I. Organizationally they grew as more shifted to the cities. By the 1920s large numbers joined the migrant streams and could be found in larger numbers in places such as Chicago.

Larger numbers settled in cities, and there was a transition from immigrant to civil rights organizations. An attitude began to form that they weren't returning to Mexico. Many were stunned by the nativist attacks during the debates over the Immigration Acts of 1921 and 1924. Americanization programs of the 1920s were insulting, and the growing xenophobia generated new types of organizations such as the League of United Latin American Citizens that concentrated on the members' rights as citizens. The era from 1918-1929 was a period of reaction in which Euro-American elites ushered a time of laissez faire and financial corruption whose excesses crashed the economy.

## II. Readings

Allan Englekirk and Marguerite Marín, "Mexican Americans; Countries and Their Cultures," <http://www.everyculture.com/multi/Le-Pa/Mexican-Americans.html#ixzz2IUa6j79K>

Robert McCaa, "The Peopling of Mexico from Origins to Revolution," <http://www.hist.umn.edu/~rmccaa/mxpoprev/cambridg3.htm>

Countries of Birth of the Foreign-Born Population, 1850–2009 —  
Infoplease.com, <http://www.infoplease.com/ipa/A0900547.html#ixzz2IWVCK9fU>

Foreign-Born Population in the U.S.: 1850–1930, 1960–1990, 2004 —  
Infoplease.com, <http://www.infoplease.com/ipa/A0778579.html#ixzz2IWWFsnxX>

The World of 1898: The Spanish American War, Hispanic Division of Library of Congress, <http://www.loc.gov/rr/hispanic/1898/intro.html>

SOCIEDADES MUTUALISTAS, Handbook of Texas Online, Texas State Historical Association, <http://www.tshaonline.org/handbook/online/articles/ves01>

Albert Beveridge: The March of the Flag, Fordham University's Online Modern History Sourcebook, <http://www.fordham.edu/halsall/mod/1898beveridge.html>

Rudyard Kipling, "The White Man's Burden," McClure's Magazine 12 (February 1899), available at, <http://www.fordham.edu/halsall/mod/Kipling.html>

U.S. Interventions in Latin America, <http://www.zompist.com/latam.html>

Rise of Industrial America Immigration to the United States, 1851–1900, Library of Congress, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgrnts/immgrnts.html>

Chinese Immigration to the United States, 1851–1900, Library of Congress, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/chinese.html>

Immigration, <http://www.loc.gov/search/?q=mexican+immigration>

Push and Pull of Immigration, Heritage Discovery Center, [http://www.jaha.org/edu/discovery\\_center/push-pull/index.html](http://www.jaha.org/edu/discovery_center/push-pull/index.html)

Emigration and Immigration, <http://www.ulib.iupui.edu/kade/unit19/unit19.html>

Los obreros en México, 1875–1925, <http://www.monografias.com/trabajos10/obre/obre.shtml>

"The Dramas of Haymarket," Chicago Historical Society, <http://www.chicagohistory.org/dramas/>

Victor Ochoa, <http://www.smithsonianeducation.org/scitech/impacto/graphic/victor/index.html>

Teresa Urrea Site Slide Show, <http://vimeo.com/41589009>

Ricaro Flores Magón,  
History, [http://dwardmac.pitzer.edu/Anarchist\\_Archives/bright/magon/history/index.html](http://dwardmac.pitzer.edu/Anarchist_Archives/bright/magon/history/index.html)

Mujeres y educación superior en el México del siglo  
XIX, [http://biblioweb.tic.unam.mx/diccionario/htm/articulos/sec\\_10.htm](http://biblioweb.tic.unam.mx/diccionario/htm/articulos/sec_10.htm)

Juana Belén Gutiérrez de Méndez,  
<http://www.immortaltechnique.co.uk/Thread-Anarchists-Juana-Bel%C3%A9n-Guti%C3%A9rrez-de-Mendoza>

Joseph F. Park, “The 1903 ‘Mexican Affair’ at Clifton,” Journal of Arizona History 18 (Summer 1977): 119–48,  
<http://www.library.arizona.edu/exhibits/bisbee/docs/jahpark.html>

Los Mineros . American Experience. WGBH | PBS,  
<http://www.pbs.org/wgbh/americanexperience/films/LosMineros/>

Ibid,  
[www.pbs.org/wgbh/americanexperience/films](http://www.pbs.org/wgbh/americanexperience/films)

Mining,  
<http://www.asu.edu/lib/archives/website/mining.htm>

Ghosts of the Yuma Territorial Prison, Ghosts of the Prairie, History & Hauntings of America, Haunted Arizona,  
<http://www.prairieghosts.com/yuma.html>

Sociedades Mutualistas, Handbook of Texas  
Online, <http://www.tshaonline.org/handbook/online/articles/SS/ves1.html>

“Cananea: A Century of Internationalist Class Struggle,” The  
Internationalist, <http://www.internationalist.org/cananeastrike1906.html>

Margaret Regan, “The Irish Orphan Abduction: A Tale of Race, Religion and Lawlessness in Turn-of-the-Century Southern Arizona,” Tucson Weekly (March 15, 2007), <http://www.tucsonweekly.com/tucson/the-irish-orphan-abduction/Content?oid=1087070>

Mariano Martínez, “Arizona Americans,” Letter to the Editor of the New York Times, 1904, <http://query.nytimes.com/mem/archive-free/pdf?res=F70B12F93A5913738DDDA80B94D8415B848CF1D3>

Beet Sugar Industry, Local History Archive, Fort Collins Colorado,  
[http://library.ci.fort-collins.co.us/local\\_history/topics/Ethnic/mex-beet.htm](http://library.ci.fort-collins.co.us/local_history/topics/Ethnic/mex-beet.htm)

Texas Cotton Scenes,



<http://www.texasescapes.com/Cotton/Texas-Cotton-Scenes.htm>

Oxnard, California Japantowns,  
<http://www.californiajapantowns.org/oxnard.html>

A History of Mexican Americans in California: HISTORIC  
SITES, [http://www.nps.gov/history/history/online\\_books/5views/5views5h21.htm](http://www.nps.gov/history/history/online_books/5views/5views5h21.htm)

Picture Gallery of Los Angeles  
History, <http://www.lanopalera.net/LAHistory/LAHistoryGally.html>

Robert McCaam, "Missing Millions: The Human Cost of the Mexican Revolution," University of  
Minnesota Population Center (2001),  
<http://www.hist.umn.edu/~rmccaa/missmill/index.htm>

John Hardman, "Postcards of the Mexican Revolution," Mex Rev  
PC, <http://www.netdotcom.com/revmexp/default.htm>

Mexican Revolution Photos,  
Fotki, [http://public.fotki.com/Mudhooks/my\\_stuff/illustrations/propaganda\\_posters/mexican\\_war\\_photos/](http://public.fotki.com/Mudhooks/my_stuff/illustrations/propaganda_posters/mexican_war_photos/)

Diana Suet and Raquel Macias, "Soldaderas Played Important Roles in Revolution,"  
Borderlands: El Paso Community  
College, <http://epcc.libguides.com/content.php?pid=309255&sid=2604389>

Mexican Revolution,  
<http://www.tshaonline.org/handbook/online/articles/pqmhe>

Jere Takahashi, "Nisei/Sansei: Shifting Japanese American Identities and Politics"  
<http://www.h-net.org/reviews/showrev.php?id=4225>

Teresa Palomo Acosta, El Primer Congreso Mexicanista, Handbook of Texas  
Online, <http://www.tshaonline.org/handbook/online/articles/CC/vecyk.html>

Organizations ~ Organizaciones, Arizona State University  
Library, <http://www.asu.edu/lib/archives/website/organiza.htm>

The Western Federation of  
Miners, [http://www.law.umkc.edu/faculty/projects/ftrials/haywood/HAY\\_WFM.HTM](http://www.law.umkc.edu/faculty/projects/ftrials/haywood/HAY_WFM.HTM)

The Bisbee Deportation of 1917, The University of Arizona Web  
Exhibit, <http://www.library.arizona.edu/exhibits/bisbee/>

The Bath Riots: Indignity Along the Mexican  
Border, <http://www.npr.org/templates/story/story.php?storyId=5176177>

“Mexico Repudiates Plan Of San Diego” New York Times, <http://query.nytimes.com/gst/abstract.html?res=9C06E2D61F30E033A25750C1A9649D946896D6CF>

The 1919 Ranger Investigation Reports,  
<http://www.tsl.state.tx.us/treasures/law/index.html>

Elena Gómez, “Marcelino Serna Became World War I Hero,” Borderlands: El Paso Community College, <http://epcc.libguides.com/content.php?pid=309255&sid=2603468>

Congressional Medal of Honor Award Private Marcelino Serna U.S. Army WW I, League of United Latin American Citizens,  
<http://www.lulac.net/advocacy/resolutions/2007/mil3.html>

The Russian Revolution,  
<http://www.barnsdle.demon.co.uk/russ/rusrev.html>

The Alien and Sedition Acts of 1798 from Folwell’s “Laws of the U.S.,” Archiving Early, America, <http://www.earlyamerica.com/earlyamerica/milestones/sedition/>

American Nativism,  
<http://are.as.wvu.edu/baker.htm>

Charles Hirschman, “The role of religion in the origins and adaptation of immigrant groups in the United States,” International Migration Review v38 i3 (Fall 2004):1206-1233.  
<http://faculty.washington.edu/charles/new%20PUBS/A100.pdf>

Handout 8.1: Cycles of Nativism in U.S. History, Energy Information of a Nation,  
[http://www.energyofanation.org/Handout\\_7\\_1\\_Cycles\\_of\\_Nativism\\_in\\_U\\_S\\_History.html](http://www.energyofanation.org/Handout_7_1_Cycles_of_Nativism_in_U_S_History.html)

1921 Emergency Quota Law (An act to limit the immigration of aliens into the United States), [http://library.uwb.edu/guides/usimmigration/1921\\_emergency\\_quota\\_law.html](http://library.uwb.edu/guides/usimmigration/1921_emergency_quota_law.html)

US immigration legislation  
online, [http://library.uwb.edu/guides/usimmigration/1921\\_emergency\\_quota\\_law.html](http://library.uwb.edu/guides/usimmigration/1921_emergency_quota_law.html)

Immigration Act, 1921, Historical Documents,  
<http://www.u-s-history.com/pages/h1398.html>

The 1921 Act,  
<http://www.memoriesfromhamblin.org/actof1921.html>

The Immigration Restriction Debate, 1920-1924: Vilja Lehtinen, "America Would Lose Its Soul" (University of Helsinki, Helsinki 2002), <http://ethesis.helsinki.fi/julkaisut/hum/histo/pg/lehtinen/index.html>

Historical Census Statistics on the Foreign-Born Population of the United States: 1850 to 1990, <http://www.census.gov/population/www/documentation/twps0029/twps0029.html>

EUGENISTS DREAD TAINTED ALIENS; Believe Immigration Restriction Essential to Prevent Deterioration of Race

Here... <http://query.nytimes.com/gst/abstract.html?res=9803E2DB123EEE3ABC4D51DFBF66838A639EDE>

Lisa Guerin, "Fighting Race and National Origin Discrimination,"

<http://www.nolo.com/legal-encyclopedia/fighting-race-national-origin-discrimination-29672.html>

The Immigration Act of 1924 (The Johnson-Reed Act), U.S. Department of State, Office of the Historian,

<http://history.state.gov/milestones/1921-1936/ImmigrationAct>

"National Origins," Time Magazine (Monday, March 11,

1929), <http://www.time.com/time/magazine/article/0,9171,846255,00.html>

Samuel Huntington, "The Special Case of Mexican Immigration Why Mexico Is a Problem," <http://www.parapundit.com/archives/001952.html>

Reconsidering Immigration Is Mexico a Special

Case? <http://www.cis.org/articles/2000/back1100.html>

Impact on the Segregation of Mexican Students in

California <http://www33.homepage.villanova.edu/edward.fierros/pdf/menchaca~mexican%20students.pdf>

Romo v. Laird and Mexican American Education," Organization of American

Historians, <http://www.slideshare.net/greenje/mexican-americans-presentation>

A Tale of Two Schools, Teaching Tolerance, A Project of the Southern Poverty Law

Center, <http://www.tolerance.org/activity/tale-two-schools>

Americanization (of Native Americans), BookRags.Com,

<http://www.bookrags.com/studyguide-native-roots/chapanal005.html>

Aurelio Pompa Documents, Genealogy

Bank, [http://www.genealogybank.com/gbnk/newspapers/?sort=\\_rank\\_%3AD&lname=pompa+&fname=aurelio&kwinc=&kwexc=&formDate=&processingtime=&group=](http://www.genealogybank.com/gbnk/newspapers/?sort=_rank_%3AD&lname=pompa+&fname=aurelio&kwinc=&kwexc=&formDate=&processingtime=&group=)

Bert Colima, Archive Photo, ca. 1924,

BoxingTreasures.com, <http://www.boxingtreasures.com/becoarphc192.html>

Noe Torres, Baseball's First Mexican-American Star, The Amazing Story of Leo Najo. Ghost Leagues of South Texas,  
<http://www.llumina.com/store/leonajostory.htm>

Theodore Roosevelt, "True Americanism," The Forum (April 1894),  
<http://www.theodore-roosevelt.com/images/research/speeches/trta.pdf>

A Growing Community, Immigration, The Library of Congress, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/mexican4.html>

Mexican Immigrant Labor History,  
<http://www.pbs.org/kpbs/theborder/history/timeline/17.html>

Who Was Shut Out?: Immigration Quotas, 1925–1927, History Matters, <http://historymatters.gmu.edu/d/5078>

The Chicana Chicano Experience in Agriculture, <http://www.asu.edu/lib/archives/website/agricult.htm>

For the People: Mutual Aid Societies/Para la Gente: Sociedades de Ayuda Mútua, <http://www.asu.edu/lib/archives/website/organiza.htm>

Mexican Americans in the Columbia Basin: Historical Overview, <http://www.vancouver.wsu.edu/crbeha/ma/ma.htm#intro>

Sugar Beets and Migrant Labor,  
<http://events.mnhs.org/timepieces/Preview.cfm?EventID=216>

Frederic J. Athearn, "HARD TIMES: 1920–1940," Land of Contrast: A History of Southeast Colorado, Cultural Resources Series, Number 17 (Colorado: Bureau of Land Management, Colorado, 1985), chapter 11,  
[http://www.nps.gov/history/history/online\\_books/blm/co/17/chap12.htm](http://www.nps.gov/history/history/online_books/blm/co/17/chap12.htm)

Barbara Hawthorne, Mexican American Cultural History, <http://history.fcgov.com/archive/ethnic/Mexican.php>

Jerry García, "History of Latinos in the Northwest," Latino Hispanic Assessment Report, State of Washington, 2009-2010,  
<http://www.k12.wa.us/CISL/pubdocs/historylatinopacificnorthwest.pdf>

Mexican Americans in the Columbia Basin: Historical Overview, <http://www.vancouver.wsu.edu/crbeha/ma/ma.htm#intro>

Gabriela F. Arredondo, "Mexicanas in Chicago," Northern Illinois University, <http://www.lib.niu.edu/2003/ih1020357.html>

Louise A. Kerr, "Mexicans in Chicago,"  
<http://www.lib.niu.edu/1999/ih629962.html>

MARK REISLER, "The Mexican Immigrant in the Chicago Area during the 1920's," <http://dig.lib.niu.edu/ISHS/ishs-1973summer/ishs-1973summer-144.pdf>

Mexican Labor in 1920s, Stanford History Education Group, [http://sheg.stanford.edu/upload/Lessons/Unit%209\\_WWI%20and%20the%201920s/Mexican%20Laborers%20in%201920s%20Lesson%20Plan.pdf](http://sheg.stanford.edu/upload/Lessons/Unit%209_WWI%20and%20the%201920s/Mexican%20Laborers%20in%201920s%20Lesson%20Plan.pdf)

Nicolás Kanellos, "A Brief History of Hispanic Periodicals in the United States," Hispanic Periodicals,  
[http://docs.newsbank.com/bibs/KanellosNicolas/Hispanic\\_history.pdf](http://docs.newsbank.com/bibs/KanellosNicolas/Hispanic_history.pdf) .

José de la Luz Sáenz Papers, 1908–1998, Texas Archival Resources Online, <http://www.lib.utexas.edu/taro/utlac/00072/lac-00072.html>

Alonso S. Perales (1898-1960), "In Defense of My People," University of Houston Libraries, <http://info.lib.uh.edu/about/campus-libraries-collections/special-collections/library-exhibits/defense-my-people-alonso-s-p> .

Joseph Orbock Medina, "Trials of Unity: Rethinking the Mexican American Generation in Texas, 1948-1955," University of California at Berkeley, November 2011, <http://www.latinoteca.com/recovery/recovery-content/papers-perales-conference/TrialsofUnityOrbockMedinaspaper.pdf>

For digital photos see University of Texas at San Antonio, <http://digital.utsa.edu/cdm/search/searchterm/gebhardt!Box%2003,%20folder%2005/field/all!all!mode/all!exact/conn/or!or/cosuppress/>

"Latinas," Area Studies Collection, Library of Congress, <http://memory.loc.gov/ammem/awhhtml/awas12/latinas.html>

"LEAGUE OF UNITED LATIN AMERICAN CITIZENS,"  
<http://lulac.org/about/history/>

### III. You Tube Lectures

Response to CFAW,  
<http://www.youtube.com/watch?v=y5kVz2-RJtY>

Cost of not having workers,  
<http://www.youtube.com/watch?v=VGmIgkaz9r4&feature=related>

Immigration Through Ellis Island,

<http://www.youtube.com/watch?v=u4wzVuXPznk>

Chinese Immigrants and Nativism,  
[http://www.youtube.com/watch?v=pw3i1X8\\_qUY](http://www.youtube.com/watch?v=pw3i1X8_qUY)

Indignity on the Border,  
<http://www.youtube.com/watch?v=3Nz-253RaQo>

Mexican Immigration Through New Mexico and the  
Southwest, <http://www.youtube.com/watch?v=gScQpzkMjBE>

history of the US-Mexican  
border, [http://www.youtube.com/watch?v=px5sTw\\_TBrg&feature=related](http://www.youtube.com/watch?v=px5sTw_TBrg&feature=related)

US Mexican Border - Migration  
History, <http://www.youtube.com/watch?v=sFC4WeqIUNo&feature=related>

Nativism Silent Movie,  
<http://www.youtube.com/watch?v=5AGjUglz3a0>

Chavez Ravine & Segundo Barrio: Film  
Discussion, <http://www.youtube.com/watch?v=MX1PDITprFA>

Making Sense of Place – Phoenix,  
<http://www.youtube.com/watch?v=C0HEj4Yb-tQ>

Generational Changes,  
<http://www.youtube.com/watch?v=dzmr5oZ3sy0>

Who We Are: First-Generation College Students Speak  
Out, <http://www.youtube.com/watch?v=FyJRiCWy7xo>

First Generation,  
[http://www.youtube.com/watch?v=Iboaz\\_nR9RA](http://www.youtube.com/watch?v=Iboaz_nR9RA)

1917 Immigration Act,  
<http://www.youtube.com/watch?v=Nds2adZ3LTI>

Immigration and Eugenics - America Until  
1945, <http://www.youtube.com/watch?v=IaH0Ws8RtSc>

Scientific Racism: The Eugenics of Social Darwinism,  
<http://www.youtube.com/watch?v=-eX5T68TQIo&feature=related>

Population Control: The Eugenics Connection - Part  
1, <http://www.youtube.com/watch?v=PVhE3Muh3co&feature=related>

Nativism History,  
<http://www.youtube.com/watch?v=uHXXfG5f81Y>

Behind The Veil: America's Anti-Immigration  
Network, <http://www.youtube.com/watch?v=qpiq1nAK4a0>

Cycles of Nativism,  
<http://www.youtube.com/watch?v=5AGjUglz3a0>

Immigration in the United States -  
1900s, <http://www.youtube.com/watch?v=8RZbmeiYkJ0&feature=related>

Immigration 1900-1920s,  
<http://www.youtube.com/watch?v=u4WOQnNiOSQ&feature=related>

Kyle Villemain, Immigration: 1875 to 1921,  
<http://www.youtube.com/watch?v=ENSIUwr0Ohw>

The Immigration Act of 1924 - Defending English  
Americans, [http://www.youtube.com/watch?v=mvO\\_wGL75CI](http://www.youtube.com/watch?v=mvO_wGL75CI)

Immigration to America in the 1920s,  
<http://www.youtube.com/watch?v=9u3Q6oynbso&feature=related>

The immigration act of 1924,  
<http://www.youtube.com/watch?v=iJUCPq7wJH4>

Flappers - The Roaring Twenties,  
<http://www.youtube.com/watch?v=3svvCj4yhYc>

Prohibition and the Mafia,  
<http://www.youtube.com/watch?v=BDtW5k49BBM>

Las Carpas, Latinos in 60 Seconds, Public Broadcast  
System, <http://video.pbs.org/program/1247309894/>

ASU's Hidden Treasures, Alianza Hispano-Americana Records  
Collection, [http://lib.asu.edu/librarychannel/2013/01/10/ht103\\_chicano/](http://lib.asu.edu/librarychannel/2013/01/10/ht103_chicano/)

History of LULAC,  
<http://www.youtube.com/watch?v=ZreyAAYqvPE>

LULAC Documentary – Part,  
<http://www.youtube.com/watch?v=PgfndNeX5SA>

Ibid,  
<http://www.youtube.com/watch?v=Wrr2bqHzCLI>

Ibid,  
<http://www.youtube.com/watch?v=WfpPvSi-S2A>

Ibid.  
<http://www.youtube.com/watch?v=LmVcyLD3VtE>

The Lives of Mexican Immigrants / Docudrama  
Movie, <http://www.youtube.com/watch?v=i9E9NR4XIG4>

#### IV. Discussion

Immigration can be boiled down to three processes: Push (conditions in the sending country that push people out); Pull (conditions in the receiving country that attract immigrants); and Nativism (the anti-immigrant hysteria within society to the newcomers).

1. In the context of immigration history, what is a push factor? What do immigration historians mean by uprooting? What economic transformations pushed Mexicans into the Southwest from Mexico?

The Dynamics of Immigration: "Push and Pull" Factors at  
Play, [http://www.jaha.org/edu/discovery\\_center/push-pull/index.html](http://www.jaha.org/edu/discovery_center/push-pull/index.html)

Emigration and Immigration,  
<http://www.ulib.iupui.edu/kade/unit19/unit19.html>

2. In the context of immigration history, what is a pull factor? What economic transformations in the U.S. pulled Mexicans into the Southwest at the turn of the 19th century and beginning of the 20th? Why do they migrate to Chicago?

Gabriela F. Arredondo, "Mexicanas in Chicago,"  
<http://www.lib.niu.edu/2003/ih1020357.html>

Mexicans en Chicago,  
[http://www.youtube.com/watch?v=5HzI8d\\_p\\_G8](http://www.youtube.com/watch?v=5HzI8d_p_G8)

Carpentersville hates Mexicans and immigrants, say  
Chicago [http://www.youtube.com/watch?v=B5\\_t0khQI5s](http://www.youtube.com/watch?v=B5_t0khQI5s)

3. What is eugenics? What role did it play in the formation of U.S. immigration policy? Refer to the national origins provisions in the 1924 Immigration Act.

4. What is nativism? (Go to the dictionary and define American nativism).  
Discuss Nativist origins reaching back to the Alien and Sedition Acts of the 1790s. What would the reaction be to large numbers of Mexicans entering the country?



5. Describe Mexican immigration to the U.S. before and after 1910. Consider the Mexican Revolution as well as increasing urbanization.
  6. Among the Japanese, generations were described as Issei (first), Nisei (second), and Sansei (third) generations. Describe the characteristics of each group. How would these generational differences apply to U.S. Mexicans?
  7. Discuss changes in the composition and nature of Chicano organizations. What role did the Mexican Revolution play? What role did World War I play? Compare the pre-1920 Mexican community when it was heavily immigrant to the community as it became more urban and U.S. born.
  8. What are national origins? Why is it said to be social engineering? Is it related to eugenics? Immigration in the United States - 1900s.
  9. Discuss the 1921 and 1924 Immigration Acts. Why weren't Mexicans placed on a quota? What would the impact have been if they would had been placed on a quota? What was the reaction of nativist during the debates?
- First read the textbook and then Acuña/Compeán, 202.Excerpts from the Immigration Act, 1921, pp. 481-483; 207. The National Origins Immigration Act of 1924, pp. 488-493.
10. Discuss the formation of the League of United Latin American Citizens. Why was it important? Put it into the context of Americanization or nativism.

## Mini Course

### Module VI The Great Depression: Reform

1929 1930 1931 1932 1933 1934 1935 1936 1937 1938 1939 1940 1941

Assigned: Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014) Chapter 10.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience [Three Volumes]* (Santa Barbara: ABC CLIO Books, 2008), pp. 543-564. . Do not buy the book (too expensive); access the E-Book through your university library. Part XV: Mexican Americans and the Great Depression.

Recommended:

“How Did Mexican Working Women Assert Their Labor and Constitutional Rights in the 1938 San Antonio Pecan Shellers Strike?” *Women and Social Movements in the United States*, Alexander Street Press product,  
<http://womhist.alexanderstreet.com/pecan/doclist.htm>

“Research and Study,” New Deal Network, an educational guide to the Great Depression of the 1930s,  
<http://newdeal.feri.org/>

I.

Wars always usher in periods of intense nationalism which are used by the corporate community to gain control over government and generate business activity that results in higher profits. The 1920s were hugely profitable as government regulation was eliminated and government practiced a hands-off (*laissez faire*) policy toward corporations. Nativism was encouraged to take the focus from the growing inequality, and the immigrants were blamed for excesses. The music, the art, and the mood of the decade was fueled by nationalism: be American, buy American. Without the restraints of government regulation, there were many who got greedy and in 1929 everything came tumbling down as the stock market and many business ventures busted, bringing on the Great Depression of the 1930s, which brought about a correction of the economy and efforts to level the playing field. This program was President Franklin Roosevelt’s the New Deal.

The New Deal was a plan to correct society by placing government in the role of a referee. It also put large sums of money into the economy by providing jobs for the unemployed. Previously business and political leaders said you got the economy going by feeding money into the top sectors of the pyramid and that it would trickle down to the bottom. The New Deal funneled funds to the base hoping that it would trickle up.

For Mexican Americans 1930 was the first and only time that "Mexican" was listed as a race. "Enumerators were to record all persons who had been born in Mexico or whose parents had been born in Mexico and who did not fall into another racial category as 'Mexican.'" We who were born in the 1930s have the distinction of belonging to the Mexican race. No one can say for certain how many Mexican-origin people lived in the United States, but based on the 1930 census there were at least 1,422,533, about 1.2 percent of the nation's population. There had been 600,000 in 1920, a decade that saw a rapid move of Mexican-origin people to the city. By 1930 they were on their way to becoming one of the most urbanized groups in the nation.

The move to the city brought profound changes that saw a move from migrant farm labor to colonias to barrios. The role of women and children changed with more women working outside the home and children attending school. This was accelerated in the 1930s when Mexican American women assumed the leadership in labor unions and strikes. Factories were like schools and exposed Latinas to different ideas. Names like Emma Tenayuca, Luisa Moreno, and Lupe Marshall emerged as leaders. Mexican American males joined unions in greater numbers. As a community they were stung by the repatriation of 500,000 to a million Mexican-origin people, at least sixty percent of whom were in American cities. Many developed a feeling that they were not returning to Mexico – this was their home and they were entitled to civil and human rights.



Mexican American Women Factory  
Workers 1922

## II. Readings

### NATIONAL ORIGINS

SYSTEM, <http://www.shsu.edu/~kmd007/documents/WinFSHD2Userskmd007ArticlesDouglas-NationalOriginsSystem-1.pdf>

Steven Mintz, "Mexican Americans and the Great Depression," The Gilder Lehrman Institute of American History,

<https://www.gilderlehrman.org/history-by-era/great-depression/resources/mexican-americans-and-great-depression>

Hispanic Americans: Migrant Workers and Braceros (1930s-1964), California Cultures, Calisphere,

[http://www.calisphere.universityofcalifornia.edu/calcultures/ethnic\\_groups/subtopic3b.html](http://www.calisphere.universityofcalifornia.edu/calcultures/ethnic_groups/subtopic3b.html)

"Depression and the Struggle for Survival," Library of Congress,

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/mexican6.html>

The Great Depression, America in the 1930s, Eyewitness to History,  
<http://www.eyewitnesstohistory.com/snprelief1.htm>

Timeline: Timeline of the Great Depression, The American Experience-PBS,  
<http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/>

Susan Ware, "Women and the Great Depression," The Gilder Lehrman, Institute of American History,  
<http://www.gilderlehrman.org/history-by-era/great-depression/essays/women-and-great-depression>

Roberta McCutcheon, "Women in the Great Depression: Investigating Assumptions," Gilder Lehrman Institute of American History,  
<http://www.gilderlehrman.org/history-by-era/great-depression/resources/women-great-depression-investigating-assumptions>

"THE 1930s: LIFESTYLES AND SOCIAL TRENDS: OVERVIEW: The Great Depression," American Decades, Encyclopedia.com (2001),  
<http://www.encyclopedia.com/doc/1G2-3468301229.html>

"U.S.-Mexican Border," Business Week (May 12, 1997), <http://www.businessweek.com/1997/19/b35263.htm>

David Hendricks and Amy Patterson, "Genealogy Notes: The 1930 Census in Perspective," Prologue Magazine 34, no. 2 (Summer 2002), The National Archives, <http://www.archives.gov/publications/prologue/2002/summer/immigration-law-1.html>

Michael Streich, "Urban American Life During the 1920s," (January 18, 2010), <http://suite101.com/article/urban-american-life-in-the-1920s-a190980>

TIMELINES OF THE GREAT DEPRESSION:  
<http://www.huppi.com/kangaroo/Timeline.htm>

The Crash of 1929, American Experience, Public Broadcasting System, <http://www.pbs.org/wgbh/americanexperience/crash/>

La Lucha: The Beginnings of the Struggle, 1920–1930s, San Diego Mexican & Chicano History, <http://www-rohan.sdsu.edu/dept/mas/chicanohistory/chapter07/c07s01.html>

Photographs of the Great Depression, About.com: 20th Century History, <http://history1900s.about.com/library/photos/blyindexdepression.htm>

Picture this: Depression Era: 1930s, Oakland Museum of California, [http://www.museumca.org/picturethis/3\\_2.html](http://www.museumca.org/picturethis/3_2.html)

The Great Depression, Library of Congress, <http://www.loc.gov/teachers/classroommaterials/themes/great-depression/>

The Great Depression Collection Connections, <http://www.loc.gov/teachers/classroommaterials/themes/great-depression/collections.html>

Mexican Americans, [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3448](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3448)

Marian L. Smith, "Race, Nationality, and Reality: INS Administration of Racial Provisions in U.S. Immigration and Nationality Law Since 1898, Part 1 Prologue Magazine , Vol. 34, No. 2 (Summer 2002), <http://www.archives.gov/publications/prologue/2002/summer/immigration-law-1.html>

The Rise of American Nativism from 1900 to 1930, The Liberal Conviction, <http://theliberalconviction-essay.blogspot.com/2006/04/rise-of-american-nativism-from-1900-to.html>

Sean Baker, "American Nativism, 1830-1845," The American Religious Experience, <http://are.as.wvu.edu/baker.htm>

"The Unwanted Mexican in America: 1830 – 1940," Daily Kos (October 2, 2011), <http://www.dailykos.com/story/2011/10/02/1021944/-The-Unwanted-Mexican-in-America-1830-1940#>

Eimear Walsh, "The impact of anti-Mexican sentiment on American perceptions of Diego Rivera during the Great Depression," [http://wiki.answers.com/Q/What\\_was\\_racism\\_like\\_during\\_the\\_Great\\_Depression](http://wiki.answers.com/Q/What_was_racism_like_during_the_Great_Depression)

Issues of Race in the 1930's, The New Yorker (March 10, 1930): <http://xroads.virginia.edu/~ug02/newyorker/race.html>

Pete Guither, Why is Marijuana Illegal? Drug War Rant, <http://www.drugwarrant.com/articles/why-is-marijuana-illegal/>

Anjac Fashion Building, Los Angeles, Los Angeles County, A History of Mexican Americans in California: HISTORIC SITES, National Park Service, [http://www.cr.nps.gov/history/online\\_books/5views/5views5h5.htm](http://www.cr.nps.gov/history/online_books/5views/5views5h5.htm)

The Los Angeles Dressmakers Strike of 1933: Anita Andrade Castro Becomes a Union Activist, History Matters, <http://historymatters.gmu.edu/d/35/>

"Labor Unions Rise: The rise of labor organizations resulted from the growth of industry in the 1920s and the devastating effects of the Great Depression in the 1930s," Labor Union Page,

<http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/1900-75/depressn/laborun.html>

Raymond P. Barry (Editor), "Labor In California Cotton Fields," Federal Writers Project Oakland, California (1938), Calisphere, <http://content.cdlib.org/view?docId=hb88700929;NAAN=13030&doc.view=frames&chunk.id=d1v00042&toc.depth=1&toc.id=div00042&brand=calcultures>

"1933 COTTON STRIKE," Calisphere, <http://content.cdlib.org/view?docId=hb88700929;NAAN=13030&doc.view=frames&chunk.id=d1v00062&toc.depth=1&toc.id=div00062&brand=calcultures>

La Cronica, Our History as News, <http://www.ourhistoryasnews.org/lc-1933-cotton-strike>

Edna Bonacich, "LA Sweatshops: Common Threads In Struggle," Solidarity, <http://www.solidarity-us.org/site/node/1845>

DALLAS GARMENT WORKERS' STRIKE (1934), Texas State Historical , Handbook of Texas Online, Texas State Historical Association, <http://www.tshaonline.org/handbook/online/articles/oedfb>

"Mexican-American Movement: Its Origins and Personnel," in the Angel Cano papers at California State University, Northridge/Chicano Studies, July 12, 1944, 3–4. In CSUN Library, <http://digital-library.csun.edu/LatArch/>

Mexican Americans During "The Great Depression" (February 2, 2011), <http://mexicanamericandepression.wordpress.com/2011/02/02/hello-world/>

"Supreme Council of the Mexican American Movement Papers" in Latino Archives collection, California State Northridge Urban Archives, <http://digital-library.csun.edu/LatArch/>

Letter from Pastor Alberto Báez to President Franklin D. Roosevelt's Administration, Franklin Delano Roosevelt Library, President's Personal File, Entry 21, Box 22, October 11, 1935. <http://newdeal.feri.org/clergy/cl013.htm>

"East Grand Forks, Minnesota Mexicans," Office of War Information Photograph Collection (Library of Congress), 1937, <http://www.loc.gov/pictures/search/?q=mexican%20workers%20minnesota>

Joan London and Henry Anderson, So Shall Ye Reap (New York: THOMAS Y. CROWELL COMPANY, 1970), <http://farmworkermovement.com/essays/essays/SO%20SHALL%20YE%20REAP.pdf>

“Farm Labor in the 1930s,” Rural Migration News Volume 9, Number 4 (October 2003) [http://migration.ucdavis.edu/rmn/more.php?id=788\\_0\\_6\\_0](http://migration.ucdavis.edu/rmn/more.php?id=788_0_6_0)

Kate Bronfenbrenner, “California Farmworkers’ Strikes of 1933,” Cornell University (1991, <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1561&context=articles>

Raymond P. Barry (Editor), “The California Cotton Pickers Strike-1933,” Federal Writers Project, Oakland, California, Calisphere (1938), <http://content.cdlib.org/view?docId=hb88700929&chunk.id=div00022&br>

1936 SAN JOAQUIN COTTON PICKER DEPRESSION LANGE PHOTO, History.NYC.com, <http://www.historynyc.com/proddetail.asp?prod=8125>

The first migrant workers, <http://www.farmworkers.org/immigrat.html>

“Mexican lunch wagon serving tortillas and fried beans to worker,” Security Administration—Office of War Information Photograph Collection (Library of Congress), 1939, <http://www.loc.gov/pictures/item/fsa1997025549/PP/>

"Mexican farmworkers great depression," <http://www.loc.gov/search/?q=mexican+farmworkers+great+depression>

“Caravan of striking cotton pickers south of Tulare, California,” Farm Security Administration—Office of War Information Photograph Collection, 1933, <http://www.ancientfaces.com/photo/caravan-of-striking-cotton-pickers-south-of-tulare/725860>

Camp site of striking Mexican workers. Corcoran, California,” Farm Security Administration—Office of War Information Photograph Collection, 1933, <http://www.ancientfaces.com/photo/camp-site-of-striking-mexican-workers-corcoran-cal/1008762>

Herbert Klein and Carey McWilliams, “Cold Terror in California,” The Nation 141, no. 3655 (July 24, 1934):97, <http://newdeal.feri.org/nation/na3497.htm>

Tranchese, Carmelo Antonio (1880–1956), <http://www.tshaonline.org/handbook/online/articles/TT/ft20.html>

Dr. Jorge L. Chinae, “Ethnic Prejudice and Anti-Immigrant Policies In Times of Economic Stress: Mexican Repatriation from the United States, 1929-1939,” East Wind/West Wind (Winter 1996), 9-13, <http://www.oocities.com/vchavez75/142mexrep.htm>

Mexican American Repatriation . A Generation Between Borders, California State University San Marcos,  
<http://public.csusm.edu/frame004/history.html>

Depression Era: 1930s: Repatriation for Mexican & Filipino Farm Workers, Picture This: California Perspectives on American History,  
[http://museumca.org/picturethis/3\\_2.html](http://museumca.org/picturethis/3_2.html)

Rosa Prieto, Veronica Smith, Rosa Moreno, Jonatán Jaimes, Adri Alatorre, and Ruth Vise, "Mexican Repatriation in 1930s is Little Known Story," Borderlands, El Paso Community College,  
<http://epcc.libguides.com/content.php?pid=309255&sid=2573137>

Repatriation in San Antonio,  
<http://colfa.utsa.edu/users/jreynolds/Ybarra/part5.htm>

Valerie Orleans, "1930s Mexican Deportation," March 17, 2005, <http://calstate.fullerton.edu/news/2005/valenciana.html>

Ben Fox, "Mexican Deportees Seek to Correct Old Wrongs," Orange County Register, September 12, 2004,  
<http://www.highbeam.com/doc/1P1-99048145.html>

Los Repatriados, A Decade of Mexican Repatriation, Michigan Repatriation, [http://www.umich.edu/~ac213/student\\_projects07/repatriados/history/detroithist.html](http://www.umich.edu/~ac213/student_projects07/repatriados/history/detroithist.html)

Edward Harrison, "Mexican Repatriation: The Great Depression and Immigration Policy," Root Law Group (29 June 2010),  
[http://www.rootlaw.com/knowledge-base/deportation-removal-defense/deportation--removal-proceedings.html?gclid=CJOsw-H84LQCFYN\\_Qgodfw8A6Q](http://www.rootlaw.com/knowledge-base/deportation-removal-defense/deportation--removal-proceedings.html?gclid=CJOsw-H84LQCFYN_Qgodfw8A6Q)

Wendy Koch, "U.S. urged to apologize for 1930s deportations," USA Today (April 5, 2006), [http://www.usatoday.com/news/nation/2006-04-04-1930s-deportees-cover\\_x.htm](http://www.usatoday.com/news/nation/2006-04-04-1930s-deportees-cover_x.htm)

"Housing for Mexican sugar beet workers. Saginaw Farms, Michigan," Farm Security Administration—Office of War Information Photograph Collection (Library of Congress), 1941, <http://www.ancientfaces.com/photo/housing-for-mexican-sugar-beet-workers-saginaw-far/760494>

Kathryn Close, "Back of the Yards: Packingtown's Latest Drama: Civic Unity," Survey Graphic 29, no. 12 (December 1, 1940), 612, [http://newdeal.feri.org/search\\_details.cfm?link=http://newdeal.feri.org/survey/40c22.htm](http://newdeal.feri.org/search_details.cfm?link=http://newdeal.feri.org/survey/40c22.htm)

Gabriela F. Arredondo, Mexicanas in Chicago, Illinois Periodicals Online, Northern Illinois University Libraries,



<http://www.lib.niu.edu/2003/iht1020357.html>

“[Jesse Perez], Chicago,” American Life Histories: Manuscripts from the Federal Writers’ Project, 1936–1940, 1939,

[http://www.loc.gov/search/?q=%E2%80%9C\[Jesse+Perez\]%2C+Chicago%2C%E2%80%9D+American+Life+Histories%3A+Manuscripts+from+the+Federal+Writers%E2%80%99+Project%2C+1936%E2%80%931940%2C+1939](http://www.loc.gov/search/?q=%E2%80%9C[Jesse+Perez]%2C+Chicago%2C%E2%80%9D+American+Life+Histories%3A+Manuscripts+from+the+Federal+Writers%E2%80%99+Project%2C+1936%E2%80%931940%2C+1939)

Little Steel Strike of 1937, Ohio History

Central, <http://www.ohiohistorycentral.org/entry.php?rec=513>

Harvey Schwartz ed., “A Long Struggle for Equality: The Mexican American longshoremen of Local 13, 1933-1975,” (May 18, 2004), International Longshoremen and Warehouse Union, [http://www.ilwu.org/?page\\_id=2631](http://www.ilwu.org/?page_id=2631)

Boboo, “The Social Worker and the Massacre: A Chicago Labor Story,” CEO's, Society & Economy, U.S. Politics (March 22, 2012),

<http://www.bobbosphere.org/2012/03/22/>

Latinas, Area Studies Collections,

<http://memory.loc.gov/ammem/awhhtml/awas12/latinas.html>

“Mexican children,” Library of Congress,

<http://www.loc.gov/index.html>, <http://www.loc.gov/search/?q=mexican+children>

SILVIA SANTACRUZ, “The Mexican Women of El Paso during the Great

Depression,” [http://faculty.utep.edu/LinkClick.aspx?link=Santacruz\\_Great+Depression.pdf&tabid=50316&mid=115453](http://faculty.utep.edu/LinkClick.aspx?link=Santacruz_Great+Depression.pdf&tabid=50316&mid=115453)

Victoria Cepeda, “Latino Civil Rights Figures: Luisa Moreno.” News

Taco, <http://www.newstaco.com/2011/08/11/latino-civil-rights-figures-luisa-moreno/>

Luisa Moreno (London: Heinemann Educational Books, 2005). Luisa

Moreno, <http://www.youtube.com/watch?v=7upHqNX6654>

Rosa Pesotta, Anarchist Library,

<http://theanarchistlibrary.org/library/rose-pesotta-bread-upon-the-waters>

International Ladies’ Garment Workers’ Union, Handbook of Texas

Online, <http://www.tshaonline.org/handbook/online/articles/II/oci2.html>

Altar for Emma Tenayuca, Houston Institute for

Culture, <http://www.houstonculture.org/mexico/altaremma.html>

Emma Tenayuca, Americans Who Tell the

Truth, <http://www.americanswhotellthetruth.org/portraits/emma-tenayuca>

Development of Labor Unions in San Antonio, 1930s: Emma Tenayuca Birth: December 21, 1916, Institute of Texas Cultures,  
<http://www.teachingtexas.org/node/827>

Gabriela González, “Carolina Munguia and Emma Tenayuca: The Politics of Benevolence and Radical Reform,” *Frontiers: Journal of Women Studies* Volume 24, Number 2 & 3, s (2003) [https://muse.jhu.edu/login?auth=0&type=summary&url=/journals/frontiers/v024/24.2gonzalez\\_g.html](https://muse.jhu.edu/login?auth=0&type=summary&url=/journals/frontiers/v024/24.2gonzalez_g.html)

Josefina Fierro de Bright, California  
Vistas, [http://www.mhschool.com/ss/ca/g4/u4/g4u4\\_bio2.html](http://www.mhschool.com/ss/ca/g4/u4/g4u4_bio2.html)

Josefina Fierro de Bright,  
<http://reclaimingthelatinatag.tumblr.com/post/39222838439/josefina-fierro-de-bright-was-born-in-mexico-in>

Mexicans and Mexican-Americans, We are California, The Great Internal Migrations, <http://www.weareca.org/index.php/en/era/WWI-1940s/mexicans.html>

La Pryor, Texas,” Farm Security Administration—Office of War Information Photograph Collection (Library of Congress), 1939,  
<http://totallyfreeimages.com/417571/Mexican-women-leaving-truck-which-brought-them-to-the-spinach-fi>

Ralph F. Grajeda, “Mexicans in Nebraska,” Nebraska State Historical Society, <http://www.nebraskahistory.org/lib-arch/whadoin/mexampub/mexicans.htm>

Paul Espinosa, The Lemon Grove Incident,  
<http://espinosa.siteutopia.net/productions/lemon.htm>

Robert R. Alvarez, Jr., The Lemon Grove Incident: The Nation's First Successful Desegregation Court Case, *The Journal of San Diego History*, SAN DIEGO HISTORICAL SOCIETY QUARTERLY Volume 32, Number 2 (Spring 1986), <http://www.sandiegohistory.org/journal/86spring/lemongrove.htm>

“[Mrs. Juan Valdes],” *American Life Histories: Manuscripts from the Federal Writers’ Project*, 1936–1940, 1939, Library of Congress,  
<http://newmexicowanderings.com/launio11.htm>

Pedro J. González & Los Madrugadores, Los Hermanos Sanchez y Linares, Chicho y Chencho: 1931–1937,  
<http://music.yahoo.com/madrugadores/albums/hermanos-sanchez-y-linares-chicho-y-chencho-1931-1937--28392112>

Audrey Granneberg, "Maury Maverick's San Antonio," Survey Graphic 28, no.7 (July 1939):421,

<http://newdeal.feri.org/survey/39a07.htm>

Hayden, Arizona and the Copper Collar, Their Mines, Our Stories, <http://www.theirminesourstories.org/?cat=14>

### III. You Tube Lectures

New Deal - 1930s Government Promotional Video

(1of4) [http://www.youtube.com/watch?v=wF80co\\_Y\\_Bc](http://www.youtube.com/watch?v=wF80co_Y_Bc)

The Great Depression 1929-

1940, [http://www.youtube.com/watch?v=9\\_FFwbcAaI4&feature=related](http://www.youtube.com/watch?v=9_FFwbcAaI4&feature=related)

The Great Depression (Mock/)Documentary Part 1 of

2, <http://www.youtube.com/watch?v=tABuIG7hsuk&feature=related>

The Great Depression- Mean Things Happening,

<http://www.youtube.com/watch?v=GzfNaQH29yI>

History Channel - The Great

Depression, <http://www.youtube.com/watch?v=f8k0jJdqKP0&feature=related>

Stories from the Great

Depression, <http://www.youtube.com/watch?v=TpfY8kh5lUw&feature=related>

New Deal: We Work Again - 1930s,

<http://www.youtube.com/watch?v=Gk0SpTOi9Aw>

FDR New Deal Franklin Delano

Roosevelt, <http://www.youtube.com/watch?v=05BXjTXwbSY&feature=related>

Mexican American Women During the Great Depression Project,

<http://www.youtube.com/watch?v=Ioa0CGczuj4>

Mexican Repatriation NHD- Districts.wmv,

<http://www.youtube.com/watch?v=WrgipAn0Gnw>

Mi Familia- Repatriation,

[http://www.youtube.com/watch?v=9xkSpSCdE\\_8](http://www.youtube.com/watch?v=9xkSpSCdE_8)

Deportation of Mexican-Americans During the

1930s, <http://www.youtube.com/watch?v=RZ5pvg5-4Nk>

A Forgotten Injustice,

<https://www.youtube.com/watch?v=E9coxGJNjZI>

Mexican Repatriation NHD-

Districts.wmv, [https://www.youtube.com/watch?v=WtGipAn0Gnw&playnext=1&list=PL89AAED9BA942C485&feature=results\\_main](https://www.youtube.com/watch?v=WtGipAn0Gnw&playnext=1&list=PL89AAED9BA942C485&feature=results_main)

1930s migrant workers in America,

<http://www.youtube.com/watch?v=pUBs1ncEra0>

The Great Cotton Strike of 1933,

<http://www.youtube.com/watch?v=7xXqfGrhAy4>

Mexican American Women During the Great Depression Project,

<http://www.youtube.com/watch?v=Ioa0CGczuj4>

Emma Tenayuca: Where have you been?

<https://www.youtube.com/watch?v=L2C1XSgX0Gc>

Emma Tenayuca: la Pasionaria de los

trabajadores, <https://www.youtube.com/watch?v=dCImaFDz5IY>

Inner City Struggle: Luisa Moreno Award,

<http://www.youtube.com/watch?v=7upHqNX6654>

LABOR HIST: CHICAGO MEMORIAL DAY MASSACRE 1937

pt1, [http://www.youtube.com/watch?feature=player\\_embedded&v=-Q3RUGLffv0#!](http://www.youtube.com/watch?feature=player_embedded&v=-Q3RUGLffv0#!)

Great Depression Era Americans view of Mexicans - Fisherman's

Wharf, <http://www.youtube.com/watch?v=pbGyj4yKhB4>

Historian John Valdez Talks About the Lemon Grove School Desegregation Incident of

193, <http://www.youtube.com/watch?v=92DiTCecPlk>

Lydia Méndez: Collar De

Perlas, <http://www.youtube.com/watch?v=MW7VXPUa2J0&feature=Playlist&p=2DCA6CC5B1CE6F2A&index=0>

Written by the late California State Senator Jack B. Tenney, the state's anti-Communist crusader and a bigot, Mexicali Rose was a classic played throughout the 1920s and 1930s. A movie starring Barbara Stanwyck—Trailer came out in 1929. Gene Autry, The Singing Cowboy Mexicali Rose,

<http://www.youtube.com/watch?v=aCqD6iFUXoY>

Dead End 1937

pt2, [http://www.youtube.com/watch?v=RD4v5Sxoy3Y&playnext=1&list=PL50403B555CFD0546&feature=results\\_main](http://www.youtube.com/watch?v=RD4v5Sxoy3Y&playnext=1&list=PL50403B555CFD0546&feature=results_main)

Border-town—Original Trailer 1935,  
<http://www.tcm.com/mediaroom/video/34920/Bordertown-Re-issue-Trailer-.html>

Lupe Vélez y el Gordo y el Flaco,  
<http://www.youtube.com/watch?v=EsKzoGa6Gyw>

California First State to End School  
Segregation, <https://www.youtube.com/watch?v=juGzbgciQ3w>

#### IV. Discussion

1. In which ways had the Mexican community in the United States changed by 1930? How did U.S. immigration policy affect them?

MEXICAN AMERICANS AND REPATRIATION, Texas State Historical  
Association, <http://www.tshaonline.org/handbook/online/articles/pqmyk>

2. Watch “Chulas Fronteras” Brazos Films Video BF-104v upc: 096297010434. What does the video tell you about migration? You can watch the entire film at the Oviat Media Library. I do not know if it is available on the internet from this source but it may be available on Netflix and Amazon. What do these excerpts tell you about Mexican American culture along the border?

Música de la frontera, del norte, de la tierra de las Montañas Azules y  
Koloradas, <http://www.youtube.com/watch?v=ZFGDlrzSSGA&feature=related>

Chulas fronteras del norte, música, imágenes y memorias de nuestra  
gente, <http://www.youtube.com/watch?v=xn9sJrEBjmM&feature=related>

Chulas fronteras del norte 2. Música, imágenes y memoria de nuestra  
gente, <http://www.youtube.com/watch?v=-7Jrp2urUc>

Música de la frontera, del norte 3, de la Tierra de las Montañas Azules y  
Koloradas, <http://www.youtube.com/watch?v=uPjovzhnAyg&feature=related>

Mexicoamericanos, Los Pingüinos del Norte. Chulas Fronteras del Norte  
1, <http://www.youtube.com/watch?v=AHZ8uvzSJgk&feature=related>

Texas Tornados, Hey Baby Que Paso?  
<http://www.youtube.com/watch?v=4tXhAYI173U>

3. What was the Great Depression? Why did this era affect Mexicans more than during previous recessions? How did life in the city raise political consciousness among Mexicans?

4. How did the Depression affect racism toward Mexican American workers?

5. In the context of the history of American Racist Nativism, review the Repatriation of Mexicans. Study the section in Occupied America on repatriation. Are there regional differences in the programs, for example, between California and Texas? Why? Will history repeat itself?

Acuña/Compeán, 244. Robert N. McLean, "The Mexican Return," 1932, pp.570-574; 245. "Deportations Continue," 1931, pp.574-575; 249. Edna Ewing Kelley, "The Mexicans Go Home," 1932, pp. 586-591.

6.. How did the changing nature of work in the city lead to the politicization of Mexican women? Discuss these changes.

Acuña/Compeán, 253. Excerpt from Oral History Interview of Eduvigen Navarette Hernández about Mexican American Life in Morenci, Arizona, ca. 1996, 595-602; 258. Allan Turner, "A Night That Changed San Antonio: Woman Recalls Leading Labor Riot in 1939," 1986, pp. 604-610. MEXICAN-AMERICAN WOMEN, Texas Historical Association, <http://www.tshaonline.org/handbook/online/articles/pwmly>

7. Make a chart listing the labor strikes that Chicanas/os participated in. What was the outcome of the strikes? How did these strikes politicize Mexican Americans? How did they integrate them?

8. The Lemon Grove Incident. What was it about? Why was it important?

9. What was the New Deal? What was its impact on Mexicans and Mexican Americans? Are there any lessons that can be learned?

10. Differences within the U.S. Mexican community were apparent by the 1930s. For example, Mexicans had regional, generational differences: they were immigrant and U.S. born, rural and urban, and there were class differences. These variables affected family and gender relations. Discuss the variables and their impact on the Mexicano community.



Mexican Migrant Camp, Texas 1937  
Courtesy of the Library of Congress

## **Mini Course**

### **Module VII World War II and the Aftermath**

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014) Chapters 11 & 12.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library: Acuña/Compeán, Part XVII. Mexican Americans, World War II, and the Aftermath, pp. 663-747.

#### **I. Introduction:**

Some scholars say that the United States chose to enter World War II on the side of the Allies because they were the better of two evils. This is based on the premise that we entered the war to fight Nazi racism and oppression. However, Britain and France were colonial powers and had colonies in Asia, Africa, and the Americas toward whose subjects they were also racist. The United States also practiced racism at home and it had segregated units. For example, African Americans could not serve with white soldiers, and segregation was practiced throughout the United States. Critics concede that the Axis powers presented a clearer danger than the Allies to the United States, and the German's genocide of Jews, Gypsies, and homosexuals wanted humane intervention.

World War II itself presented new opportunities for Mexican Americans who entered the armed forces at proportionately higher rates than most Americans. Many Mexican-origin people had never traveled beyond their barrios unless it was as migrant farm workers. The service in many cases broadened their worldview and put them into positions of authority. Many had never gone to school with white people, and the war introduced them to the notion of rights, raising their expectations. Mexican American women became wage earners in greater numbers, changing their worldview. Many Chicanas also served in the armed forces and/or worked in war industries. In general it stiffened the will of the community to fight for better education and other rights.

On the down side, so many fathers and older brothers went to the service that a vacuum was created in the barrios and colonias. Without male role models and their mothers often having to work, juvenile delinquency escalated. The lack of older Mexican American males depleted the barrios of adult role models, and it left this space unprotected. Following the internment of one hundred thousand Japanese-Americans, xenophobia raised its ugly head and the so-called zoot suit riots broke out as American servicemen attacked Mexican youth. They were among the ugliest in the history of the Mexican American. Meanwhile, some 375,000 Mexican Americans served in the armed forces, and as a group proportionately won more medals of honor than any group. As the war ended, Mexican Americans had high hopes since they had won their rights under fire.



The war had strengthened corporate America which now resented the reforms passed during the New Deal and moved to eliminate government controls. The government had dumped trillions of dollars in profits on the industrial sector while freezing wages. Corporate Americans' perceived enemy was labor unions which they moved to weaken and in some cases destroy. As with the 1920s, foreign scapegoats became the enemy, which was intertwined with the Cold War. To ensure the economic strength of business, corporate America promoted the Cold War, and the idea that the communists are coming.

The Mexican American community had grown and had a sense of their rights. In 1948 they formed the American G.I. Forum when a mortuary refused to bury Pvt. Felix Longoria in Three Rivers, Texas. Outraged, the organization grew and rivaled the League of United Latin American Citizens. Also formed was the Community Service Organization that launched voter registration drives that led to the election of Edward R. Roybal to the Los Angeles City Council. It fought for responsive government and protested police brutality. Other groups such as the La Asociación Nacional México-Americana (ANMA) and the American Committee for Protection of Foreign Born protested injustices committed by the Bracero Program, Operation Wetback, and the Walter McCarran Acts.

The United States also grew more bellicose entering into the Korean War and leading the overthrow of the Jacobo Arbenz administration in Guatemala. The pretexts were the same as on the domestic front, they endangered our security.

## II. Readings

David Hendricks and Amy Patterson, "The 1930 Census in Perspective: The Historical Census," Prologue Magazine 34, no. 2 (Summer 2002), <http://www.archives.gov/publications/prologue/2002/summer/1930-census-perspective.html>

Ken Burns and Lynn Novick, The War, WETA and American Lives II Film Project, LLC, (Washington, D. C.: Public Broadcasting System, 2007), <http://www.pbs.org/thewar/>

American Experience . Zoot Suit Riots . Timeline | PBS [http://www.pbs.org/wgbh/amex/zoot/eng\\_timeline/](http://www.pbs.org/wgbh/amex/zoot/eng_timeline/)

American Experience . Zoot Suit Riots . People & Events | PBS [http://www.pbs.org/wgbh/amex/zoot/eng\\_peopleevents/p\\_lapd.html](http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/p_lapd.html)

Zoot Suit Culture, [http://www.pbs.org/wgbh/amex/zoot/eng\\_sfeature/sf\\_zoot.html](http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_zoot.html)

"Sleepy Lagoon," words and music by Jack Lawrence and Eric Coates, recorded by Harry James, 1940, <http://www.youtube.com/watch?v=6knHDzx3shI>

Alice McGrath (1917 - 2009), American Experience,  
PBS, [http://www.pbs.org/wgbh/amex/zoot/eng\\_peopleevents/p\\_mcgrath.html](http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/p_mcgrath.html)

The Sleepy Lagoon Case Prepared by the Sleepy Lagoon Defense Committee (Formerly The Citizen's Committee for the Defense of Mexican-American Youth) (Los Angeles, CA: The Sleepy Lagoon Defense Committee, 1943), [http://content.cdlib.org/view?docId=hb7779p4zc&brand=calisphere&doc.view=entire\\_text](http://content.cdlib.org/view?docId=hb7779p4zc&brand=calisphere&doc.view=entire_text)

Joseph Tovares, "American Experience: Zoot Suit Riots," KCET-TV, Los Angeles, February 10, 2002. Zoot Suit Documentary, [http://www.pbs.org/wgbh/amex/zoot/eng\\_sfeature/sf\\_zoot\\_mx.html](http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_zoot_mx.html)

American Experience | The Nuremberg Trials | People & ..... Winston Churchill, Soviet Premier Joseph Stalin, and American President Harry ...had detonated the first successful atomic weapon in New Mexico,  
[http://www.pbs.org/wgbh/amex/nuremberg/peopleevents/e\\_coldwar.html](http://www.pbs.org/wgbh/amex/nuremberg/peopleevents/e_coldwar.html)

American Experience . MacArthur . People & Events | General ..... In 1916, he gained notice leading a force of 5,000 American troops in pursuit of Pancho Villa and his Mexican rebels,  
<http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX100.html>

AMERICAN EXPERIENCE interviewed writer, Vernon Jarrett, in 1999. Below, read excerpts from his interview. Being African American in the 1930s, <http://www.pbs.org/wgbh/amex/eleanor/filmmore/reference/interview/jarrett04.html>

Bienvenidos, Voces,  
<http://www.lib.utexas.edu/ww2latinos/>

Oral History Project, Voces,  
<http://www.lib.utexas.edu/voces/>

"Legacy of Honor: The U.S. Latino & Latina World War II Oral History Project Advisory Committee,"  
<http://www.lib.utexas.edu/ww2latinos/browse-index.html>

Linda P. Wood, "Women and World War II," [http://www.stg.brown.edu/projects/WWII\\_Women/WomenInWWII.html](http://www.stg.brown.edu/projects/WWII_Women/WomenInWWII.html)

Ruchika Joshi, "Guy Gabaldon," Oral History Project, U.S. Latino and Latina World War II, University of Texas,  
[http://www.lib.utexas.edu/ww2latinos/template-stories-indiv.html?work\\_urn=urn%3Autl01%3Awwlatin.034&work\\_title=Gabaldon%2C+Guy](http://www.lib.utexas.edu/ww2latinos/template-stories-indiv.html?work_urn=urn%3Autl01%3Awwlatin.034&work_title=Gabaldon%2C+Guy)

Leigh E. Smith, Jr., "El Paso's Company E Survivors Remember Rapido River Assault," *Borderland: El Paso Community College* 13 (Spring 1995): 6–70. <http://epcc.libguides.com/content.php?pid=309255&sid=2621916>

Co. "E" Vets, June 4, 2008, <http://elpasotimes.typepad.com/morgue/2008/06/co-e-vets.html>

Leigh E. Smith Jr., "Company E Survivor Recalls Days as Prisoner of War," EPCC Local History Project, <http://epcc.libguides.com/content.php?pid=309255&sid=2621916>

Roberto Lovato, "Saving Private Ramos: Ken Burns' World War II Documentary Continues to Incite Latino Protest," *New America Media*, [http://news.newamericamedia.org/news/view\\_article.html?article\\_id=74ce20bca4b84e4a5c35736d73a90d28](http://news.newamericamedia.org/news/view_article.html?article_id=74ce20bca4b84e4a5c35736d73a90d28)

Adrianna Alatorre, "Anthony Family Had Five Sons in World War II," *Borderlands, El Paso Community College*, <http://epcc.libguides.com/content.php?pid=309255&sid=2559970>

Brooke N. Miller, "Angelita De Los Santos," *Latinos and Latinas i& World War II*. University of Texas, [http://www.lib.utexas.edu/ww2latinos/template-stories-indiv.html?work\\_urn=urn%3Autl0l%3Awwlatin.560&work\\_title=De+Los+Santos%2C+Lita](http://www.lib.utexas.edu/ww2latinos/template-stories-indiv.html?work_urn=urn%3Autl0l%3Awwlatin.560&work_title=De+Los+Santos%2C+Lita)

Joanne R. Sánchez, "Lifetime of Caring: War Nurse, Rafaela Muñoz Esquivel," *U.S. Latinos and Latinas & World War II* 3, no. 1 (Fall 2001), University of Texas at Austin, [http://www.lib.utexas.edu/voces/template-stories-indiv.html?work\\_urn=urn%3Autl0l%3Awwlatin.029&work\\_title=Esquivel%2C+Rafaela+Muniz](http://www.lib.utexas.edu/voces/template-stories-indiv.html?work_urn=urn%3Autl0l%3Awwlatin.029&work_title=Esquivel%2C+Rafaela+Muniz)

Roseanna Aytes, "Women Changed Wartime Work Patterns," *Borderlands, El Paso Community College*, <http://epcc.libguides.com/content.php?pid=309255&sid=2621863>

Chris Marín, *Arizona Men and Women in Military*, BarrioZona [http://www.barriozona.com/Mexican-American\\_Men\\_and\\_Women\\_in\\_WWII.html](http://www.barriozona.com/Mexican-American_Men_and_Women_in_WWII.html)

"Rosie the Riveter: Real Women Workers in World War II," *Journeys & Crossings*, Library of Congress, <http://www.loc.gov/rr/program/journey/rosie.html>

Monica Rivera, "Josephine Kelly Ledesma Walker: A Woman Ahead of Her Time," *U.S. Latinos and Latinas & World War II* 3, no. 1 (Fall 2001), University of Texas at Austin,

[http://www.lib.utexas.edu/voces/template-stories-indiv.html?work\\_urn=urn%3Autlol%3Awwlatin.058&work\\_title=Ledesma+Walker%2C+Josep+hine+Kelly](http://www.lib.utexas.edu/voces/template-stories-indiv.html?work_urn=urn%3Autlol%3Awwlatin.058&work_title=Ledesma+Walker%2C+Josep+hine+Kelly)

Sherri Fauver, “Henrietta López Rivas—Kelly Air Force Base Her Proving Ground,” U.S. Latinos and Latinas & World War II 1, no. 2 (Spring 2000), [http://www.lib.utexas.edu/ww2latinos/template-stories-indiv.html?work\\_urn=urn%3Autlol%3Awwlatin.089&work\\_title=Rivas%2C+Henrietta++Lopez](http://www.lib.utexas.edu/ww2latinos/template-stories-indiv.html?work_urn=urn%3Autlol%3Awwlatin.089&work_title=Rivas%2C+Henrietta++Lopez)

Cheryl Smith, “Elisa Rodriguez: Wartime Civil Servant,” U.S. Latinos and Latinas & World War II 1, no. 1 (Fall 1999), [http://www.lib.utexas.edu/voces/template-stories-indiv.html?work\\_urn=urn%3Autlol%3Awwlatin.093&work\\_title=Rodriguez%2C+Maria+Elisa+Reyes](http://www.lib.utexas.edu/voces/template-stories-indiv.html?work_urn=urn%3Autlol%3Awwlatin.093&work_title=Rodriguez%2C+Maria+Elisa+Reyes)

Richard Gonzales, “Latino War Vets Changed World at Home, Abroad,” National Public Radio Weekend Edition—Sunday, <http://www.npr.org/templates/story/story.php?storyId=14579935>

World War II: Mexican Air Force Helped Liberate the Philippines, Historynet.com, <http://www.historynet.com/world-war-ii-mexican-air-force-helped-liberate-the-philippines.htm>

John P. Schmal, HISPANIC CONTRIBUTIONS TO AMERICA'S DEFENSE, <http://www.houstonculture.org/hispanic/memorial.html>

Mexican Americans Who Made A Difference: Other Photo, [www.pbs.org/wgbh/americanexperience/features/photo-gallery/class/](http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/class/)

“Stand Up for Justice: The Ralph Lazo Story,” [http://www.ncrr-la.org/news/stand\\_up\\_for\\_justice.html](http://www.ncrr-la.org/news/stand_up_for_justice.html)

Janice Harumi Yen, “WHO WAS RALPH LAZO?” Nikkei for Civil Rights & Redress Education Committee, [http://www.ncrr-la.org/news/7\\_6\\_03/2.html](http://www.ncrr-la.org/news/7_6_03/2.html)

NCRR and Visual Communications to premiered Stand Up for Justice at Day of Remembrance 2004, [http://www.ncrr-la.org/news/stand\\_up\\_for\\_justice.html](http://www.ncrr-la.org/news/stand_up_for_justice.html)

Manuel Ruiz, Jr., “Closing Remarks,” Making Public Employment: A Model of Equal Opportunity, A Report of the Proceedings of Regional Civil Rights Conference II. Sponsored by the U.S. Commission on Civil Rights in Boston, Massachusetts, September 22–24, 1974, 34–35, <http://www.law.umaryland.edu/marshall/usccr/documents/cr12an72.pdf>

Matthew Gritter, New School for Social Research, “Good Neighbors and Good Citizens: People of Mexican Origin and the FEPC1,” (Under Review at Journal of Policy History), [http://www.newschool.edu/uploadedFiles/NSSR/Departments\\_and\\_Faculty/Political\\_Science/Recent\\_Placements/GritterSample.pdf](http://www.newschool.edu/uploadedFiles/NSSR/Departments_and_Faculty/Political_Science/Recent_Placements/GritterSample.pdf)

The Braceros, The Oregon Experience, Oregon Public Broadcasting, <http://www.opb.org/programs/oregonexperiencearchive/braceros/>

Braceros Resources in the OSU [Oregon State University] Libraries Collections, Photograph Collection, <http://digitalcollections.library.oregonstate.edu/cdm4/client/bracero/related.php>

About America’s Farmworkers: Population Demographics, <http://www.ncfh.org/?pid=4&page=3>

José Alamillo, ‘El Otro Norte: Latinos and Latinas in the Pacific Northwest: The Latinization of the Pacific Northwest,’ Latino’s in Northwest Project, <http://www.josealamillo.com/latinos%20northwest.htm>

Mexican Americans in the Columbia Basin, Railroad and Migrant Workers, <http://www.vancouver.wsu.edu/crbeha/ma/ma.htm#rail>

“Amigos de Wallace” rally, 1948, Lincoln Park Stadium(?), Los Angeles, University of Southern California, Digital Archive, <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll102/id/1140>

Selected Works of Henry A. Wallace, New Deal Network, Franklin and Eleanor Roosevelt Institute, <http://newdeal.feri.org/wallace/index.htm>

Taft–Hartley Act—1947, <http://www.historycentral.com/Documents/Taftthatley.html>

Smith Act Trials, [http://www.english.illinois.edu/maps/poets/g\\_l/jerome/smithact.htm](http://www.english.illinois.edu/maps/poets/g_l/jerome/smithact.htm)

Senator Joseph McCarthy, Spartacus Educational, <http://www.spartacus.schoolnet.co.uk/USAmccarthy.htm>

The Roots of the HUAC Committee, HistoryBlogger, <http://thehistoryblogger.blogspot.com/2007/08/roots-of-huac-committee.html>

Rick Kelly, “Anticommunism Run Amok: The Life of Senator Pat McCarran,” (December 18, 2004). “Pat McCarran,” The World Socialist Web Site, <http://www.wsws.org/articles/2004/dec2004/mcca-d18.shtml>

Josefina Fierro de Bright, 1920–1998, [http://www.mhschool.com/ss/ca/eng/g4/u4/g4u4\\_bio2.html](http://www.mhschool.com/ss/ca/eng/g4/u4/g4u4_bio2.html)

Wendy Plotkin, Community Service Organization (CSO) History Project, <http://comm-org.wisc.edu/papers96/alinsky/cso.html>

Community Service Organization (CSO), members, California, Wayne State Labor Archives, <http://www.reuther.wayne.edu/node/300>

Edward R. Roybal, Legacy Gala, February 10, 2009, Renaissance Hotel Washington DC, <http://www.naleo.org/aboutroybal.html>

“Community Service Organization CSO Papers,” Urban Archives, California State University Northridge, <http://digital-library.csun.edu/cdm/singleitem/collection/LatinoArchives/id/236>

Patrick J Carroll, Felix Longoria’s Wake: Bereavement, Racism, and the Rise of Mexican American Activism (Austin: University of Texas, 2003). American G.I. Forum, <http://www.pbs.org/kpbs/theborder/history/timeline/19.html>

“A Class Apart,” WGBH American Experience, <http://www.pbs.org/wgbh/americanexperience/films/class/>

“A Class Apart,” Documentary on the Hernandez Case, <http://www.pbs.org/wgbh/americanexperience/class/>

Clare Sheridan, “ ‘Another White Race’: Mexican Americans and the Paradox of Whiteness in Jury Selection,” Law and History Review 21, no. 1 (Spring 2003), [http://www.historycooperative.org/journals/lhr/21.1/forum\\_sheridan.html](http://www.historycooperative.org/journals/lhr/21.1/forum_sheridan.html)

Felix Z. Longoria: Private, United States Army, <http://www.arlingtoncemetery.net/longoria.htm>

Andrea D. Perez et al., Petitioners, v. W. G. Sharp, as County Clerk, etc., Respondent. [L.A. No. 20305. Perez v. Sharp 32 Cal.2d 711, 198 P.2d 17 (1948), <http://www.multiracial.com/government/perez-v-sharp.html>

“Selective Service/College Deferment,” Korean War Educator, [http://www.koreanwar-educator.org/topics/homefront/p\\_selective\\_service.htm](http://www.koreanwar-educator.org/topics/homefront/p_selective_service.htm)

Kathy Gill, “Military Conscription, Recruiting and The Draft,” U.S. Politics: Current Events (June 27 2005), [http://uspolitics.about.com/od/electionissues/a/draft\\_2.htm](http://uspolitics.about.com/od/electionissues/a/draft_2.htm)

OPERATION WETBACK, Texas State Historical Association, <http://www.tshaonline.org/handbook/online/articles/pqo01>

John Dillin, "How Eisenhower solved illegal border crossings from Mexico," The Christian Science Monitor (July 6, 2006),  
<http://www.csmonitor.com/2006/0706/p09s01-coop.html>

The History of Chavez Ravine, Independent Lens,  
PBS, <http://www.pbs.org/independentlens/chavezravine/cr.html>

Barrio Viejo letra y musica de Lalo  
Guerrero, <http://parentseyes.arizona.edu/ecompany/barrio.html>

Celeste Delgado, "Teens Rebel Against Authority," Borderlands, El Paso Community College,  
<http://epcc.libguides.com/content.php?pid=309255&sid=2629727>

"Paso del Sur,"  
<http://www.pasodelsur.com/historia/Intro.html>

Eileen Welsome, "Eminent Disaster: A cabal of politicians and profiteers targets an El Paso barrio," The Texas Observer (May 4, 2007),  
<http://www.texasobserver.org/article.php?aid=2483>

Westminster School / Seventeenth Street  
School, [http://www.cr.nps.gov/history/online\\_books/5views/5views5h99.htm](http://www.cr.nps.gov/history/online_books/5views/5views5h99.htm)

"MENDEZ V. WESTMINSTER, A Look At Our Latino  
Heritage," <http://www.mendezvwestminster.com/>

The 60th Anniversary of Mendez vs. Westminster,  
<http://uprisingradio.org/home/?p=1896>

Mendez v Westminster,  
[http://mendezvwestminster.com/\\_wsn/page3.html](http://mendezvwestminster.com/_wsn/page3.html)

Delgado v. Bastrop ISD, Handbook of Texas  
Online, <http://www.tshaonline.org/handbook/online/articles/DD/jrd1.html>

A Class Apart,  
<http://www.pbs.org/wgbh/americanexperience/features/introduction/class-introduction/>

Hernandez v. Texas to the Supreme Court, challenging Jim Crow-style,  
<http://www.pbs.org/wgbh/americanexperience/films/class/>

The case would be cited in Brown v. the Board of Education  
(1954), <http://sshl.ucsd.edu/brown/perez.htm>

Robert S.Chang & NeilGotanda, "AFTERWORD THE RACE QUESTION IN LATCRIT THEORY AND ASIAN AMERICAN JURISPRUDENCE," Nevada Law Journal Vol. 7:1012(Summer 2007): 1012- 1029.

<http://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=1460&context=nlj>

Joe R. ROMERO et al., Plaintiffs, v. Guy WEAKLEY et al., Defendants. R. J. BURLEIGH et al., Plaintiffs, v. Guy WEAKLEY et al., Defendants. Nos. 1712-SD, 1713-SD. UNITED STATES DISTRICT COURT FOR THE SOUTHERN DISTRICT OF CALIFORNIA, SOUTHERN DIVISION. 131 F. Supp. 818; 1955 U.S. Dist. May 5, 1955, <http://sshl.ucsd.edu/brown/romero.htm>

Derrick Z. Jackson, "Court's Ruling Opens New Era in Civil Rights," Boston Globe (November 21, 2003),

<http://www.commondreams.org/views03/1121-01.htm>

Civil Rights History,

<http://forchicanachicanostudies.wikispaces.com/Reviews>

An epic film on 1950 racism toward Mexican Americans in Texas is Giant (1956), director George Stevens's adaptation of the Edna Ferber novel about a great cattle ranch family in Texas starring Rock Hudson, James Dean, and Elizabeth Taylor,

<http://www.tcm.com/mediaroom/video/240954/Giant-Movie-Clip-Sarge-s-Place.html>

McCarran Act or Internal Security Act of

1950, <http://www.writing.upenn.edu/~afilreis/50s/mccarran-act-intro.html>

1952 Immigration and Nationality Act, a.k.a. the McCarran–Walter Act, US immigration legislation online, University of Washington

Bothell, [http://library.uwb.edu/guides/USimmigration/1952\\_immigration\\_and\\_nationality\\_act.html](http://library.uwb.edu/guides/USimmigration/1952_immigration_and_nationality_act.html)

Lester Tate joins the Los Angeles Civil Rights Congress, January 1950, Los Angeles, University of Southern California Digital Collection,

<http://digarc.usc.edu/search/controller/view/scl-m0316.html>

Los Angeles Committee for Protection of Foreign Born Records, 1938–1973, Online Archive of California,

<http://content.cdlib.org/view?docId=kt067nb6v8&chunk.id=scopecontent-1.7.4&brand=oac>

U.S. Supreme Court, American Committee v. SACB, 380 U.S. 503 (1965), Argued December 9, 1964, Decided April 26, 1965,

<http://supreme.justia.com/us/380/503/case.html>.

Evelyn Barker, "Labor Activism During the Cold War: The Case of Humberto Silex," University of Texas at Arlington Library,

<http://www.uta.edu/library/k12/lessons/labor-files/labor-activism.pdf>



John P. Schmal, "The Tejano Struggle for Representation," The Hispanic Experience, Houston Institute for Culture,

<http://www.houstonculture.org/hispanic/tejano1.html>.

John P. Schmal, "The Tejano Struggle for Representation," The Hispanic Experience, Houston Institute for Culture, pt. 2,"

<http://www.houstonculture.org/hispanic/tejano2.html>

Center for American History unveils Henry B. González Collection and Web site, University of Texas Austin,

<http://www.utexas.edu/news/2006/10/27/cah/>

Peter T Alter, "Mexicans and Serbs in Southeast Chicago: Racial group formation during the twentieth century," Journal of the Illinois State Historical Society (Winter

2001/2002), <http://dig.lib.niu.edu/ISHS/ishs-2001winter/ishs-2001winter403.pdf>

David R. Dean and Jean A. Reynolds, "Acculturation and the Roots of Social Change: 1940–1956," Hispanic Historic Property Survey, Historic Preservation Office, City of Phoenix (Athenaeum Public History Group, 2006),

[http://phoenix.gov/webcms/groups/internet/@inter/@dept/@dsd/documents/web\\_content/pdd\\_hp\\_pdf\\_00046.pdf](http://phoenix.gov/webcms/groups/internet/@inter/@dept/@dsd/documents/web_content/pdd_hp_pdf_00046.pdf)

David R. Dean and Jean A. Reynolds, HISPANIC HISTORIC PROPERTY SURVEY Final Report. Historic Preservation Office, City of Phoenix (Athenaeum Public History Group, 2006),

[http://phoenix.gov/webcms/groups/internet/@inter/@dept/@dsd/documents/web\\_content/pdd\\_hp\\_pdf\\_00043.pdf](http://phoenix.gov/webcms/groups/internet/@inter/@dept/@dsd/documents/web_content/pdd_hp_pdf_00043.pdf) .

Central Intelligence Agency Document on Guatemala, 1954, Document 1, "CIA and Guatemala Assassination Proposals, 1952–1954," CIA and Assassinations: The Guatemala 1954 Documents, by Kate Doyle and Peter Kornbluh. National Security Archive Electronic Briefing Book No. 4,

<http://www.whale.to/b/doyle.html>

"Salt of the Earth: Labor, Film, and the Cold War," (October 2010), Organization of American Historians,

<http://magazine.oah.org/issues/244/salt.html>

### III. You Tube Lectures

Japanese American Internment,

[http://www.youtube.com/watch?v=\\_OiPldKsM5w](http://www.youtube.com/watch?v=_OiPldKsM5w)

World War II Documentary,

<http://www.youtube.com/watch?v=K1ybyAlZf1U>

FLAP OVER KEN BURNS' WORLD WAR II DOCUMENTARY  
PT1, <http://www.youtube.com/watch?v=RJH-UV-GoXs>

Soldado Raso, Pedro Infante - "El Soldado Raso" (Primera Grabación con Peerles), You  
Tube, <http://www.youtube.com/watch?v=VtEWJlxXMdU>

Mexican American Contributions in World War II,  
<http://www.youtube.com/watch?v=3xLfnVXH72E>

Maggie Rivas-Rodriguez Receives 07 NAHJ Leadership  
Award, <http://www.youtube.com/watch?v=E9z3yfWURe0>

Francisco Y. Perez - World War II Story,  
<http://www.youtube.com/watch?v=Ro1nbg9buOE>

HISPANIC HEROES,  
<http://www.youtube.com/watch?v=frdcl9q9dBg&feature=related>

Independent Lens | THE LONGORIA AFFAIR | Clip 1 |  
PBS, <http://www.youtube.com/watch?v=dMOgI8Kw6ZE&feature=related>

The Real Hero (Veteran's Voices) (Latino  
Voices), <http://www.youtube.com/watch?v=2p8mYUoiX-o>

Animoto World War II Mexican Americans,  
<http://www.youtube.com/watch?v=oVL8mYRJaxw>

Rosie the Riveter: Real Women Workers in World War  
II, <http://www.youtube.com/watch?v=04VNBM1PqR8>

PARTICIPACIÓN DE MÉXICO 2DA GUERRA  
MUNDIAL, <http://www.youtube.com/watch?v=LHdM6d4VCgU>

History of the GI Bill,  
<http://www.youtube.com/watch?v=4Z80Mg80nVM>

GI Bill Of Rights - Serviceman's Readjustment Act of  
1944, <http://www.youtube.com/watch?v=YL4PP2kS-fg>

The Zoot Suit Riots,  
<http://www.youtube.com/watch?v=dwINn5DEL1c&feature=related>

Zoot Suit Documentary,  
<http://vimeo.com/2380767>

Oxnard New FILM Alice McGrath interview,  
<http://www.youtube.com/watch?v=96N-Y8RKYiE>

Dear Alice Interview with Alice McGrath, Blip,  
<http://blip.tv/el-teatro-campesino/dear-alice-an-interview-with-alice-mcgrath-3093765>

California First State to End School  
Segregation, <http://www.youtube.com/watch?v=juGzbgciQ3w>

Don Normark, Chavez Ravine: 1949: A Los Angeles Story (San Francisco, CA: Chronicle Books, 2003), Wonderful photographs. Chavez Ravine & Segundo Barrio: Film Discussion, <http://www.youtube.com/watch?v=MX1PDITprFA>

The Battle of Chavez  
Ravine, [http://www.youtube.com/watch?v=aBcxB70tgGc&feature=results\\_main&playnext=1&list=PLC5F5C7E18BEA1029](http://www.youtube.com/watch?v=aBcxB70tgGc&feature=results_main&playnext=1&list=PLC5F5C7E18BEA1029)

Chavez Ravine & Segundo Barrio: Film  
Discussion, <http://www.youtube.com/watch?v=MX1PDITprFA>

Who Framed Roger Rabbit? Touchtone Films, 1988,  
<http://www.youtube.com/watch?v=mN6coIJ202g&list=PLC53106687BF7B857>

Tucson El Hoyo. A film by Cory Jarman,  
<http://www.youtube.com/watch?v=vxDnQa0G6QA>

Lalo Guerrero: "Barrio Viejo" Cerritos College (1999),  
<http://www.youtube.com/watch?v=vj-odkXy7hA>

Mendez America Surprise!  
[http://www.youtube.com/watch?v=JNE8ljKD\\_eg](http://www.youtube.com/watch?v=JNE8ljKD_eg)

Dodger Blues,  
[http://www.youtube.com/watch?v=oXz\\_9W2CZcI&feature=related](http://www.youtube.com/watch?v=oXz_9W2CZcI&feature=related)

Forgotten Voices: The Story of the Bracero  
Program, <http://www.youtube.com/watch?v=AL5d9CWV0Xg>

Javier Flores Carrera y Jorge Alejandro Sosa Hernández, Alianza Nacional de Braceros, Centro de Tabajadores Agricolas, El Paso, Texas, Bracero 1 De 7 Documental Programa Bracero, a seven part series in Spanish.  
Excellent, <http://www.youtube.com/watch?v=6l5fuTEpOeQ&feature=PlayList&p=D5DCDF858D4E313E&index=6>

Operation Wetback Relived in 2010 America,  
<http://www.youtube.com/watch?v=i5MeyfKEURI>

Cold War: McCarthyism - part 1/5,  
<http://www.youtube.com/watch?v=07buRRJ6s4k>

Committee On Un-American  
Activities, <http://www.youtube.com/watch?v=U1Z5aYU6x0o&feature=related>

Luisa Moreno,  
<http://www.youtube.com/watch?v=7upHqNX6654>

Salt of the Earth, [the entire movie],  
<http://www.youtube.com/watch?v=G7ZoomADDOI>

#### IV. Discussion

1. What were the Causes of World War II? Did it end racism and inequality in the United States and abroad? Racism on the Home front During WW2: Zoot Suit Riots .

2. Using Occupied America as a point of reference, discuss the contributions made by Chicanas/os to the war effort. What do Mexican Americans mean when they say, “We paid for our rights with our blood”? See Acuña/Compeán, Part XVII. Mexican Americans, World War II, and the Aftermath, pp. 663-747.

3. Occupied America tells the story of Ralph Lazo. Who was Lazo “a profile in courage?” See Acuña/Compeán, 290. Excerpts from Beverly Beyette, “Ralph Lazo Remembers Manzanar,” 1981, 686.

4. Using the account in Occupied America and the documentary, what were the causes of the Zoot Suit Riots? Luis Váldez’s Zoot Suit (1982) should be seen in DVD. Video On Demand Amazon.com or on YouTube.com or Netflix. It can be viewed at Oviatt Library.

Acuña/Compeán, 291. Excerpt from the Citizens' Committee for the Defense of Mexican-American Youth, “The Sleepy Lagoon Case,” 1942, p. 68; 292. Excerpts from Anthony Quinn.

The Original Sin: A Self-Portrait, 1972, pp. 685-689; 293. Excerpts from Octavio Paz, The Labyrinth of Solitude: Life and Thought in Mexico, 1961, pp. 690-693; 294 Excerpts from Senate Journal of April 16, 1945, Containing Report Joint Fact-Finding Committee on Un-American Activities in California, pp. 694-698.

5. What impact did the war have on Chicanas and the Mexican family? Use the book.

6. Some Chicano historians have said that World War II resulted in the formation of the “G.I. Generation. Discuss the notion. Many war veterans said that they won their rights with their blood. What do you think?

7. The end of the war ushered in a period of renewed ultra-nationalism and reaction. What impact did McCarthyism have on Mexican Americans? Give examples of racism toward Mexican Americans.
8. The war and its aftermath introduced a period of unprecedented government spending on education, housing, and spending on the infrastructure. The G.I. Bill offered veterans benefits. However, *Occupied America* makes the point that some were more equal than others in their ability to take advantage of these benefits. Using the book as a point of reference, discuss this hypothesis.
9. What is urban renewal? How did it increase inequality?
10. In the context of the Chicano Civil Rights Movement, discuss *Mendez v. Westminster School District*. What was the importance of the Westminster School Case?

## Mini Course

### Module VIII The Sixties and the Chicana/o



San Fernando Valley State MEChA students and Rudy Acuña  
1969 Courtesy of Oscar Castillo

1945 1959 1960 1961 1962 1963 1964 1965 1966 1967 1968 1969 1970 1973

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014) Chapter 13.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive) access the E-Book through your university library: Acuña/Compeán, Part XIX Chicanos, the 1960s, and Heritage.

#### I. Introduction:

The sixties had its roots in previous decades. World War II was monumental. At the beginning of WWII most of the Third World lived under colonialism. The rhetoric of the war inflamed the nationalism among these nations, and the war had destroyed the infrastructure of the colonial

powers. Wars of Liberation broke out as the old world order was crumbling. The United States assumed a central role in trying to maintain colonialism, and the consequence was its involvement in Indo-China and the Vietnam War. This international movement greatly affected the Civil Rights Movement in the United States where African Americans suffered racism and were third class citizens. Both blacks and Mexican Americans challenged this inequality during the 1950s, and the movement gained speed during the sixties.

The sixties also had roots in the baby boom generation that came of age during this decade. As in the case of the Third World nations, nationalism fueled these movements. Youth were receptive to new ideas and the colleges and universities were catalysts in the transmission of equality; they also created a unity via rock and roll which turned increasingly political and international. These movements were not universally accepted; however, the war threatened many families that became more aware of its cost via television. Many also saw the brutality of the opposition to black Americans in the south as they pressed for equality.

The Chicana/o movement built on the history and institutions of the Mexican American generation that had made equal educational opportunities the cornerstone of its agenda. The Chicana/o generation demanded justice and were less willing to compromise. Their new agenda was based on disrupting the system until the field was leveled. Tremendous breakthroughs were made in the field of education that would lead to the creation of a middle class, which are more fully explored in Chapter 13 of *Occupied America*. It must be remembered that by the end of the decade there were over five million Mexican Americans in the country spread throughout the Southwest, Midwest, and Northwest.

## II. Readings

Baby Boomers, Ohio History Central,  
<http://www.ohiohistorycentral.org/entry.php?rec=1699>

Marika Sherwood, "Colonies, Colonials and World War Two," BBC History (March 30, 2011),  
[http://www.bbc.co.uk/history/worldwars/wwtwo/colonies\\_colonials\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/colonies_colonials_01.shtml)

ERIK BLEICH, "The legacies of history? Colonization and immigrant integration in Britain and France," *Theory and Society* (2005) 34: 171-195,  
[http://www.middlebury.edu/media/view/255004/original/The\\_Legacies\\_of...in\\_Britain\\_and\\_France.pdf](http://www.middlebury.edu/media/view/255004/original/The_Legacies_of...in_Britain_and_France.pdf)

"Social Effects of the War," Boundless,  
<https://www.boundless.com/history/from-isolation-to-world-war-ii-1930-1943/social-effects-war/social-effects-war/#.UP7G52fB9G0>

350 Years of Colonialism, Workers.org,  
<http://www.workers.org/indonesia/chap3.html>

Imperialism, Neo-Colonialism and War. The Role of US Imperialism, Socialist Alternative,

<http://www.socialistalternative.org/literature/gulfwar/ch2.html>

America in Ferment: The Tumultuous 1960s, Viva la Raza! 1960s, Digital History, <http://www.digitalhistory.uh.edu/era.cfm?eraID=17&smtID=2>

JFK assassination: Secret Service Standdown,  
[http://www.youtube.com/watch?v=XY02Qkuc\\_f8](http://www.youtube.com/watch?v=XY02Qkuc_f8)

Vietnam Protest Movement  
<http://www.spartacus.schoolnet.co.uk/VNprotest.htm>

Barbara Ehrenreich, “The Rock Rebellion,”  
<http://spiritlink.com/rock-rebellion.html>

“Immigration Act of 1965,”  
<http://www.thenagain.info/WebChron/USA/ImmigrationAct.html>

“The Immigration Act of 1965: Intended and Unintended Consequences of the 20th Century,” <http://iipdigital.usembassy.gov/st/english/publication/2008/04/20080423214226eafas0.9637982.html#axzz2BynJjSpp>

Maquiladoras,  
<http://geography.about.com/od/urbaneconomicgeography/a/maquiladoras.htm>

The Story of Cesar Chavez: THE BEGINNING,” [http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2\\_Bio.aspx](http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2_Bio.aspx)

“The Fight in the Fields, Cesar Chávez and the Farmworkers’ Struggle,” PBS, <http://www.pbs.org/itvs/fightfields/>

Rick Tejada-Flores, “CESAR CHAVEZ,”  
<http://www.pbs.org/itvs/fightfields/cesarchavez.html>

Dolores Huerta: Labor Leader and Social Activist, [http://latino.si.edu/virtualgallery/OJOS/bios/bios\\_Huerta.htm](http://latino.si.edu/virtualgallery/OJOS/bios/bios_Huerta.htm)

“Farmworkers ask help against ‘terror campaign’” Texas Farm Workers Support Committee, <http://chavez.cde.ca.gov/ResearchCenter/DocumentDisplayRC.aspx?rpg=/chdocuments/documentdisplay.jsp&doc=56d6ce%3Aeae63c6e4f%3A-7e83&searchhit=yes>

Sons of Zapata: A Brief Photographic History of Farm Workers’ Strike in Texas, <http://www.farmworkermovement.us/ufwarchives/elmalcriado/Frankel/Strike.pdf>

Gilbert Padilla 1962–1980, Interview,  
2 [http://www.farmworkermovement.us/essays/essays/005%20Padilla\\_Gilbert.pdf](http://www.farmworkermovement.us/essays/essays/005%20Padilla_Gilbert.pdf)



“Orendain Sparks UFWOC Organizing Drive in Texas,” *El Malcriado*, 3, no. 11 ( August 15–September 15, 1969): 13,

[http://www.farmworkermovement.org/ufwarchives/elmalcriado/1969/August%2015%20-%20Sept%2015,%201969%20No%2011\\_PDF.pdf](http://www.farmworkermovement.org/ufwarchives/elmalcriado/1969/August%2015%20-%20Sept%2015,%201969%20No%2011_PDF.pdf)

Farm Labor Organizing Committee AFL–CIO,

<http://www.floc.com/>

“Governor to Get Report on Migrant Workers,” *Walla Walla Union-Bulletin* (May 11, 1967).

Timeline: Movimiento from 1960-1985, Seattle Civil Rights and Labor History

Project, [http://depts.washington.edu/civilr/mecha\\_timeline.htm](http://depts.washington.edu/civilr/mecha_timeline.htm)

Vatican II - Urgent & Essential,

<http://www.vatican2voice.org/default.htm>

Farmworker Movement Documentation Project,

<http://www.farmworkermovement.us/>

For the farmworkers’ use of photos, films, and their newspaper *El Malcriado* (the bratty one), see Center for the Study of Political Graphics,

<http://www.politicalgraphics.org/home.html>

National Farm Workers Association Collection, Records, 1960–1967, Walter P. Reuther Library of Labor and Urban Affairs,

<http://microformguides.gale.com/Data/Download/9177000C.pdf>

Word

Chicana/o, <http://forchicanachicanostudies.wikispaces.com/Chicana+Chicano+Public+Scholar>

Robert J. Lopez and Ben Welsh, “The Ruben Salazar Files,” *Los Angeles Times*, (Feb. 22, 2011),

<http://documents.latimes.com/ruben-salazar/>

The Ruben Salazar Files: Partial autopsy report, *Los Angeles Times*,

<http://documents.latimes.com/salazar-partial-autopsy-report/>

Political Association of Spanish-Speaking Organizations. Handbook of Texas

Online, <http://www.tshaonline.org/handbook/online/articles/PP/vep1.html>

“Revolt of the Mexicans,” April 12,

1963, <http://www.time.com/time/magazine/article/0,9171,828075,00.html>

Henry B. González,

<http://www.loc.gov/rr/hispanic/congress/gonzalez.html>

Henry B. González, *Voice of the People*,

<http://www.cah.utexas.edu/feature/0611/>

Interview by José Angel Gutiérrez, Voices Tejanas, Albert Peña, Jr., Tejano Voices, University of Texas Arlington,

[http://library.uta.edu/tejanovoices/xml/CMAS\\_015.xml](http://library.uta.edu/tejanovoices/xml/CMAS_015.xml)

Dr. José Angel Gutiérrez, Tejano Voices,

<http://library.uta.edu/tejanovoices/gutierrez.php>

Elizabeth “Betita” Martinez, “A View from New Mexico: Recollections of the Movimiento Left,” Monthly Review, July-August 2002,

<http://www.monthlyreview.org/0702martinez.htm>

Polly Baca-Barragán, Answers.com,

<http://www.answers.com/topic/polly-baca-barrag-n>

Graciela Gil Olivarez [sic], Arizona Women’s Heritage

Trail, <http://www.womensheritagetrail.org/women/GracielaGilOlivarez.php>

Lupe Anguiano Archive Event, UCLA Chicano Research

Center, <http://newsroom.ucla.edu/portal/ucla/Opening-of-the-Lupe-Anguiano-Archive-7770.aspx?RelNum=7770>

Voting Rights Act, 1965, United States Department of Justice, Civil Rights Division, [http://www.justice.gov/crt/about/vot/intro/intro\\_b.php](http://www.justice.gov/crt/about/vot/intro/intro_b.php)

Avery Wear, “Class & Poverty in the Maquila Zone,” International Socialist Review (May–June 2002),

[http://www.thirdworldtraveler.com/Mexico/Class\\_Poverty\\_MaquilaZone.html](http://www.thirdworldtraveler.com/Mexico/Class_Poverty_MaquilaZone.html)

America in Ferment: The Tumultuous 1960s, Viva la Raza! 1960s, Digital History, <http://www.digitalhistory.uh.edu/era.cfm?eraID=17&smtID=2>

Peter T. Alter, “Mexicans and Serbs in Southeast Chicago: Racial Group Formation During the Twentieth Century,” Journal of the Illinois State Historical Society (January 2001), <http://dig.lib.niu.edu/ISHS/ishs-2001winter/ishs-2001winter403.pdf>

“Mexicans,” The Electronic Encyclopedia of Chicago (Chicago: Chicago Historical Society, 2005),

<http://www.encyclopedia.chicagohistory.org/pages/824.html>

Rob Paral and Michael Norkewicz, The Metro Chicago Immigration Fact Book (Institute for Metropolitan Affairs, Roosevelt University, June

2003), [http://www.robparal.com/downloads/chicagoimmfactbook\\_2003\\_06.pdf](http://www.robparal.com/downloads/chicagoimmfactbook_2003_06.pdf)

Interview, Seattle Civil Rights and Labor Project,  
<http://depts.washington.edu/civilr/acevez.htm>

Erasmus Gamboa MEChA; UFW Grape Boycott; Historian; UW Professor, Seattle Civil Rights and Labor Project,  
[http://depts.washington.edu/civilr/Erasmus\\_Gamboa.htm](http://depts.washington.edu/civilr/Erasmus_Gamboa.htm)

Roberto Maestas, El Centro de la Raza, Seattle Civil Rights and Labor Project, <http://depts.washington.edu/civilr/maestas.htm>

Yolanda Alaniz, MEChA de UW, Radical Women, Freedom Socialist Party, <http://depts.washington.edu/civilr/alaniz.htm>

Bill Flores, "Francisca Flores:1913–1996,"  
<http://cnet.ucla.edu/research/francisca.html>

José Angel Gutiérrez's speech at a meeting in San Antonio, on May 4, 1970, "Mexicanos Need to Control Their Own Destinies,"  
[www.cnet.ucla.edu/research/docs/razaunida/control.htm](http://www.cnet.ucla.edu/research/docs/razaunida/control.htm)

United Mexican-American Students Symposium—UCLA February 1968, Pacifica Radio Archive,  
<http://www.archive.org/details/UnitedMexican-americanStudentsSymposium-UclaFeburary1968>

Kate Doyle, "The Tlatelolco Massacre U.S. Documents on Mexico and the Events of 1968," Posted October 10, 2003, National Security Archive, <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB99/>

Evelina Alarcon, "5,000 march on Chicano Moratorium anniversary," People's Weekly World, 2 September, 1995,  
<http://www.hartford-hwp.com/archives/45/031.html>

"Maravilla Market's Murals - East Los Angeles," BrownPride, <http://www.brownpride.com/articles/article.asp?a=145>

Chicano Rock! The Sounds of East Los Angeles, PBS,  
<http://www.pbs.org/chicanorock/>

María Cardalliaguet Gómez-Málaga, The Mexican and Chicano Mural Movements, Yale-New Haven Teachers Institute,  
<http://www.yale.edu/ynhti/curriculum/units/2006/2/06.02.01.x.html>

,

“Cultural Life of el Segundo Barrio,”  
<http://pasodelsur.com/historia/Culturallife.html>

El Plan Espiritual de Aztlán,  
<http://www.sscnet.ucla.edu/00W/chicano101-1/aztlan.htm>

El Plan de Santa Barbara, MEChA, Pan American University,  
<http://www.nationalmecha.org/documents/EPsB.pdf>

Alurista,  
<http://xroads.virginia.edu/~ug01/voss/alurista.html>

National Movimiento Estudiantial de Aztlan,  
<http://www.nationalmecha.org/about.html>

Guide to the Cruz, Ricardo/Católicos Por La Raza Papers 1967–1993, University of California Santa Barbara,  
<http://www.library.ucsb.edu/sites/default/files/attachments/special-collections/cema/listguides/cruz.pdf>

AZTLAN EXPLORATION 2000.  
<http://ttzlibrary.yuku.com/topic/617/Aztec-origins#.UKD2i4bs9nU>

“San Ce Tojuan: We Are One: Documentary screening and art exhibit focuses on origins of Uto-Nahuatl people,” March 12, LatinoLA: February 24, 2005, <http://latinola.com/story.php?story=2442>

The Chicano Park Historical Documentation Project, <http://www.chicanoparksandiego.com/intro.html>

“Walkouts,” HBO Films,  
<http://store.hbo.com/walkout-dvd/detail.php?p=100589>

Norma R. Cuellar, “The Edcouch-Elsa Walkout,” Mexican-American History 2363, Dr. Rodolfo Rocha (June 29, 1984), 1.  
<http://www.aaperales.com/school/files/walkout/eewalkout.doc>

Malquias Montoya,  
<http://www.malaquiasmontoya.com/prints0.php>

Malaquias Montoya,  
<http://www.malaquiasmontoya.com/>

### III. You Tube Lectures

Agribusiness & Hunger in the 3rd World 02 Educational  
Video, <http://www.youtube.com/watch?v=Cy8H0XQ6slQ>

Who' Hungry in America,  
<http://www.youtube.com/watch?v=UXsrOVWzuBI>

MLK on Poverty in the U.S.,  
<http://www.youtube.com/watch?v=Kt2bDFheuFY>

1960: "Harvest of Shame"  
[http://www.youtube.com/watch?v=yJTVF\\_dya7E](http://www.youtube.com/watch?v=yJTVF_dya7E)

Stoop Farm Labor 1959,  
<http://www.youtube.com/watch?v=BiMjKmuva0I>

Cesar Chavez NFWA,  
<http://www.youtube.com/watch?v=KInVXM5CEpc>

Farm Worker Poverty  
1962, <http://www.youtube.com/watch?v=ZWU1z51oTWA&feature=related>

Cesar Chavez—Fasts,  
[http://www.youtube.com/watch?v=pX3S\\_PuKUWI](http://www.youtube.com/watch?v=pX3S_PuKUWI)

Maquiladoras,  
<https://www.youtube.com/watch?v=Sqkle7w8uTw&feature=plcp>

Civil Rights Struggle of the 1960s,  
<http://www.youtube.com/watch?v=EYqsJizN4gI>

LBJ State of Union War on Poverty,  
<http://www.youtube.com/watch?v=qfT03Ihtlds>

Civil Rights: The Music and the Movement,  
<http://www.youtube.com/watch?v=QDbSjkkHPGs>

“Hearts and Minds,” Top Documentary Films,  
<http://topdocumentaryfilms.com/hearts-and-minds/>

Hearts & Minds – Documentary,  
<http://www.youtube.com/watch?v=xC-PXLS4BQ4>

Americans Protest the War,  
<http://www.youtube.com/watch?v=SB8RGuyEhuc&feature=fvsr9>

Vietnam war history - 1 of 4,

<http://www.youtube.com/watch?v=5KBPgqSgku0>

Unique War (1966),

<http://www.youtube.com/watch?v=-VDX2tfv8c&feature=related>

French out of Indo China (colonialism),

<http://www.youtube.com/watch?v=3dxyH-jjcyU>

News Coverage of the Vietnam War,

<http://www.youtube.com/watch?v=F66SeCXIt7E>

Shooting With A Camera: The Modern American War

Journalist, <http://www.youtube.com/watch?v=cJPZYfOOrb8&feature=related>

UC Berkeley Mario Savio Free Speech Movement 45th Ann,

<http://www.youtube.com/watch?v=ul3umAiWm0>

Civil Rights Protest,

<http://www.youtube.com/watch?v=o54n7HXwOhc>

Watts Riots Project,

<https://www.youtube.com/watch?v=aJUS9aa0Yms>

La Bamba - Ritchie Valens,

<http://www.youtube.com/watch?v=WCXlp3D5NQA>

Chicano Rock! The Sounds of East LA,

<http://www.youtube.com/watch?v=nDF4eADcHJg>

Chicano rock and the original L.A. Eastside,

<http://www.youtube.com/watch?v=SDijNKy8kqg>

Angel Baby—Rosie & The

Originals, [http://www.youtube.com/watch?v=6LjxfNxbZM4&feature=PlayList&p=7CBA8E0D72784E1F&playnext=1&playnext\\_from=PL&index=28](http://www.youtube.com/watch?v=6LjxfNxbZM4&feature=PlayList&p=7CBA8E0D72784E1F&playnext=1&playnext_from=PL&index=28)

East LA Walkouts,

<http://www.youtube.com/watch?v=H7l0TMBp-Ys>

Student Walkout in East L.A., Democracy

Now, [http://www.democracynow.org/2006/3/29/walkout\\_the\\_true\\_story\\_of\\_the](http://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the)

A Drive Through Pilsen, Parts 1 and 2,

<http://www.youtube.com/watch?v=KbNpGzGverc>

Ibid,

<http://www.youtube.com/watch?v=YWGqrM8QrjM>

What is a Chicano?

<http://www.youtube.com/watch?v=v8npwn61ZXk&feature=related>

Chicano—Quest for a Homeland—Part 1 in 6

parts, <http://www.youtube.com/watch?v=RHQ4XS-DrqM>

Mexico City 1968,

<http://www.youtube.com/watch?v=ZUHM-MjmeCI>

2 de Octubre; Fotos Ineditas; México;

Tlatelolco, <http://www.youtube.com/watch?v=hmTfZkG71J4&feature=related>

Cesar Chavez - lost interview

series, <http://www.youtube.com/watch?v=REHiLryR1oE&feature=related>

Cesar Chavez: Embrace the Legacy (5 min. UFW

video), <http://www.youtube.com/watch?v=e7GCCBIgFaQ>

Cesar Chavez: Embrace the Legacy,

<http://www.youtube.com/watch?v=PxE-LFc6L0g&feature=channel>

Cesar Chavez,

[http://www.youtube.com/watch?v=rj4ya\\_Gyq80](http://www.youtube.com/watch?v=rj4ya_Gyq80)

The Life and Legacy of Cesar Chavez,

<http://www.youtube.com/watch?v=e7GCCBIgFaQ>

1965,

<http://www.youtube.com/watch?v=QKn9GdW5fi0>

Luis Váldez speaks at Chico State,

<https://www.youtube.com/watch?v=uZdOkTdqDAg>

El Teatro Campesino 2008 Actos Promo,

<http://www.youtube.com/watch?v=8Sr4P6woodk>

Voting rights Act of 1965,

<http://www.youtube.com/watch?v=vQ2j8zSxPgU&feature=related>

The Immigration Act of 1965 and its

Effects, <http://www.youtube.com/watch?v=1qohGn7vM0c&feature=related>

From Conjunto to “Little Joe”—Evolution of Tejano

Music! <http://www.youtube.com/watch?v=oqbjVWX8vp8>

George Carlin ~ The American Dream,  
<http://www.youtube.com/watch?v=acLW1vFO-2Q&NR=1>

Immigration | Family Visas | How Do I Bring a Family Member (Sibling) to the United States? <http://www.youtube.com/watch?v=FAAFvpXVPsw>

Sal Castro,  
<http://www.youtube.com/watch?v=GtZgXs0oftY>

SAL CASTRO & the 1968 East LA Walkouts,  
<http://www.youtube.com/watch?v=-3TKnj0fXZs>

Brown Berets, Our Fight, Our Time!  
<http://www.youtube.com/watch?v=o7LZyFIZ2mc>

Dr. José Angel Gutiérrez,  
<http://www.youtube.com/watch?v=4CfsFr5Rr08>

The Crystal City Walk Out of 1969,  
<http://www.youtube.com/watch?v=5AdpbVd7JeQ&feature=related>

Severita Lara, Crystal City Walkout  
Leader, [http://www.youtube.com/watch?v=sQIcz\\_2HgkE&feature=related](http://www.youtube.com/watch?v=sQIcz_2HgkE&feature=related)

Edcouch-Elsa Walkout school boycott 1968 CBS News Broadcast Walter Cronkite,  
<http://www.youtube.com/watch?v=xU-zQBvgn-k>

Nation of Aztlan Jose Angel Gutierrez,  
<http://www.youtube.com/watch?v=RM9uH4XgOmI>

Crystal City 1969,  
<http://www.youtube.com/watch?v=4CfsFr5Rr08>

Severita Lara, Crystal City Walkout  
Leader, [http://www.youtube.com/watch?v=sQIcz\\_2HgkE&feature=related](http://www.youtube.com/watch?v=sQIcz_2HgkE&feature=related)

Mexican - Chicano Revolution / Revolución  
Mexicana, <http://www.youtube.com/watch?v=TdWxK6tlmak&feature=related>

Corky Gonzales,  
<http://www.youtube.com/watch?v=sDkU3rUqGTo>

InnerCity Struggle: Ruben Salazar  
Award, <http://www.youtube.com/watch?v=qh7YQtjP4uo&feature=related>



The Tierra Amarilla Courthouse

Raid, <http://www.youtube.com/watch?v=phF376VK3ek&feature=related>

Tijerina - Fighting for the Land,

[http://www.youtube.com/watch?v=y-X0vVaG\\_PA](http://www.youtube.com/watch?v=y-X0vVaG_PA)

Mexico: The Frozen Revolution,

<http://www.youtube.com/watch?v=JnsmikR8P8M>

What is a Chicano?

<http://www.youtube.com/watch?v=v8npwn6lZXk&feature=related>

The Tierra Amarilla Courthouse

Raid, <http://www.youtube.com/watch?v=phF376VK3ek&feature=related>

Elizabeth "Betita" Martinez,

<http://www.youtube.com/watch?v=jLhGzPHhNeo>

I Am Joaquin,

<http://www.youtube.com/watch?v=qu-MXmsYk7M&feature=related>

Corky Gonzales Speaking to Students,

<http://youtube.com/watch?v=sDkU3rUqGTo>

Chicano Moratorium,

<http://www.youtube.com/watch?v=beQkgupCwSI>

Ruben Salazar,

<http://www.youtube.com/watch?v=qh7YQtjP4uo>

Chicano Moratorium,

<http://www.youtube.com/watch?v=famNeiosTVk>

Mexican - Chicano Revolution / Revolución

Mexicana, <http://youtube.com/watch?v=TdWxK6tlmak>

Chicano Moratorium,

<http://www.youtube.com/watch?v=famNeiosTVk&feature=related>

The Chicano Movement from 1960's to Today,

[http://www.youtube.com/watch?v=SzGvU\\_NAek4&feature=related](http://www.youtube.com/watch?v=SzGvU_NAek4&feature=related)

José Montoya, Artist and Poet, Sacramento,

CA, [https://www.youtube.com/watch?v=sz0ZY\\_KFMHo](https://www.youtube.com/watch?v=sz0ZY_KFMHo)

José Montoya reads “Irish Priests and Mexican Catholics,” [http://www.youtube.com/watch?v=m\\_3oLiUhCoc](http://www.youtube.com/watch?v=m_3oLiUhCoc)

Chicano Park Documentary,  
<http://www.youtube.com/watch?v=q1Upzodz7cs>

Boyle Heights - Murals - Brooklyn Ave -  
Footage, <http://www.youtube.com/watch?v=f5f9gCGRjvg>

Tucson: the City of Murals,  
<http://www.youtube.com/watch?v=j7ksyDL37QI>

#### IV. Discussion

1. How were the Great Depression and World War II pivotal in the transformation of the United States and the construction of the sixties? [Read Occupied America]
2. Which events contributed to a questioning of an American society based on white privilege?
3. Compose a profile of U.S. Mexican society in the years 1959-1965. What were the issues that its organizations were concerned with?
4. Discuss the Immigration Reform Act of 1965. What would the future implications of this law be? How had national origins been racist in design? How did family preferences differ from national origins?
5. How did the Vietnam War help forge the 1960s? What role did television play? What role did the military draft play?
6. Discuss César Chávez, Dolores Huerta, and the farm workers. How was this movement a bridge between the Chicano community and the larger society?
7. What was the legacy of the Mexican American Movement? What was the role of the school walkouts in Texas and California. What differences or nuances were developing between Texas and California?
8. The term perfect storm comes from the best-selling novel and motion picture, The Perfect Storm. It is based on an actual storm in October 1991 when three weather systems collided off the coast of Nova Scotia to create a storm of singular strength with waves over one hundred feet high. Some Chicano historians describe the Chicano Youth Movement as the perfect political storm. What part did precursors such as Francisca Flores and Chávez and Chicano leaders such as Reies Lopez Tijerina, José Angel Gutierrez, Rodolfo “Corky” Gonzalez, and Elizabeth “Betita” Marínez play in this “perfect storm”? How did they represent regional interests?

9. Why did youth call themselves Chicano? What was happening across the Southwest and Mexico from 1965-1970? What were the issues? How did the tactics used by youth differ from their parents?

10. Applying the metaphor of the “perfect storm,” how did it come together on August 29, 1970?

## Mini Course

### Module IX The Seventies: The Deconstruction of the '60s



Movimiento Estudiantil Chicanos de Aztlán  
University of Southern California 1970s  
Courtesy of the USC Library

1969 1970 1972 1973 1974 1975 1976 1977 1978 1979

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014)  
Chapter 14.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library: Acuña/Compeán, Part XIX Chicanos, the 1960s, and Heritage..

#### I. Introduction

The 1970s were a reaction to the reform era of the 1960s; corporate America again began an assault on efforts to level opportunity. Conservative governors such as California's Ronald Reagan spearheaded efforts to shift the cost of education and other social programs to the Middle Class or in some cases eliminate them. In the summer of 1969, presidential advisor Arthur Burns defined poverty as an "intellectual concept"; Nixon later appointed Burns to head the Federal Reserve and manage the nation's economy. Lewis Powell sent a "Confidential Memorandum: Attack on the Free Enterprise System" that called on corporate America to combat liberal theorists such as Ralph Nader. In 1978 William Simon in his book *A Time for Truth* urged corporate America to form conservative think tanks and foundations to lead the fight against reforms (and incidentally get tax write offs for the war on the poor and middle class).

A beginning of the reconstruction of the vocabulary of the sixties was launched. The victim was no longer a victim. The real victims of racism were white males. Our presidents had betrayed us by pulling out of Vietnam, and the protestors of the sixties were druggies intent on dragging down America. There was a denial that injustice existed. The white homeowner and commercial landowner were paying too much in taxes so the draconian Proposition 13 was passed in California.

Internationally the United States became more proactive and on September 11, 1973, the Counter Intelligence Agency spearheaded the overthrow of the constitutionally elected government of Chilean President Salvador Allende. As in the case of the Cold War after World War II, the enemy was defined as the communist. The un-American threat from within was the foreigner. The culprit was the Immigration Act of 1965 which abandoned the race engineering of the 1920s. In California the Dixon-Arnett (1971) and the Eilberg (1976) bills sought to criminalize the undocumented. With this came an assault on affirmative action in the Bakke decision of 1978 legalizing the notion of “reverse discrimination.”

The weight of U.S. foreign policy began to unravel its international hegemony. In July 1979, Anastasio Somoza Debayle Somoza resigned the presidency of Nicaragua and fled to Miami, ending over forty years of U.S. sponsored dictatorship in Central America. On November 4, 1979, Iranians seized 52 Americans and held them hostage for 444 days.

## II. Readings

Moyers & Company, “The Powell Memo: A Call-to-Arms for Corporations,” Bill Moyers, September 14, 2012,

<http://billmoyers.com/content/the-powell-memo-a-call-to-arms-for-corporations/>

Cisneros v. Corpus Christi Independent School District, The Handbook of Texas Online, <http://www.tshaonline.org/handbook/online/articles/CC/jrc2.html>

Jose Cisneros et al., Plaintiffs-Appellees, v. Corpus Christi Independent School District et al., Defendants-Appellants. United States Court of Appeals for the Fifth Circuit August 2, 1972, 467 F.2d 142,

<http://law.justia.com/cases/federal/appellate-courts/F2/467/142/154342/>

Chicano/Latino Art,

<http://pinterest.com/jgagonzalez/chicano-latino-arte/>

La Raza Unida Party In Texas,

<http://www.tshaonline.org/handbook/online/articles/war01>

MUJERES POR LA RAZA,

<http://www.tshaonline.org/handbook/online/articles/vimgh>

Raza Unida Party Collection, 1969-1979,

<http://www.lib.utexas.edu/taro/utlac/00102/lac-00102.html>

Chicano! History of the Mexican American Civil Rights Movement. Video. NLCC Educational Media, 1996. Journal for Multimedia History, Vo. 3 (2000), <http://www.albany.edu/jmmh/vol3/chicano/chicano.html>

Rosie Castro,  
[http://library.uta.edu/tejanovoices/xml/CMAS\\_123.xml](http://library.uta.edu/tejanovoices/xml/CMAS_123.xml)

Tejano Voices,  
<http://library.uta.edu/tejanovoices/>

Marta Coterá,  
<http://www.ncrw.org/content/presentation-chicana-por-mi-raza-uncovering-hidden-history-chicana-feminism>

Chicana/o,  
<http://forchicanachicanostudies.wikispaces.com/Chicana+Chicano+Public+Scholar>

The Tyranny of Words,  
<http://www.anxietyculture.com/tyranny.htm>

Words have consequences,  
<http://sundial.csun.edu/2011/01/sticks-and-stones-or-civility-words-have-consequences/>

Chicana Feminism,  
[http://www.umich.edu/~ac213/student\\_projects05/cf/history.html](http://www.umich.edu/~ac213/student_projects05/cf/history.html)

“Remembering a Revolutionary Mujer Compañera Magdalena Mora,”!La Verdad!, <http://uniondelbarrio.org/lvp/newspapers/97/janmay97/pg01.html>

Lucy R. Moreno Collection, 1971–1997, University of Texas Austin, <http://www.lib.utexas.edu/taro/utlac/00103/lac-00103.html>

Interview Marta Coterá,  
[http://www.umich.edu/~ac213/student\\_projects05/cf/interview.html](http://www.umich.edu/~ac213/student_projects05/cf/interview.html)

Dictionary of Literary Biography on Dorinda Moreno, Book Rags, <http://www.bookrags.com/biography/dorinda-moreno-dlb/>

Flor Y Canto, University of Southern California 1973,  
<http://readraza.com/florycanto/index.htm>

Rosa Rosales, Interview by José Angel Gutiérrez, University of Texas Arlington, Tejano Voices, [http://library.uta.edu/tejanovoices/xml/CMAS\\_045.xml](http://library.uta.edu/tejanovoices/xml/CMAS_045.xml)

Key profiles, Bios & Links Blog,  
<http://key-profiles.blogspot.com/2006/10/profile-rosa-rosales-lulac-national.html>

President of LULAC on Homies Nation TV,  
<http://www.youtube.com/watch?v=2JB63EseIJ4>

Chicano Liberation,  
<http://www.marxists.org/history/etol/document/swp-us/chicanlib2.htm>

JENNIFER G. CORREA, "CHICANO NATIONALISM: THE BROWN BERETS AND LEGAL SOCIAL CONTROL," Kingsville, TX, Texas A&M University, Master of Arts, 2006,  
<http://digital.library.okstate.edu/etd/umi-okstate-1878.pdf>

The Puerto Rican Young Lord's Position on Women's Liberation (May 1971), Palante, 17,  
[http://younglords.info/resources/position\\_paper\\_on\\_women.pdf](http://younglords.info/resources/position_paper_on_women.pdf) (accessed November 8, 2009, [http://younglords.info/resources/position\\_on\\_womens\\_liberation\\_may1971.pdf](http://younglords.info/resources/position_on_womens_liberation_may1971.pdf))

Peter Leyden and Simon Rosenberg, "The 50-Year Strategy," Mother Jones (November–December 2007),  
<http://www.motherjones.com/politics/2007/10/50-year-strategy-new-progressive-era-no-really>

How COINTELPRO Helped Destroy the Movements of the 1960s,  
[http://www.thirdworldtraveler.com/Third\\_World\\_US/COINTELPRO60s\\_WAH.html](http://www.thirdworldtraveler.com/Third_World_US/COINTELPRO60s_WAH.html)

How COINTELPRO Helped Destroy the Movements of the 1960s, <http://whatreallyhappened.com/RANCHO/POLITICS/COINTELPRO/USDomCovOps1.html>

WAR AT HOME: Covert Action Against U.S. Activists and What We Can Do About It, [http://www.whale.to/b/glick\\_b.html#The\\_Chicano\\_and\\_Puerto\\_Rican\\_Movements](http://www.whale.to/b/glick_b.html#The_Chicano_and_Puerto_Rican_Movements)

Classified U.S. State Department Documents on the Overthrow of Chilean President Salvador Allende, 1973, Peter Kornbluh, Chile and the United States: Declassified Documents Relating to the Military Coup, National Security Archive, New Declassified Details on Repression and U.S. Support for Military Dictatorship, <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB185/index.htm>

"New Kissinger, 'Telcons' Reveal Chile Plotting at Highest Levels of U.S. Government," National Security Archive Electronic Briefing Book No. 255, <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB255/index.htm>

Ben Johnson, "The 1965 Immigration Act: Anatomy of a Disaster" Front Page Magazine, <http://www.frontpagemag.com/Printable.aspx?ArtId=20777>

Geoffrey S. Smith, "Nativism," Encyclopedia of American Foreign Policy, 2002, <http://www.encyclopedia.com/topic/nativism.aspx>

Fred Soto, "Racist anti-Mexican Immigration Laws," Whitehouser (May 1st, 2007), <http://whitehouser.com/politics/dictionary-for-immigrant-applicants/>

Numbers and Geographic Distribution, Center for Immigration Studies, <http://www.cis.org/articles/2001/mexico/numbers.html>

The Story of the Movement, American Experience, PBS, [http://www.pbs.org/wgbh/amex/eyesonthepize/story/22\\_bakke.html](http://www.pbs.org/wgbh/amex/eyesonthepize/story/22_bakke.html)

Chicana/o Studies, <http://forchicanachicanostudies.wikispaces.com/Chicana+Chicano+Studies>

National Association for Chicana and Chicano Studies, <http://www.naccs.org/>

RICHARD RODRIGUEZ, "Inside The Mexican-American Middle Class : Success Stories : Voices From an Emerging Elite," Los Angeles Times (November 06, 1988), [http://articles.latimes.com/1988-11-06/magazine/tm-85\\_1\\_middle-class](http://articles.latimes.com/1988-11-06/magazine/tm-85_1_middle-class)

Gregory Rodriguez, "Mexican Americans Are Now Just Family," New America Foundation (July 30, 2000), <http://www.newamerica.net/node/5871>

William C. Velásquez: 1944-1988, <http://www.wcvi.org/wcvbio.htm>

The Mexican-American Boom: Births Overtake Immigration (July 14, 2011), <http://pewhispanic.org/reports/report.php?ReportID=144>

William Velasquez, Edward Brown Jr., Joseph Smith, James Buskey, Abigail Turner, Robert Woods, "Voting Problems and Solutions," Southern Changes. Volume 4, Number 1, (1981), pp. 28-33, [http://beck.library.emory.edu/southernchanges/article.php?id=sc04-1\\_014](http://beck.library.emory.edu/southernchanges/article.php?id=sc04-1_014)

Isaac William Martin, "Proposition 13 Fever: How California's Tax Limitation Spread," California Journal of Politics and Policy, Vol. 1 [2009], Iss. 1, Art. 17, pp. 1-17, <http://web.pdx.edu/~stipakb/download/PA511/Propostion%2013%20Fever.pdf>

Proposition 13 Property Tax Amendment (1978) (March 2004), Ed-Data, <http://www.ed-data.k12.ca.us/Articles/Article.asp?title=Proposition%2013>

Rodríguez v. San Antonio ISD. Handbook of Texas Online, <http://www.tshaonline.org/handbook/online/articles/RR/jrrht.html>



“Rancher in Plea to High Court in Case of Tortured Mexicans,” New York Times (December 5, 1982). United States of America, Plaintiff-Appellee, v. Patrick W. Hanigan, Defendant-Appellant, No. 81-1262. 681 F2d 1127 (1982),  
<http://openjurist.org/681/f2d/1127/united-states-v-w-hanigan>

People and Events: The Iranian Hostage Crisis, November 1979–January 1981,  
<http://www.pbs.org/wgbh/americanexperience/features/general-article/carter-hostage-crisis/?flavour=mobile>

### III. You Tube Lectures

SF State Third World Student Strike,  
<http://www.youtube.com/watch?v=7ar2i-G5O-0&feature=related>

Student Unrest at SF State College and S.I.  
Hayakawa, <http://www.youtube.com/watch?v=rYeCIaVGM9E&feature=related>

CSUN student political activism 1960s/70s “The Storm at Valley State,” [http://www.youtube.com/watch?v=NB3s\\_3RDEIc](http://www.youtube.com/watch?v=NB3s_3RDEIc)

Miguel Durán, Unrest Documentary: Full  
Movie, <http://www.youtube.com/watch?v=erf3j3UOmWE>

Anahuac Women Speak: Reclaiming The Liberation  
Struggle, <http://www.youtube.com/watch?v=S3rFM2AJpCc>

Chicano Photographer [A higher resolution version is available],  
<http://www.youtube.com/watch?v=NH9IVgLQAN8>

Chicano Park,  
<http://www.youtube.com/watch?v=beC0kFzsdSs>

Chicano Justice,  
<http://www.youtube.com/watch?v=DgRhEUqMVEM>

President Salvador Allende: The Last Speech,  
<http://www.youtube.com/watch?v=4YUx5Zp0Z9A>

La CIA en la caída de Salvador Allende Disparen sobre Santiago CHILE,  
<http://www.youtube.com/watch?v=GLRneDXxrm4>

The Overthrow of Democratic Chile Part 1 (Salvador Allende),  
<http://www.youtube.com/watch?v=X6kkalfy9wU>

Latina Pride,  
<http://www.youtube.com/watch?v=31DwxAYZ85I&feature=related>

Brown Berets,  
<http://www.youtube.com/watch?v=zMIll61lD7o>

The Brown Berets,  
<http://www.youtube.com/watch?v=n-ARRa-mFYM&feature=related>

Brown Berets historical pictures,  
<http://www.youtube.com/watch?v=zMIll61lD7o>

Ask a Mexican responds to Top Gear anti-Mexican  
remarks! <http://www.youtube.com/watch?v=egTcUbmUipg>

Why DID Mexicans have too many  
babies? [http://www.youtube.com/watch?v=fyi6CC\\_h8Fc&feature=related](http://www.youtube.com/watch?v=fyi6CC_h8Fc&feature=related)

All in the Family - Archie Bunker Meets Sammy  
Davis, [http://www.youtube.com/watch?v=O\\_UBgkFHm8o](http://www.youtube.com/watch?v=O_UBgkFHm8o)

All in the Family "Jefferson , Archie, and  
Santa," <http://www.youtube.com/watch?v=HjY7fTKBd8E&feature=related>

Borderline Racist 1960s Jell-O  
Ad, <http://www.youtube.com/watch?v=jCKxWQCs3f0&feature=related>

Shocking 1950s  
Commercial! <http://www.youtube.com/watch?v=9Q1gksqqhLU&feature=related>

Frito Bandito TV Commercial 60s,  
[http://www.youtube.com/watch?v=\\_jftHrIClew](http://www.youtube.com/watch?v=_jftHrIClew)

1972 Doritos TV commercial - This ran a long time,  
<http://www.youtube.com/watch?v=8337zZQUCs8>

Frito Bandito TV Commercial 1960s,  
<http://www.youtube.com/watch?v=KSVkOl-5dZw>

Racist Commercial,  
<http://www.youtube.com/watch?v=ypIbTpnuNgg&feature=related>

Little Black Sambo,  
[http://www.youtube.com/watch?v=qSfGvptL\\_TY](http://www.youtube.com/watch?v=qSfGvptL_TY)

Shaft trailer (1971),

<http://www.youtube.com/watch?v=NiCB2isZcRM>

Little rascals,,, racist watermelon scene?? u

Decide, <http://www.youtube.com/watch?v=iev8kRsnNwU>

Arizona racist white ladies threaten Mexican people . RACISM EXPOSED, <http://www.youtube.com/watch?v=BR4hqKzlgWA>

Watergate- The Fall of a President,  
<http://www.youtube.com/watch?v=bixem6K5thg>

The Doors - The End (Vietnam War Slideshow),  
<http://www.youtube.com/watch?v=K1s6UYxB5Wc>

Allan Bakke, Patrick Chavis and Affirmative Action, <http://www.youtube.com/watch?v=shMdWYjVmCQ>

California Chief Justice Rose Bird Loses Election, <http://www.youtube.com/watch?v=Kd162US36to>

Proposition 13: A California Legacy,  
<http://www.youtube.com/watch?v=HMY6NCiZ54M>

Forced Sterilizations of American Indian Women, <http://www.youtube.com/watch?v=WadjMamG4eQ>

Reproductive Justice for Latinas: Coerced, Forced, and Involuntary Sterilization, <http://www.youtube.com/watch?v=tShnkBmoe3Y>

S. O. B.,  
[http://www.youtube.com/watch?v=odRqoMZRM\\_Y](http://www.youtube.com/watch?v=odRqoMZRM_Y)

The 1973 Oil Crisis,  
<http://www.youtube.com/watch?v=86rkqW6PuhI>

Paulo Freire: liberation theology and Marx (subtitled),  
<http://www.youtube.com/watch?v=1Wz5y2V1af0>

Anthony Lake, Somoza Falling (Boston, MA: Houghton Mifflin, 1989), 94, 186, 260, 273. Anastasio Somoza Debayle,  
<http://www.youtube.com/watch?v=TDRWSFroSbk&feature=related>

The Iranian Hostage Crisis,  
<http://www.youtube.com/watch?v=gGUI7kDLsQo>

U.S. Interventions: 1945–2000,  
Metacafe, [http://www.metacafe.com/watch/1181268/u\\_s\\_interventions\\_1945\\_2000/](http://www.metacafe.com/watch/1181268/u_s_interventions_1945_2000/)

#### IV. Discussion

1. Discuss the successes and failures of La Raza Unida Party. Many of its members believed that through the unity of Chicanos they could bring about a transformation of society. Do you agree or disagree and why? What were the differences between Texas and California?
2. A natural outgrowth of the Sixties was the rise of Chicana feminist voices. Many of the voices believed that they could transform society through addressing feminist issues. What debt do we owe this sector of the movement?
3. What was Chicano nationalism? What were its strengths and weaknesses? What debt do all Latinos in the United States owe the Chicano Youth Movement and the Mexican American Movement before it? After reading your text and examining the census data, what changes did the Chicano Movement make that contributed to the growth of a Chicana/o Middle Class?
4. What is the importance of defining words such as “racism,” “equality,” “civil rights,” etc.? What role did the media and the right wing’s redefinition of these words in the 1970s play in deconstructing the 1960s? How did the redefinition that began in the 1970s and the dismissing of the word Chicano accelerate this deconstruction?
5. Why did American Racist Nativism increase after 1973? What was the reaction of Chicanos and Chicanas to this assault? See *Occupied America* and *Acuña/Compeán EBook Anthology*
6. What role did the media, government, and the marketplace play in deconstructing the word Chicano? *Occupied America* discusses the TV Sit-com “All in the Family.” What role did television have in the deconstruction of racism? How was the Bakke Case and the claim of “reverse racism” similar to the deconstruction of the word Chicano? Go to [youtube.com](http://youtube.com) and search for All in the Family view two episodes. Would you rather be Shaft or Sambo?
7. How did education and politics reshape the Chicano agenda? Did the middle-class play a role and how? Do the following pieces differ from Acuña’s thesis of the Age of the Brokers?
8. Willie Velásquez, founder of the Southwest Voter and Education Project use to say “register, vote them, and elect them.” What was the strength of this concept? What were the weaknesses?
9. How did Chicana/o Studies develop? What was its role in the creation of a Latino middle-class?
10. Assess the state of Chicanos in the United States in 1979. Take an inventory on the number of elected officials of Mexican extraction. What had the Chicano Movement and Mexican American and Chicano Youth Movements accomplished? Would people of Mexican origin in the United States be where they are today without the struggles of the past?



## Mini Course

### Module X Becoming a National Minority: 1980–2001

1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014)  
Chapter 15

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience* [Three Volumes] (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library. Part XIX: Chicanos, the 1960s, and Heritage. Part XX: Latinos, 1980–Present.

#### I. Introduction

In 1980, the new Hispanic leaders declared the 1980s the “Decade of the Hispanic.” The term Chicano was no longer in vogue with many Mexican Americans downplaying the achievements of the Chicano Generation. The reasons for this are many: first Chicanas/os never succeeded in convincing the new immigrants of their legacies which included greater access to U.S. institutions; immigrants not knowing the history of the Civil Rights struggle clung to old definitions of Chicano that they equated with chicanery; and finally, the beer companies and middle-class Latino organizations saw the benefits of competing with African Americans for the title of the largest minority in the United States.

At the beginning of the decade, the U.S. Census reported 8.8 million Mexican-origin residents of the United States in just two states, California, and Texas. Illinois and Arizona together contributed another 9 percent, to account for 82 percent of the total Mexican-American population. Of Mexican Americans counted in the 1980 census, 74 percent were native born. By the middle of the decade, Latino representation increased due to community pressure and enforcement of the 1965 Voter Rights Act. This created the illusion of power, and a shift away from the civil rights history forged by the Mexican American, Chicano, and Puerto Rican movements. The “beautiful people,” who appeared on magazine covers became the new heroes.

By the 1980s the deindustrialization of the economy brought bad times. Low paying jobs in light industry replaced well-paid union jobs in heavy industry. The new immigrants driven by worsening conditions in their home countries took these jobs that native born Americans shunned. As a consequence, the foreign-born population increased from 9.6 million in 1970 to 22.8 million twenty-four years later. Mexican immigrants were 43 percent of documented immigrants from Latin America in 1988—joined by waves of Central Americans driven from their homes by civil wars. At least 300,000 Salvadorans and 50,000 Guatemalans lived in Los

Angeles alone by the mid-80s. Contrary to nativist propaganda, these foreign born immigrants kept the economy healthy in places like Los Angeles.

Nevertheless, California Nativists responded by passing the “English Is the Official Language” proposition in 1986. That same year Congress passed the Immigration Reform and Control Act (IRCA), which included employer sanctions, stronger border enforcement, and amnesty for undocumented immigrants. By the end of the decade, some 2.96 million had applied for amnesty (about 70 percent were Mexican). This Act did not stem the migration from Mexico and Central America largely because of the economic and political policies of the U.S. Added to this was the fact that the U.S. sponsored wars in Central America, destabilizing those economies, and bankrupting Mexico.

As the Berlin Wall came down in 1989, the United States began building its own walls on the Mexican border. In 1990, the Defense Department built an 11-mile fence in the San Diego area as part of this war on drugs. Two years later, the Army Corps of Engineers announced plans to place scores of floodlights along a 13-mile strip of border near San Diego to “deter drug smugglers and illegal aliens.” President Bill Clinton launched “Operation Gatekeeper,” sealing the western San Diego County border and forcing undocumented immigrants to cross the suicidal terrain to the east.

Trade union membership declined nationally, with overall private sector union participation falling below 15 percent. In contrast, the new immigrants joined trade unions that had once discriminated against them. The immigrant brought a militancy that challenged anti-immigrant policies of the labor internationals. Immigrants filled the ranks of the Hotel and Restaurant Employees Union (HERE), the International Ladies Garment Workers Union (ILGWU), and Justice for Janitors.

By 1990, the Mexican-American population increased to 14.5 million. The protection of the foreign born was a priority among Mexican American and Latino activists. Casa Autónoma-Hermandad General de Trabajadores (CASA-HGTC) and La Raza Unida in Texas were training grounds for these activists—many of whom became elected officials and union organizers. In California tens of thousands turned out to protest Proposition 187 (1994) that denied immigrants public services, Proposition 209 (1996) that killed affirmative action, and Proposition 227 (1998) that abolished bilingual education.

During the 1990s, Mexican origin peoples spread through the United States. Los Angeles had 4.2 million Latinos; Harris County, Texas (includes Houston) and the Chicago areas had over a million each. The median age of Mexicans was just over 24 years, well behind the national median of 36 years. Latinos nationally were on average 25.9 years old, almost ten years below the national median. Second-generation Mexican-Americans were much more likely to complete high school than Mexican immigrants. On the other hand, they lagged behind Euro-Americans. At least one-fourth of second- and third-generation Mexican Americans did not completed high school. Poverty took its toll; poor housing and bad schools were the rule in predominately Mexican and Latino neighborhoods. Lastly, the American labor offers limited opportunities to the unskilled. Still while Mexican Americans had one of the highest work participation records

among U.S. residents, a national poll in 1990 found that they were second only to blacks as being stereotyped as being lazy and living off welfare.

The Mexican American community was larger than Ireland (4.5 million), Israel (6.5 million), Sweden (9 million) and Norway (4.6 million) combined in terms of numbers. Because many Mexicans had been in the United States before the 1848 takeover, the community developed long standing institutions and an identity. In terms of organizations, it had the largest network of any of the Latino groups, as well as a tradition of fighting for civil rights. Because of the struggle of the Mexican American and then the Chicano generations, Mexican and Latino immigrants were able to assimilate into an environment where there were entitlements for them to go to school and equal access to many institutions. For example, the number of Latino university students was negligible in 1968, but because of intense struggle, thousands were attending universities in the twenty-first century—but it must be remembered, it was not given to them.

There was also a greater acceptance of Mexicanas and Latinas who in greater numbers were elected to public office and headed trade unions and other organizations. The struggles of the late 1960s had politicized the community and many of the feminist leaders came out of the activist core. Finally, Chicano Studies evolved as a field of study with major universities accrediting Chicano studies departments and programs. In recognition of the equality of women, the name of the National Association for Chicano Studies was changed to the National Association for Chicana and Chicano Studies (NACCS). The feminist movements of the past had a profound influence on Mexican American and immigrant women. All of this was a product of sacrifice and struggle; witness the University of California Los Angeles 1993 Chicano 14-day hunger strike and the massive marches beginning in 1994 protesting Proposition 187, the draconian anti-immigrant California proposition.

## II. Readings

Diane G. Thomas, “Hispanic Voter Project at Johns Hopkins University,” <http://learningtogive.org/papers/paper242.html>

Antonio Gonzalez, The Rise of the California Latino Vote, Willie Velasquez Institute, [www.wcvi.org/data/election/PR\\_021108\\_CALatinoVote.doc](http://www.wcvi.org/data/election/PR_021108_CALatinoVote.doc)

Impact of Proposition 209 in California Higher Education, [http://www.streetlaw.org/en/landmark/cases/regents\\_of\\_the\\_u\\_of\\_california\\_v\\_bakke](http://www.streetlaw.org/en/landmark/cases/regents_of_the_u_of_california_v_bakke)

The Hispanic Population: Census 2000 Brief May 2001, U.S. Census, <http://www.census.gov/prod/2001pubs/c2kbr01-3.pdf>

Rafael Valdivieso, “Demographic Trends of the Mexican-American Population: Implications for Schools. ERIC Digest,” ERIC Clearinghouse on Rural Education and Small Schools Charleston WV. ED321961 (September 1990), <http://www.ericdigests.org/pre-9217/trends.htm>



The Hispanic Population: Census 2000 Brief May 2001, U.S. Census, <http://www.census.gov/prod/2001pubs/c2kbr01-3.pdf>

Center for Latin American, Caribbean, and Latino Studies: Latino Population of the U.S. Data Bases, Census 2000, <http://web.gc.cuny.edu/lastudies/census2000data/Latinodatabases.htm>

Make Coors pay for funding racism! Defend Affirmative Action Defend the Victory in Grutter v. Bollinger! <http://www.bamn.com/boycott-coors/>

About Hopwood, University of Texas Law Library, <http://tarltonguides.law.utexas.edu/content.php?pid=98968&sid=742769>

Leslie Yalof Garfield, "Hopwood v. Texas: Strict in Theory or Fatal in Fact," School of Law, Pace Law Faculty Publications, 1997, <http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1519&context=lawfaculty>

"A Look at the Forces Behind the Anti-Immigrant Movement," Democracy Now, [http://www.democracynow.org/2007/5/2/a\\_look\\_at\\_the\\_forces\\_behind](http://www.democracynow.org/2007/5/2/a_look_at_the_forces_behind)

Excerpt James Crawford, "Hispanophobia," Chapter 6, in Hold Your Tongue: Bilingualism and the Politics of "English Only" (Reading, MA: Addison Wesley Publishing Company, 1993), <http://www.languagepolicy.net/archives/HYTCH6.htm>

Edward R. Roybal, "Hispanic Americans in Congress, 1822–1995," <http://www.loc.gov/rr/hispanic/congress/roybal.html>

MALDEF, Mexican American Legal Defense and Education Fund, <http://www.maldef.org/>

Ted Robbins, "1980 Race Set Tone for Richardson's Political Future," NPR, September 13, 2007, <http://www.npr.org/templates/story/story.php?storyId=14361319>

Peter Lumsdaine, "U.S. Involvement in Mexico..." <http://www.guidetoaction.org/magazine/april96/mexico.html>

North American Free Trade Agreement (NAFTA), Public Citizen, <http://www.citizen.org/trade/nafta/>

David Argen, "Bishop Samuel Ruiz Garcia, 86, champion of indigenous, dies in Mexico," Catholic News Service, <http://www.catholicnews.com/data/stories/cns/1100290.htm>

David Johnston, "Bush Pardons 6 in Iran Affair, Aborting a Weinberger Trial; Prosecutor Assails 'Cover-Up,'" New York Times on the Web, December 25, 1992, <http://www.nytimes.com/learning/general/onthisday/big/1224.html>

Iran-Contra Affair,  
<http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-iran/>

The Contras, Cocaine, and Covert Operations, National Security Archive Electronic Briefing Book No. 2, George Washington University, <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB2/nsaebb2.htm>

Chris Isidore, "Illegal workers: good for U.S. economy. The U.S. has benefited from illegal immigrants, most economists say, though some low-skilled workers have been hurt," CNNMoney.com (May 1, 2006), [http://money.cnn.com/2006/05/01/news/economy/immigration\\_economy/index.htm](http://money.cnn.com/2006/05/01/news/economy/immigration_economy/index.htm)

David Kirsch, "Death Squads in El Salvador: A Pattern of U.S. Complicity," Covert Action Quarterly, Summer 1990, [http://www.thirdworldtraveler.com/US\\_ThirdWorld/deathsquads\\_ElSal.html](http://www.thirdworldtraveler.com/US_ThirdWorld/deathsquads_ElSal.html)

El Salvador: Civil War, PBS,  
<http://www.pbs.org/itvs/enemiesofwar/elsalvador2.html>

Civil War in El Salvador, Macrohistory and World Report, <http://www.fsmitha.com/h2/ch24salvador.htm>

Oscar Romero, "Sermons and Writings of Victor Shepherd," <http://www.victorshepherd.on.ca/Heritage/Oscar%20Romero.htm>

CAUSA,  
<http://www.csun.edu/cas/causa.html>

CSUN Central American Studies,  
<http://www.csun.edu/catalog/centralamericanstudies.html>

Ron Rhodes, "Christian Revolution in Latin America: The Changing Face of Liberation Theology" Part One in a Three-Part Series on Liberation Theology, Reasoning from the Scriptures Ministries," <http://home.earthlink.net/~ronrhodes/Liberation.html>

Tom Gibb, "US Role in Salvador's Brutal War," BBC News/America (March 24, 2002), <http://news.bbc.co.uk/2/hi/americas/1891145.stm>

Audio: Virginia Burnett, "The United States and the Salvadoran Civil War," Harry Ransom Center, University of Texas Austin, <http://www.hrc.utexas.edu/multimedia/audio/2008/elsalvador/transcript.html>

Manuel Galvan, "Hispanics in Chicago from Central America Take First Steps to Political Empowerment,"

<http://www.lib.niu.edu/1993/ii931134.html>

Nicaraguan Sandinistas, Latin American

Studies, <http://www.latinamericanstudies.org/sandinistas.htm>

Boland Amendment - Definition and Overview,

WorldIQ.com, [http://www.wordiq.com/definition/Boland\\_Amendment](http://www.wordiq.com/definition/Boland_Amendment)

Contra Insurgency in Nicaragua, 1981–1990,

onWar.com, <http://www.onwar.com/aced/data/november/nicaragua1981.htm>

Lawrence E. Walsh, Independent Counsel, "Final Report of the Independent Counsel for Iran/Contra Matters," in Volume I: Investigations and Prosecutions, August 4, 1993

(Washington, D.C., United States Court of Appeals for the District of Columbia Circuit Division for the Purpose of Appointing Independent Counsel, Division No. 86–

6), <http://www.fas.org/irp/offdocs/walsh/>

"Guatemala Civil War 1960–1996,"

GlobalSecurity.org, <http://www.globalsecurity.org/military/world/war/guatemala.htm>

"A 'Killing Field' in the Americas: US policy in Guatemala," Third World

Traveler, [http://www.thirdworldtraveler.com/US\\_ThirdWorld/US\\_Guat.html](http://www.thirdworldtraveler.com/US_ThirdWorld/US_Guat.html)

"MAQUILADORAS," Handbook of Texas

Online, <http://www.tshaonline.org/handbook/online/articles/MM/dzm2.html>

Diego Cevallos, "Mexico: Toll of Murdered Young Women Tops 300," IPS: Corporate Watch (February 20, 2003),

<http://www.corpwatch.org/article.php?id=5632>

James M. Cypher, "Mexico: Financial Fragility or Structural Crisis?" Journal of Economic Issues 30, no. 2 (June 1996): 454–55. Ivan Light, "How Los Angeles Deflected Mexican Immigrants to

the American Heartland," Migration Information Source (October 2007),

<http://www.migrationinformation.org/Feature/display.cfm?id=645>

James Crawford, "California Vote Gives Boost to 'English-Only' Movement," Education Weekly (April 1, 1987),

<http://www.edweek.org/ew/articles/1987/04/01/27useng.h06.html>

An Act to amend the Immigration and Nationality Act to revise and reform the immigration laws, and for other purposes,

<http://www.justice.gov/eoir/IRCA.pdf>

Immigration Reform and Control Act of 1986,  
Answers.com, <http://www.answers.com/topic/immigration-reform-and-control-act-of-1986>

A Special Report by the Center for New Community, American Immigration Control, Center for New Community,  
2, [http://www.buildingdemocracy.org/reports/American\\_Immigration\\_Control.pdf](http://www.buildingdemocracy.org/reports/American_Immigration_Control.pdf)

Rodolfo F. Acuña, “Fact from Opinion: La Raza Studies: A fact is something that can be supported by evidence; an opinion is a belief that may or may not be backed up by evidence,” on LatinoLA (January 26, 2011),  
<http://latinola.com/story.php?story=9226>

Joan Moore, “Latina/o Studies: The Continuing Need for New Paradigms,” Occasional Paper No. 29, Julian Samora Research Institute, December 1997,  
<http://jsri.msu.edu/upload/occasional-papers/oc29.pdf>

John Tanton to WITAN IV Attendees, October 10, 1986, Intelligence Report Summer 2002 Southern Poverty Law Center,  
<http://www.splcenter.org/intel/intelreport/article.jsp?sid=125>

Robert W. Fox, “Neighbors’ Problems, Our Problems: Population Growth in Central America,” Negative Population Growth (NPG) Forum Series, [http://www.npg.org/forum\\_series/BalancingHumansInTheBiosphere.pdf](http://www.npg.org/forum_series/BalancingHumansInTheBiosphere.pdf)

Gloria Molina interviewed by Carlos Vásquez (1944), Courtesy of the Department of Special Collections/UCLA Library, Calisphere (1990), [http://content.cdlib.org/xtf/view?docId=hb8b69p65d&chunk.id=div00011&brand=calisp+here&doc.view=entire\\_text](http://content.cdlib.org/xtf/view?docId=hb8b69p65d&chunk.id=div00011&brand=calisp+here&doc.view=entire_text)

hip Jacobs, “Return of the Native,” Los Angeles City Beat (April 7, 2005), <http://chipjacobs.com/articles/profiles/return-of-the-native/>

Cheryl Dahle, “Social Justice—Ernesto Cortes Jr.,” Fast Company (December 19, 2007), <http://www.fastcompany.com/magazine/30/cortes.html>

John P Schmal, “Chicano Representation: Coming into their own (1975–1984),” HispanicVista.com, <http://www.hispanicvista.com/HVC/Columnist/jschmal/071805jpschmal1.htm>

Stanley Renshon, “The Debate Over Non-Citizen Voting: A Primer,” Center for Immigration Studies (April 2008),  
[http://www.cis.org/noncitizen\\_voting\\_primer.html](http://www.cis.org/noncitizen_voting_primer.html)

Rob Paral, “Immigration Publications,” Research and Evaluation for Family and Community Development,  
<http://www.robparal.com/Publications.html>

Mark Hugo Lopez, "The Latino Electorate in 2010: More Voters, More Non-Voters," Pew Hispanic Center (April 26, 2011),  
<http://pewhispanic.org/reports/report.php?ReportID=141>

A History of Hispanic Achievement in America-Cesar Chavez, Cesar Chavez Foundation, [http://www.chavezfoundation.org/cms.php?mode=view&b\\_code=00101300000000&b\\_no=47](http://www.chavezfoundation.org/cms.php?mode=view&b_code=00101300000000&b_no=47)

Rakesh Kochhar, "Wage Growth Lags Gains in Employment: Latino Labor Report, First Quarter 2004," Pew Hispanic Center (June 16, 2004), <http://pewhispanic.org/reports/report.php?ReportID=33>

Labor Community Strategy Center,  
<http://www.thestrategycenter.org/project/bus-riders-union>

"U.S.-Born Hispanics Increasingly Drive Population Developments," Pew Hispanic Center, <http://pewhispanic.org/files/factsheets/2.pdf>

For Business: Making Full Use of the Nation's Human Capital. Fact-Finding Report of the Federal Glass Ceiling Commission Release by the Department of Labor," March 1995, Washington, DC, [http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1118&context=key\\_workplace](http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1118&context=key_workplace)

About Cherríe Moraga, [http://www.cherriemoraga.com/index.php?option=com\\_content&view=section&layout=blog&id=5&Itemid=53](http://www.cherriemoraga.com/index.php?option=com_content&view=section&layout=blog&id=5&Itemid=53)

Gloria Anzaldúa, *Borderlands/La Frontera, The New Mestiza*, 3d ed. (San Francisco, CA: Aunt Lute Books, 2007). Gloria Anzaldúa, <http://almalopez.com/projects/ChicanasLatinas/anzalduagloria5.html>

Margherita Ghiselli, "Exploring queer racism, Chicano homophobia," *The Daily Pennsylvanian*, (April 1, 2003),  
<http://thedp.com/node/36167>

"A National Perspective of the HIV/AIDS Epidemic on Hispanics/Latinos in the U.S.," National Latino AIDS Awareness Day,  
[http://www.latinoaids.org/downloads/hiv\\_on\\_latinos\\_us.pdf](http://www.latinoaids.org/downloads/hiv_on_latinos_us.pdf)

Éva Eszter Szabó, "The Clash of American Civilizations: The U.S. and the Latino Peril," *Americana* Vol 3, No. 1 (Spring 2007),  
<http://americanajournal.hu/vol3no1/szabo>

Ilan Stavans, "The United States of Mestizo," HUMANITIES Volume 31, Number 5 (September/October 2010),

<http://www.neh.gov/news/humanities/2010-09/Mestizo.html>

Susannah Fox and Gretchen Livingston, "Hispanics with lower levels of education and English proficiency remain largely disconnected from the internet," Pew Hispanic Center (March 14, 2007),

<http://pewhispanic.org/files/reports/73.pdf>

"Hispanics with lower levels of education and English proficiency remain largely disconnected from the internet," Pew Hispanic Center, (March 14, 2007),

<http://pewhispanic.org/files/reports/15.4.pdf>

"The 2004 National Survey of Latinos: Politics and Civic Participation," Pew Hispanic Center (July 2004),

<http://pewhispanic.org/files/reports/33.1.pdf>

MEChA Chairman Spills the Beans on Right wing targets

MEChA, <http://americanpatrol.com/MECHA/AZTLAN.html>

Rakesh Kochhar, Roberto Suro and Sonya Tafoya, "New Latino South: Strategies needed for challenges arriving with immigrants," "The New Latino South: The Context and Consequences of Rapid Population Growth," Hispanic Pew Research Center, July 26,

2005, <http://www.pewhispanic.org/files/reports/50.pdf>

Jeffrey Passel, "Unauthorized Migrants: Numbers and Characteristics," Pew Hispanic Center (June 14, 2005),

<http://pewhispanic.org/reports/report.php?ReportID=50>

Richard Fry, "Measuring the Challenge Hispanic Youth Dropping Out of U.S. Schools," Pew Hispanic Center (June 12, 2003),

<http://pewhispanic.org/reports/report.php?ReportID=23>

Tim Whitmire, "Hispanics mostly see South as a place to get jobs," Hispanic Trending (November 26,

2005), [http://juantornoe.blogs.com/hispanictrending/2005/12/hispanics\\_mostl.html](http://juantornoe.blogs.com/hispanictrending/2005/12/hispanics_mostl.html)

"Demographic Profile of Hispanics in South Carolina, 2010," <http://pewhispanic.org/states/?stateid=SC>

Antonieta Berriozabal, Tejano

Voices, <http://library.uta.edu/tejanovoices/interview.php?cmasno=033>

Severita Lara, Tejano Voices, UT

Arlington, <http://library.uta.edu/tejanovoices/interview.php?cmasno=013>

Alicia Chacón, Tejano Voices, UT  
Arlington, <http://library.uta.edu/tejanovoices/interview.php?cmasno=002>

Norma Villarreal Ramírez, Tejano  
Voices, <http://library.uta.edu/tejanovoices/interview.php?cmasno=007>

Legislative Term Limits, The Commonwealth of California's Voices of Reform  
Project, <http://www.voicesofreform.org/term-limits.php>

Gutiérrez has a treasure of oral interviews of Tejana elected officials housed at the Special  
Collections Department at the University of Texas-Arlington. It is part of a larger work on  
Mexican American leadership. See Tejano Voices,  
<http://library.uta.edu/tejanovoices/gallery.php>

Cynthia Orozco, "Mexican American Democrats," Handbook of Texas  
Online, <http://www.tshaonline.org/handbook/online/articles/MM/wmm2.html>

José Angel Gutiérrez and Rebecca E. Deen, "Chicanas in Texas Politics" (Occasional Paper No.  
66, Julian Samora Research Institute, October 2000). Roberto R. Calderón, "Tejano Politics,"  
Handbook of Texas Online,  
<http://www.tshaonline.org/handbook/online/articles/TT/wmtkn.html>

Rosie Castro, Tejano Voces, University of Texas  
Arlington, <http://library.uta.edu/tejanovoices/interview.php?cmasno=123>

William Jack Sibley, "Rosie Castro: The Great Eccentrics of San Antonio," Current Volume 8,  
<http://www2.sacurrent.com/news/story.asp?id=70592>

U.S. Rep. Joaquin Castro District 20 (D-San Antonio), The Texas  
Tribune, <http://www.texastribune.org/directory/joaquin-castro/>

Brian Chasnoff, "Castro twin to run for Congress," San Antonio-Express News (June 25, 2011),  
[http://www.mysanantonio.com/news/local\\_news/article/Castro-twin-to-run-for-Congress-1439236.php#ixzz2I5FvmuA9](http://www.mysanantonio.com/news/local_news/article/Castro-twin-to-run-for-Congress-1439236.php#ixzz2I5FvmuA9)

"Villaraigosa's Rainbow Coalition Is Nothing New,"  
<http://www.laalamnac.com/government/gl12.htm>

Meet CouncilMechista  
Villaraigosa, <http://americanpatrol.com/CALIFORNIA/VILLARAIGOSA/CouncilmanVillyMechaBoy.html>

Juan Gomez-Quinones, History/Chicano Studies,  
<http://www.uclaprofs.com/profs/gomez.html>

Bruce Glasberg, "UCLA Student Hunger Strike," Journal of Stellar Peacemaking, Journal of Stellar Peacemaking Vol.4 No. 1  
(2009), [http://74.127.11.121/peacejournal/volume\\_index/10/v4n1a03.html](http://74.127.11.121/peacejournal/volume_index/10/v4n1a03.html)

"A Hunger Strike Ends, a Center is Born, UCLA History (June 7, 1993),  
<http://alumni.ucla.edu/share/ucla-history/tmih-jun-chicano.aspx>

"A hunger strike ends, a center is born," UCLA History Project, June 7,  
1993, [http://www.uclahistoryproject.ucla.edu/Fun/ThisMonth\\_JunTent.asp](http://www.uclahistoryproject.ucla.edu/Fun/ThisMonth_JunTent.asp)

The Chicano Studies Movement at UCLA," in Freedom's Web: Student Activism in an Age of Cultural Diversity (Baltimore, MD: Johns Hopkins Press, 1998), 61–94, <http://orion.neiu.edu/~tbarnett/102/race.htm>

Semillas Community Schools, Winter  
2008, [http://www.dignidad.org/index.php?option=com\\_content&view=article&id=81&Itemid=55](http://www.dignidad.org/index.php?option=com_content&view=article&id=81&Itemid=55)

Rodolfo F. Acuña, "Forty Years of Chicana/o Studies: When the Myth becomes a Legend," <http://forchicanachicanostudies.wikispaces.com/Chicana+Chicano+Studies>

El Centro de La Raza, Transcript: El Centro de la Raza, NOW,  
PBS, [http://www.pbs.org/now/transcript/transcript\\_laraza.html](http://www.pbs.org/now/transcript/transcript_laraza.html)

The History of Chicano Park, San Diego, California,  
<http://www.chicanoparksandiego.com/>

"Immigrants in Our Own Land: The Chicano Studies Movement at UCLA," In Robert A. Rhoads, "Freedom's Web: Student Activism in an Age of Cultural Diversity," (Baltimore: Johns Hopkins Press, 1998), 61-94,  
<http://orion.neiu.edu/~tbarnett/102/race.htm>

Ex-Workers Take on Levi Strauss," San Francisco Chronicle (July 18, 1994). Fuerza Unida, <http://fuerzaunida.freervers.com/>

Interview with Roberto Martinez (1999), "U.S. Border Patrol in S. California Developing Deadly But Ineffective Operation Gatekeeper," In Motion Magazine, <http://www.inmotionmagazine.com/rm99.html>

Ray Hutchison, "Historiography of Chicago's Mexican Community," Urban and Regional Studies University of Wisconsin-Green Bay, April  
1999, <http://tigger.uic.edu/~marczim/mlac/papers/hutchison.htm>

Chicago Activist Voices Opinion on Immigration, Online News Hour,  
PBS, [http://www.pbs.org/newshour/bb/social\\_issues/july-dec06/immigration\\_08-18.html](http://www.pbs.org/newshour/bb/social_issues/july-dec06/immigration_08-18.html)



“State Profile—Illinois,”

<http://www.cnn.com/ALLPOLITICS/1996/states/IL/IL00.shtml>

The Chicago Reporter, 2001 Back

Issues, <http://www.chicagoreporter.com/issue/index.php?y=2001>

Nacho González, “Latino Politics in Chicago,” CENTRO: Journal of the Center for Puerto Rican Studies 2, no. 5 (1990): 47–57. “Gentrification in West Town: Contested Ground,” University of Illinois at Chicago, Nathalie Voorhees Center of Neighborhood and Community Improvement (September

2001, [http://www.uic.edu/cuppa/voorheesctr/Publications/Gentrification%20in%20West%20To  
wn%202001.pdf](http://www.uic.edu/cuppa/voorheesctr/Publications/Gentrification%20in%20West%20Town%202001.pdf)

Washington County Selection Map, U.S. Census

Bureau, [http://quickfacts.census.gov/qfd/maps/washington\\_map.html](http://quickfacts.census.gov/qfd/maps/washington_map.html)

Gonzalo Guzmán, Wapato—Its History and Hispanic Heritage, HistoryLink.org 7937, September 16,

2006, [http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file\\_id=7937](http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=7937)

Mexican Americans in the Columbia Basin, Washington State

University, <http://www.vancouver.wsu.edu/crbeha/ma/ma.htm>

Chicano/Latino Archive, Evergreen State College

Library, [http://chicanolatino.evergreen.edu/introduction\\_en.php](http://chicanolatino.evergreen.edu/introduction_en.php)

Meta-morfosis Magazine,

[http://chicanolatino.evergreen.edu/metamorfosis\\_en.php](http://chicanolatino.evergreen.edu/metamorfosis_en.php)

Oregon County Selection Map,

[http://quickfacts.census.gov/qfd/maps/oregon\\_map.html](http://quickfacts.census.gov/qfd/maps/oregon_map.html)

Latinos in Salem,

<http://www.salemhistory.net/people/latinos.htm>

Modern Society in the Pacific Northwest: The Second World War as Turning

Point, [http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacifi  
c%20Northwest%20History/Lessons/Lesson%2020/20.html](http://www.washington.edu/uwired/outreach/cspn/Website/Classroom%20Materials/Pacific%20Northwest%20History/Lessons/Lesson%2020/20.html)

Mexicans—Oregon—Photographs, Librarians’ Internet

Index, <http://lii.org/cs/lii/view/subject/2118>

Oregon State University, Bracero

Collection, <http://library.state.or.us/repository/2008/200805231544055>

Gosia Wozniacka, "Hispanic surge is reshaping Oregon," The Oregonian (May 13, 2009), OregonLive.com, [http://www.oregonlive.com/washingtoncounty/index.ssf/2009/05/2008\\_census\\_estimates\\_hispanic.html](http://www.oregonlive.com/washingtoncounty/index.ssf/2009/05/2008_census_estimates_hispanic.html)

Robert Bussel, ed., Understanding the Immigrant Experience in Oregon Research, Analysis, and Recommendations from University of Oregon Scholars, (Eugene: University of Oregon, [No Year]), <http://library.state.or.us/repository/2008/200805231544055/index.pdf>

Lynn Stephen, "Globalization, the State, and the Creation of Flexible Indigenous Workers: Mixtec Farmworkers in Oregon," The Center for Comparative Immigration Studies, University of California, San Diego, Working Paper 36, April 2001, <http://escholarship.org/uc/item/4wd691zw>

Idaho County Selection Map, [http://quickfacts.census.gov/qfd/maps/idaho\\_map.html](http://quickfacts.census.gov/qfd/maps/idaho_map.html)

Errol D. Jones, Invisible People: Mexicans in Idaho history, [http://web1.boisestate.edu/research/history/issuesonline/fall2005\\_issues/1f\\_mexicans.html](http://web1.boisestate.edu/research/history/issuesonline/fall2005_issues/1f_mexicans.html)

Mexicans figured in Idaho events of Frontier Days, Idaho Digital Resources, <http://idahodocs.cdmhost.com/cdm/singleitem/collection/p4012coll2/id/103>

Mexicans figured in Idaho events of Frontier Days [http://idahodocs.cdmhost.com/cdm4/item\\_viewer.php?CISOROOT=/p4012coll2&CISOPT R=103&CISOBOX=1&REC=7](http://idahodocs.cdmhost.com/cdm4/item_viewer.php?CISOROOT=/p4012coll2&CISOPT R=103&CISOBOX=1&REC=7)

Amando Álvarez, The Mexican Experience in Idaho, <http://www.angelfire.com/journal2/luz/cuentos04.htm>

Idaho History, Raices, [http://raices2.obiki.org/approach/cluster\\_sites/idaho.html](http://raices2.obiki.org/approach/cluster_sites/idaho.html)

Ambika Kapur, "Encouraging the Latino Vote," The Carnegie Reporter Vol. 1/No. 3 (Fall 2001): <http://carnegie.org/publications/carnegie-reporter/single/view/article/item/38/>

Dobbs has resigned from CNN. Much of the credit goes to Roberto Lovato, cofounder of [www.presente.org](http://www.presente.org)  
Amy Goodman, "The Criminalization of Immigration," Democracy Now (September 11, 1997), [http://www.democracynow.org/1997/9/11/the\\_criminalization\\_of\\_immigration](http://www.democracynow.org/1997/9/11/the_criminalization_of_immigration)

### III. You Tube Lectures

Who is Richard Mellon Scaife?

[http://www.youtube.com/watch?v=km\\_yDCfDNn0](http://www.youtube.com/watch?v=km_yDCfDNn0)

Behind The Veil: America's Anti-Immigration  
Network, <http://www.youtube.com/watch?v=qpiq1nAK4a0>

DETROIT Case Study: The Deindustrialization of America and Fall of the Republic,  
[http://www.youtube.com/watch?v=dWHdttx5UFI&playnext=1&list=PLF52B2FDEF02B41C7&feature=results\\_main](http://www.youtube.com/watch?v=dWHdttx5UFI&playnext=1&list=PLF52B2FDEF02B41C7&feature=results_main)

The Deindustrialization of America ~ W/ David Knight,  
<http://www.youtube.com/watch?v=awbKAjI8WFQ>

The Impact of Mass Incarceration on Poverty,  
<http://www.youtube.com/watch?v=0QV-d6LPQOw>

California Chief Justice Rose Bird Loses  
Election, <http://www.youtube.com/watch?v=KdI62US36to>

Chief Justice Rose Elizabeth Bird's Concession Statement  
1986, <http://www.youtube.com/watch?v=qvd6GP7QE0Y>

Cruz Reynoso Honored for Civil Rights  
Commitments, [http://www.youtube.com/watch?v=wViKbfS\\_Gds&feature=related](http://www.youtube.com/watch?v=wViKbfS_Gds&feature=related)

Codewords of Hate,  
<http://www.youtube.com/watch?v=5kCpoXbCpqQ&feature=related>

Secrets of The CIA—Nicaragua,  
<http://www.youtube.com/watch?v=YQnLfFxnwcg>

Little Central America LA—Pico Union/Salvadoran  
Culture, <http://www.youtube.com/watch?v=ylAxy8xYXa0>

Salvadoran Riots 1991 Mount Pleason (sic) Washington, D.C.  
Riots, <http://www.youtube.com/watch?v=-gpjiUSRA38>

Making pupusas at Chicago's Pupuseria Las  
Delicias, <http://www.youtube.com/watch?v=qe96acRppe0&feature=related>

El Salvador War 1980s,  
<http://www.youtube.com/watch?v=9nNl2SKtYPE&feature=related>

Roberto D'Abussion interview (1984),  
<http://www.youtube.com/watch?v=0e-jnwAwIKE&feature=related>

Archbishop Oscar Romero Assassination El Salvador  
1980, [http://www.youtube.com/watch?v=G\\_5B3jpRQBI](http://www.youtube.com/watch?v=G_5B3jpRQBI)

Massacre in El Salvador During Oscar Romero's  
Funeral, <http://www.youtube.com/watch?v=EN6LWdqcyuc&feature=related>

Social Action: Civil War Guatemala,  
<http://www.youtube.com/watch?v=BfTOaAPzRw8>

Best movie on Guatemalans migration north is El Norte, directed by Gregory  
Nava, <http://www.youtube.com/watch?v=KbfvT40zZU>

Iran Contra Coverup: Part 1 (All eight can be found on You  
Tube), <http://www.youtube.com/watch?v=35KcYgMPiIM>

CIA, Guns, Drugs, Fraud, Iran Contra (#26),  
<http://www.youtube.com/watch?v=bbt9PsaSUiI>

COINTELPRO: The F.B.I's War on Black  
America, <http://www.youtube.com/watch?v=Zwdx1ewLBYA>

How the FBI Sabotaged Black America,  
[http://www.youtube.com/watch?v=heJea1\\_z2Ow](http://www.youtube.com/watch?v=heJea1_z2Ow)

Glenn Spencer: Illegal Immigration Is an Absolute Nightmare  
1/2, [http://www.youtube.com/watch?v=bRkB\\_srkcMo](http://www.youtube.com/watch?v=bRkB_srkcMo)

US border wall keeps Mexican immigrants apart - 03 Aug  
09, <http://www.youtube.com/watch?v=LvqBWKW2HKM>

Border Patrol (the Mexican American  
Border), <http://www.youtube.com/watch?v=MKUg1ijNq6w>

Crazy Minutemen Arrested During March,  
<http://www.youtube.com/watch?v=jviC0rIRqdA>

Mexican Immigration to the USA,  
<http://youtube.com/watch?v=8So6nTogjho>

"1994 - 60 Minutes - Subcomandante Marcos," part#1 of  
2, [http://www.youtube.com/watch?v=AIi\\_88YoUFk](http://www.youtube.com/watch?v=AIi_88YoUFk)

Immigration Documentary- Out of the Shadows,  
[http://youtube.com/watch?v=QU\\_0SoQwVvY](http://youtube.com/watch?v=QU_0SoQwVvY)

UC Davis Releases Results Of 'Glass Ceiling'  
Study, <http://www.youtube.com/watch?v=RALxblFgME8>

Chicana sexuality, Chicana Gender &  
Sexuality, [http://www.youtube.com/view\\_play\\_list?p=B431C5118A567DC6](http://www.youtube.com/view_play_list?p=B431C5118A567DC6)

California's Proposition 187,  
<http://www.youtube.com/watch?v=D3x5cFl9Umo>

A Proposition 227 Story,  
[http://www.youtube.com/watch?v=TQwKrz\\_6dRY](http://www.youtube.com/watch?v=TQwKrz_6dRY)

Prop 209 Project,  
<http://www.youtube.com/watch?v=Bk5n57SAVGs>

English Only At The Polls Shot Down,  
<http://www.youtube.com/watch?v=ZJ0ecCDjcmM>

Bilingual Education Early Prop 227 #10/Pt 2 - Our Town, KTBN/Santa Ana, January 29,  
1, [http://www.youtube.com/watch?v=vgP6b7\\_zN6M](http://www.youtube.com/watch?v=vgP6b7_zN6M)

Bilingual Education New England #12/Pt 1 - NewsNight, NECN/Boston, July 31,  
2001, <http://www.youtube.com/watch?v=K2BQDL3mRPM&feature=related>

Maria Elena Durazo-L A County Federation of  
Labor, <http://www.youtube.com/watch?v=OCeHZbWgB8g>

Justice for Janitors actions (1990 through  
2006), <http://www.youtube.com/watch?v=WKfQgUn7UNg>

Stronger Colorado/Justice for Janitors Denver  
Rally, [http://www.youtube.com/watch?v=WV\\_1vb0JDHg](http://www.youtube.com/watch?v=WV_1vb0JDHg)

NOW "Janitor Justice?" &#x2223; PBS, (October 26,  
2007), <http://www.youtube.com/watch?v=kdK7Chg7Dm4&feature=related>

Eric Mann singing "Can't You See What You Done,  
Done," <http://www.youtube.com/watch?v=sPYmKKDbj4M>

The Women of "Fuerza Unida,"  
<http://www.youtube.com/watch?v=TIIODcghnHk>

Cesar Chavez Trilogy Cut Version,  
<http://www.youtube.com/watch?v=jZt7g1t1iAo>

Maria Elena Durazo Tells Her Family Immigration Story, [http://www.youtube.com/watch?v=ZQokB\\_CoQ\\_s](http://www.youtube.com/watch?v=ZQokB_CoQ_s)

Roger & Me (1989 trailer) a film by Michael Moore, <http://www.youtube.com/watch?v=xPNmHPjkxdk>

Julian Castro DNC Speech (COMPLETE): "It Starts With Education," <http://www.youtube.com/watch?v=5jx3m7jk1CY>

VFP News -Nancy Pelosi Joaquin Castro For Congress Joaquin Castro, <http://www.youtube.com/watch?v=vkTscrRvb9I>

Antonio Villaraigosa Remarks at 2012 Democratic National Convention, <http://www.youtube.com/watch?v=nC6VX0utxXw>

"Enough Anti-immigrant Zealot Lou Dobbs!" <http://www.youtube.com/watch?v=0w6SjUwICNg>

Lou Dobbs distorts hate-crimes, <http://www.youtube.com/watch?v=1Zr8DzvG2jk>

#### IV. Discussions

1. Referring to Occupied America, discuss American policy in Latino America, specifically Central America, and how it contributed to the heavy migration of Central Americans to the United States during the 1980s and 1990s.
2. In the 1980s, was immigration good or bad for the U.S. economy? What were the push/pull factors? What form did American Racist Nativism take in the mid-1980s?
3. In what ways did immigrants organize against the growing xenophobia of the period? How did new immigrants benefit from the Chicano Youth Movement in terms of ideas, leadership, and entitlements?
4. Discuss the dramatic growth in Chicano/Latino politics and explain how it is a product of the Voting Rights Act of 1965, the Amnesty Act of the mid-1980s, and numbers.
5. Gender and sexuality became part of the political vocabulary of Chicanos/Latinos. How were these a natural outgrowth of education, political conscious, and a sense of justice and equality. What is a glass ceiling? Give examples.
6. As the Mexican-origin and Central American populations spread throughout the country, they coalesced with other Latino groups. Name some of the national organizations that they formed or integrated into. How did the different interests within the groups clash? Go to Jstor and conduct a search.

7. American xenophobic Nativism came to a head in the 1990s with the passage of English Only, California's Proposition 187 (1994), Proposition 209 (1996) and Proposition 227 (1998). Discuss each of these propositions and how they affected other states.

8. In the 1970s, most Chicanos lived in five Southwestern states. This changed with the demographic boom of Chicanos in places such as such as Chicago. As the migration of Latino and Mexican origin immigrants had increased during the 1980s and 1990s, the profile changed and they became a nationwide phenomenon. The latest frontier is the U.S. South. What are the positive points and what are the negative?

9. Read "ROSIE CASTRO: Civil Rights Advocate; Member of La Raza Unida." Her sons Joaquin and Julian have reached national prominence.

10. The growth of the Latino population was based on numbers. How did these numbers work for them during the UCLA Hunger Strike?

[http://articles.latimes.com/1993-06-11/local/me-1871\\_1\\_hunger-strike](http://articles.latimes.com/1993-06-11/local/me-1871_1_hunger-strike)

## Mini Course

### Module XI Losing Fear: A Decade of Struggle

2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012

Text: Rodolfo F. Acuña, *Occupied America: A History of Chicanos* (New York: Pearson, 2014)  
Chapter 16 Losing Fear: Decade of Struggle and Hope.

Reader: Rodolfo F. Acuña, ed., Guadalupe Compeán ed., *Voices of the U.S. Latino Experience [Three Volumes]* (Santa Barbara: ABC CLIO Books, 2008). Do not buy the book (too expensive); access the E-Book through your university library. Part XXI Chicanas/os and Mexican Americans in Contemporary Society.

#### I. Introduction:

The 21<sup>st</sup> century opened with the U.S. Supreme Court stealing the presidential election – Bush v. Gore. It ushered in a period much like the 1920s where corporate American led the fight against the few regulations still in force after the Reagan and Clinton presidencies. Even so, George W. took a \$5.6 trillion surplus from Bill Clinton and ran it into \$11-plus trillion debt by the time he left office. Bush began two wars, the Afghanistan and Iraq, and cut revenues by giving the rich enormous tax breaks. Literally hundreds of billions of dollars went unaccounted for – generally private and often no bid contracts to contractors.

Meanwhile, the Mexican American population had exploded. If Mexican Americans were a nation, they would constitute the fourth largest nation in Latin America—behind Mexico, Columbia, and Argentina and in a dead heat with Peru and Venezuela with populations of over 30 million. The dramatic growth has been in part driven by the Mexican immigration of the 1980s and 90s. In 2004 Mexicans accounted for 29 percent of the 34 million foreign-born persons living in the United States. They themselves numbered 28 million. And just over 41 percent of Mexicans were first-generation immigrants. Along with other Spanish-language immigrants they listened to Spanish-language radio and television media. The television giant Univisión had a market capitalization of \$10 billion and variety shows such as Don Francisco's Sabado Gigante, broadcast throughout Latin America and Europe.

Although George W. was in many respects friendly to immigrant reform, his party was not. Right wing think tanks and foundations sponsored and financed front groups that led vicious anti-immigrant campaigns. The perfect storm occurred when the “[Jim] Sensenbrenner Bill,” H.R. 4437 (2005), passed the House of Representatives. A million marchers took to the streets in Los Angeles and hundreds of thousands in the streets of cities across the country in spring 2006. Among other things the bill would have made living here without documents a felony.

Nativists called for the deportation of the 12 million undocumented workers and their families—the cost would be at least \$230 billion or more to deport 9 million. This show of strength



checked anti-Latino legislation in California, Texas and Illinois but a corporate assault took place in Arizona where the Koch Brothers and groups such as ALEC-the American Legislative Exchange Council poured in millions of dollars to buy legislators and capture the Republican Party and intimidate Blue Dog Democrats. With this influx of money they bought and financed the Tea Party and the Minutemen who manufactured the myth that Latino immigrants were flooding and taking back Arizona for Mexico. The objective of these corporate raiders was to nullify the U.S. Constitution and privatize the state as well as having the rich pay no taxes. This culminated in SB 1070 that legalized the racial profiling of Mexicans and HB 2281 that criminalized the teaching of Mexican American history saying that it was unpatriotic, un-American, and racially divisive.

By 2007 the voices in these communities were diverse. They were not only in Los Angeles, San Antonio, and Chicago but also in the Yakima Valley and the Deep South. By the year 2020 it is estimated that there will be 60 million Latinos in this country; by 2080 160 million. Latinos in general found strength in numbers and by 2011 comprised 16.1 percent of the nation – over 52 million. The 2008 election of President Barack Obama made it clear that he could not win re-election without a heavy Latino vote. Thus Latinos took on a much higher profile than in previous elections in 2012, and they contributed significantly to Obama's re-election. Quo vadis? It is too early to tell, but during the campaign, Obama halted the immigration of undocumented Latino college students through an executive order. This was a movement of undocumented students who fought for the legalization of the undocumented.

## II. Readings:

U.S. Hispanic Population Surpasses 45 Million, Now 15 Percent of Total,” U.S. Census Bureau Press Release, May 1, 2008, <http://www.census.gov/newsroom/releases/archives/population/cb08-67.html>

Hispanic Voters 2012, Resurgent Republic, <http://www.hispanicvoters2012.com/> “16.3% - Hispanic Population in the U.S.” Pew Hispanic Center, November 29, 2012, <http://pewresearch.org/databank/dailynumber/?NumberID=1224>

Vanessa Cárdenas and Sophia Kerby, “Although This Growing Population Has Experienced Marked Success, Barriers Re-main,” Center for American Progress (August 8, 2012), <http://www.americanprogress.org/issues/race/report/2012/08/08/11984/the-state-of-latinos-in-the-united-states/>

“U.S. Hispanic Population to Triple by 2050,” USA Today (February 11, 2008), [http://www.usatoday.com/news/nation/2008-02-11-population-study\\_N.htm](http://www.usatoday.com/news/nation/2008-02-11-population-study_N.htm)

Hispanic Voters 2012, Resurgent Republic, <http://www.resurgentrepublic.com/hispanic-voters> . ‘Hispanic Population in the U.S.’ Pew Hispanic Center (November 29, 2012), <http://pewresearch.org/databank/dailynumber/?NumberID=1224>

“Hispanic Heritage Month 2012: Sept. 15 — Oct.15” Profile America Facts, U.S. Census, August 6, 2012, [http://www.census.gov/newsroom/releases/archives/facts\\_for\\_features\\_special\\_editions/cb12-ff19.html](http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb12-ff19.html)

National Statistics on the Death Penalty and Race, Race of Death Row Inmates Executed Since 1976, Death Penalty Information Center, <http://www.deathpenaltyinfo.org/race-death-row-inmates-executed-1976%23defend>

Citing Race and Regional Bias, Latino Leaders Join Call for Halt to Federal Executions, ACLU, June 13, 2001, <http://www.aclu.org/capital/unequal/10570prs20010613.html>

“Death Penalty in America, Executions in America,” Chicago Tribune Special Issue (2012), <http://www.chicagotribune.com/news/nationworld/chi-dpdpamerica-special,0,4453522.special>

“Cheney: No ‘Evidence’ of Iraq, 9/11 link,” Politico (June 2, 2009), <http://www.politico.com/news/stories/0609/23228.html>

“Cost of War,” National Priorities Project, <http://costofwar.com/>. Deborah White, “Iraq War Facts, Results & Statistics at January 31, 2012,” U.S. Liberal Politics, <http://usliberals.about.com/od/homelandsecurit1/a/IraqNumbers.htm>

William G. Gale and Peter Orszag, “Bush Administration Tax Policy: Revenue and Budget Effects,” Urban Institute and Brookings Institution, October 4, 2004, <http://www.taxpolicycenter.org/publications/url.cfm?ID=1000695>

Hispanics in the Military, The Pew Hispanic Center, (March 27, 2003), <http://pewhispanic.org/files/reports/17.pdf>

Bill Berkowitz, “Latinos on the Front Lines: US Military Targets Latinos for Iraq and Future Twenty-First Century Wars,” Dissident Voice (October 16, 2003), [http://dissidentvoice.org/Articles8/Berkowitz\\_Military-Latinos.htm](http://dissidentvoice.org/Articles8/Berkowitz_Military-Latinos.htm)

Mady Wechsler Segal and David R. Segal, “Latinos Claim Larger Share of U.S. Military Personnel,” October 2007, Population Reference Bureau, <http://www.prb.org/Articles/2007/HispanicsUSMilitary.aspx>

“Yo Soy El Army: US Military Targets Latinos with Extensive Recruitment Campaign,” Democracy Now, (May 18, 2010), [http://www.democracynow.org/2010/5/18/yo\\_soy\\_el\\_army\\_us\\_military](http://www.democracynow.org/2010/5/18/yo_soy_el_army_us_military)

Solomon Amendment, <http://www.yalerotc.org/Solomon.html>

No Child Left Behind Act (Public Law 107-110), Sec. 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information, [http://prhome.defense.gov/rfm/MPP/ACCESSION%20POLICY/docs/no\\_child\\_act.pdf](http://prhome.defense.gov/rfm/MPP/ACCESSION%20POLICY/docs/no_child_act.pdf)

What Are Some Criticisms of No Child Left Behind? Wise Geek, <http://www.wisegeek.com/what-are-some-criticisms-of-no-child-left-behind.htm>

Linda Darling-Hammond, "Evaluating 'No Child Left Behind'" The Nation (May 21, 2007), <http://www.thenation.com/article/evaluating-no-child-left-behind>

Fernando Oaxaca, "A Terrible Reality of Names and Numbers: Latinos Contributed Immeasurably in the War on Iraq," <http://latinola.com/story.php?story=930>

Hispanics in the Military, The Pew Hispanic Center, March 27, 2003, <http://pewhispanic.org/files/reports/17.pdf>

USA Patriot Act (11/14/2003), <http://w2.eff.org/patriot/>

HR 3162 RDS, 107th CONGRESS, 1st Session, H. R. 3162, In the Senate of the United States, October 24, 2001, Electronic Privacy Information Center, <http://epic.org/privacy/terrorism/hr3162.html>

Steve Saldivar, "ICE 101: Immigration on the Legal Front Line," March 26, 2009, <http://missionlocal.org/2009/03/ice-101/>

"WikiLeaks," The Guardian (December 2, 2012), <http://www.guardian.co.uk/media/wikileaks>

Laura Mecoy, "MALDEF Ripped over Remap Fight," La Prensa San Diego (November 16, 2001), <http://www.laprensa-sandiego.org/archieve/november16/MALDEF.HTM>

Leo F. Estrada, "Redistricting 2000: A Lost Opportunity for Latinos," La Prensa San Diego (June 7, 2002), <http://www.laprensa-sandiego.org/archieve/june07-02/lost.htm>

Matt Chaban, "Would-Be Governor Tony Sanchez Hits Gusher, Sells Texas-Sized Combo for Almost \$8 M," The New York Observer, (February 21, 2011), <http://observer.com/2011/02/wouldbe-governor-tony-sanchez-hits-gusher-sells-texassized-combo-for-almost-8-m/>

Governor Bill Richardson, <http://www.billrichardson.com/about-bill/biography>

Kenneth Salazar, U.S. Congress Votes Base, Washington Post, <http://projects.washingtonpost.com/congress/members/s001163/>

“Washington,” State & County QuickFacts, U.S., (2012) Census, <http://quickfacts.census.gov/qfd/states/53000.html>

“Hispanic Population Jumps 10 Percent in Washington,” RedOrbit (September 18, 2003), [http://www.redorbit.com/news/science/10835/hispanic\\_population\\_jumps\\_10\\_percent\\_in\\_washington/](http://www.redorbit.com/news/science/10835/hispanic_population_jumps_10_percent_in_washington/)

Tony Pugh, “New 2010 census data alter balance of power in Congress,” McClatchy Newspapers (December 21, 2010), <http://www.mcclatchydc.com/2010/12/21/105625/us-population-grows-at-slowest.html>

Lowell Ponte, “Bustamante: The Racist in the Race?” FrontPageMagazine.com (August 11, 2003), <http://www.frontpagemag.com/readArticle.aspx?ARTID=16840>

Mexican Reconquista Raul Grijalva in the U.S. Congress, American Patrol, <http://www.americanpatrol.com/REFERENCE/Grijalva-Raul.html>

Members of Congress/Raul Grijalva, “U.S. Congress Votes Data Base,” Washington Post, <http://projects.washingtonpost.com/congress/members/g000551/>

More Than 7.6 Million Latinos Vote in Presidential Race,” Press Release, Willie C. Velasquez Institute, November 4, 2004, [http://wcvi.org/press\\_room/press\\_releases/2004/us/nat\\_to\\_110404.html](http://wcvi.org/press_room/press_releases/2004/us/nat_to_110404.html)

Latino Voters Show Strong Democratic Support in Congressional Races, “Split Democratic Support in Governor’s Race,” Press Release, WCVI, November 9, 2006, [http://wcvi.org/press\\_room/press\\_releases/2006/exitpoll\\_TX2006.htm](http://wcvi.org/press_room/press_releases/2006/exitpoll_TX2006.htm)

Esther J. Cepeda, “Chicago’s Latino Landscape 2008: A Statistical Portrait of Chi-Town Hispanics,” Huffington Post (March 20, 2009), [http://www.huffingtonpost.com/esther-j-cepeda/chicagos-latino-landscape\\_b\\_177169.html](http://www.huffingtonpost.com/esther-j-cepeda/chicagos-latino-landscape_b_177169.html)

City of Chicago, Institute for Latino Studies, Notre Dame University, <http://www.nd.edu/~chifacts/chicago.html>

Laura Limonic, The Latino Population of New York City, 2007, Center for Latin American, Caribbean & Latino Studies, Latino Data Project—Report 20—(December 2008), 3, <http://web.gc.cuny.edu/lastudies/latinodataprojectreports/The%20Latino%20Population%20of%20New%20York%20City%202007.pdf>

Mexican Population Distribution, City of New York Queens Community Board 3 East Elmhurst—Jackson Heights—North Corona,  
<http://www.cb3qn.nyc.gov/page/54812/>

Mark Hugo López and Paul Taylor, “Dissecting the 2008 Electorate: Most Diverse in U.S. History,” Pew Hispanic Research Center (April 30, 2009), <http://pewhispanic.org/reports/report.php?ReportID=108>

James G. Gimpel, “Latino Voting in the 2008 Election: Part of a Broader Electoral Movement,” Center for Immigration Studies (January 2009),  
<http://www.cis.org/latinovoting>

Immigrant Student Adjustment/DREAM Act, National Immigration Law Center, [http://www.nilc.org/econ\\_bens\\_dream&stdnt\\_adjst\\_0205.html](http://www.nilc.org/econ_bens_dream&stdnt_adjst_0205.html)

“Morons Want to Reward Illegal Immigrants Again” (August 23, 2006), <http://hecubus.wordpress.com/2006/08/23/morons-want-to-reward-illegal-immigrants-again/>

Charles Johnson, “Julian Castro: A Radical Revealed,” Breitbart (September 4, 2012), <http://www.breitbart.com/Big-Government/2012/09/04/Julian-Castro-A-Radical-Revealed>

Mexican Immigrants in the United States, 2008, “Fact Sheet,” Pew Hispanic Center, April 15, 2009, 1,  
<http://pewhispanic.org/files/factsheets/47.pdf>

Rakesh Kochhar, Ana Gonzalez-Barrera, and Daniel Dockterman, “Through Boom and Bust: Minorities, Immigrants and Home-ownership,” Pew Hispanic Center, May 12, 2009, <http://pewhispanic.org/reports/report.php?ReportID=109>

Karen Bernick, “Tapping into the Hispanic Workforce,” National Hog Farmer, September 15, 2008,  
<http://nationalhogfarmer.com/human-resources/0915-tapping-hispanic-workforce>

Allan Wall, “Eleven Mexicans Make Forbes 2012 List of Billionaires,” Mexidata.info (March 19, 2012),  
<http://mexidata.info/id3299.html>

“Workers’ Remittances to Mexico,” Business Frontier, FEDERAL RE-SERVE BANK OF DALLAS EL PASO BRANCH ISSUE 1 (2004), <http://www.dallasfed.org/assets/documents/research/busfront/bus0401.pdf>

Mark Hugo Lopez, Gretchen Livingston, and Rakesh Kochhar, “Hispanics and the Economic Downturn: Housing Woes and Remittance Cuts,” January 8,

2009, <http://pewresearch.org/pubs/1073/hispanics-and-the-economic-downturn-housing-woes-and-remittance-cutsand-the-economic-downturn-housing-woes-and-remittance-cuts>

Georgia Pabst, "Economic Crisis Hits Latinos Helping Relatives Abroad," Milwaukee Journal Sentinel (February 18, 2009),  
<http://www.jsonline.com/news/milwaukee/39820472.html>

Free trade and Mexico's drug war,  
[http://www.dailymotion.com/video/x96rtr\\_free-trade-and-mexico-s-drug-war\\_animals](http://www.dailymotion.com/video/x96rtr_free-trade-and-mexico-s-drug-war_animals)

"Resolution on Violence Against Women in Ciudad Juárez," Washington Office on Latin America,  
<http://www.wola.org/es/node/383>

John Burnett, "Explosive Theory on Killings of Juarez Women: Journalist Hints Wealthy Drug Lords Behind Scores of Murders," NPR (February 22, 2003), <http://www.npr.org/templates/story/story.php?storyId=1532607>

Stop the Killing of the Women of Juarez, National Organization of Women, <http://www.now.org/issues/global/juarez/>

"Mexico Under Siege: The Drug War at Our Door Steps," Los Angeles Times, <http://projects.latimes.com/mexico-drug-war/#/its-a-war>

Jeff Biggers, "Yes, Virginia, They Still Ban Books in Tucson, Arizona," Huffingtonpost (September 28, 2012),  
[http://www.huffingtonpost.com/jeff-biggers/yes-virginia-they-still-b\\_b\\_1923928.html](http://www.huffingtonpost.com/jeff-biggers/yes-virginia-they-still-b_b_1923928.html)

Mari Herreras, "TUSD Banning Books? Well Yes, and No, and Yes," (January 17, 2012), <http://www.tucsonweekly.com/TheRange/archives/2012/01/17/tusd-banning-book-well-yes-and-no-and-yes>

"Outlawing Shakespeare: The Battle for the Tucson Mind," The Nonprofit Network, Video, Posted: Nov 16, 2012,  
<http://newamericamedia.org/2012/11/outlawing-shakespeare-the-battle-for-the-tucson-mind.php>

"Arizona's Human Capital: Latino Students and their Families," (No date) [www.edexcelencia.org/system/files/AZ-ACHE-FINAL.pdf](http://www.edexcelencia.org/system/files/AZ-ACHE-FINAL.pdf)

Demographic Profile of Hispanics in Arizona, 2010, Pew Hispanic Center, (2012), <http://www.pewhispanic.org/states/state/az/>

Teresa Wiltz, "Expanding Age Gap Between Whites and Minorities May Increase U.S. Racial Divide," America's Wire,  
<http://americaswire.org/drupal7/?q=content/expanding-age-gap-between-whites-and-minorities-may-increase-us-racial-divide>

Cambium Report, May 2,  
2011, [http://saveethnicstudies.org/assets/docs/state\\_audit/Cambium\\_Audit.pdf](http://saveethnicstudies.org/assets/docs/state_audit/Cambium_Audit.pdf)

Esperanza Peace and Justice Center,  
<http://www.esperanzacenter.org/>

Pro-Immigrant Marches Surging Nationwide,” The Nation (April 10,  
2006), <http://www.thenation.com/blog/pro-immigrant-marches-surging-nationwide>

Jennifer Ludden, “Hundreds of Thousands March for Immigrant Rights,” National Public  
Radio, <http://www.npr.org/templates/story/story.php?storyId=5333768>

Immigration March in Dallas, CBS, April 20,  
2006, <http://www.cbsnews.com/video/watch/?id=1483046n>

Growing Activism: Undocumented Students/DREAM Act, University of California  
Television, <http://www.uctv.tv/search-details.aspx?showID=12488>

CIA: The World Fact Book,  
<https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>

Stephen Howe, “American Empire: The History and Future of an Idea,” Open Democracy  
(June 12, 2003),  
<http://www.globalpolicy.org/component/content/article/155/25961.html>

“Pro-Immigrant Marches Surging Nationwide,” UCC Honors HRS103: Race and Ethnicity in  
American Culture (March 25, 2009),  
<http://hrs103.wordpress.com/2009/03/25/the-fear-of-losing-a-culture-by-richard-rodriguez/>

Jennifer Ludden, “Hundreds of Thousands March for Immigrant Rights,” National Public Radio  
(April 10, 2006),  
<http://www.npr.org/templates/story/story.php?storyId=5333768>

George Skelton, “Whitman paid a high price for Latino distrust of GOP,” Los Angeles Times  
(December 20, 2010),  
<http://articles.latimes.com/2010/dec/20/local/la-me-cap-20101220>

Growing Activism: Undocumented Students/DREAM Act, University of California Television,  
<http://www.uctv.tv/search-details.aspx?showID=12488>

Gregory Rodriguez, “Keeping a crucial DREAM alive,” Los Angeles Times(December 27,  
2010),  
<http://www.latimes.com/news/opinion/la-oe-rodriguez-dream-duplicate-20101227,0,1230373.column>

Larry Gordon and Teresa Watanabe, "Undocumented California youths vow renewed activism," Los Angeles Times (December 22, 2010), <http://www.latimes.com/news/local/la-me-1222-dream-act-20101222,0,3715809.story>

Identity Politics, (Jul 16, 2002; revision Feb 7, 2012), <http://plato.stanford.edu/entries/identity-politics/>

Arthur M. Schlesinger Jr. "Disuniting of America" (Norton, 1991, 1992), <http://ilt.ilstu.edu/gmklass/pos334/archive/schlesin.htm>

Mark Krikorian, "Will Americanization Work in America?" Freedom Review. Center on Immigration Studies. Fall 1997, [http://www.cis.org/articles/1997/freedom\\_review.html](http://www.cis.org/articles/1997/freedom_review.html)

Difference Between Absorption and Assimilation (Oct 1, 2011), <http://www.differencebetween.com/difference-between-absorption-and-vs-assimilation/#ixzz2INHNvrB0>

"Tuscon Minuteman Found Guilty of Murdering 9-Year-Old Mexican-American Girl" Alter Net, [http://www.alternet.org/newsandviews/article/475213/tuscon\\_minuteman\\_found\\_guilty\\_of\\_murdering\\_9-year-old\\_mexican-american\\_girl/](http://www.alternet.org/newsandviews/article/475213/tuscon_minuteman_found_guilty_of_murdering_9-year-old_mexican-american_girl/)

"Who killed Brisenia?," Anderson Cooper 360, January 28th, 2011, <http://ac360.blogs.cnn.com/2011/01/28/who-killed-brisenia/>

Hate Crimes and Xenophobia, Saalt, <http://saalt.org/category/blog/hate-crimes/page/2/>

Najmeh Mohammadkhani, "War On Terror And Xenophobia In U.S," <http://ezinearticles.com/?War-On-Terror-And-Xenophobia-In-U.S&id=398677>

Fact Sheet:Latinos and the War in Iraq (January 4, 2007), <http://www.pewhispanic.org/2007/01/04/latinos-and-the-war-in-iraq/>

Survey of Latino Attitudes on the War in Iraq (January 4, 2007), <http://pewhispanic.org/files/reports/37.pdf>

Jodie T. Allen, Nilanthi Samaranayake, and James Albright, Jr. "Iraq and Vietnam: A Crucial Difference in Opinion. The Military's Prestige Remains High despite Discontent with War," Pew Hispanic Center (March 22, 2007), <http://pewresearch.org/pubs/432/iraq-and-vietnam-a-crucial-difference-in-opinion>

Andrew Seaman, "Latino Political Influence Grows, Elections and Census Show," Up Towner, (Jan 20th, 2011), <http://theuptowner.org/2011/01/20/latino-political-influence-grows-elections-and-census-show/>



Mark Hugo Lopez, "Latinos and Education: Explaining the Attainment Gap," Pew Research Hispanic Center (October 7, 2009),  
<http://pewresearch.org/pubs/1368/latinos-education-explaining-the-attainment-gap>

"Whitman continues courting Latinos, this time with education-themed TV ad," Los Angeles Times (July 19, 2010),  
<http://latimesblogs.latimes.com/california-politics/2010/07/meg-whitman-continues-courting-latinos-this-time-with-education-themed-tv-ad.html>

"Supreme Court Case Study: Bush v. Gore,"  
<http://www.dummies.com/how-to/content/supreme-court-case-study-bush-v-gore.html>

Jeffrey Toobin, "Precedent and Prologue," The New Yorker (December 6, 2010), [http://www.newyorker.com/talk/comment/2010/12/06/101206taco\\_talk\\_toobin](http://www.newyorker.com/talk/comment/2010/12/06/101206taco_talk_toobin)

Melody Kramer, "Follow The Money 'Citizens United' Ruling Opened Floodgates On Groups' Ad Spending," It's All Politics NPR (October 7, 2011), <http://www.npr.org/blogs/itsallpolitics/2010/10/07/130399554/fresh-air>

Kristin Sullivan, "SUMMARY OF CITIZENS UNITED V. FEDERAL ELECTION COMMISSION," 2010-R-0124, Old Research Report, (March 2, 2010),  
<http://www.cga.ct.gov/2010/rpt/2010-R-0124.htm>

"Sanders: Koch Bros. are Exhibit A in case Against Citizens United," VTDigger (May 31, 2012),  
<http://vtdigger.org/2012/05/31/sanders-koch-bros-are-exhibit-a-in-case-against-citizens-united/>

Jim Lobe, "Sharp Increase in U.S. Military Aid to Latin America," Published on Tuesday, OneWorld.net, September 23, 2003,  
<http://www.commondreams.org/headlines03/0923-02.htm>

The Story of Citizens United v. FEC, Story of Stuff,  
<http://www.storyofstuff.org/movies-all/story-of-citizens-united-v-fec/>

Adam Isacson, "Militarizing Latin America Policy," Foreign Policy in Focus (October 6, 2005),  
[http://www.fpif.org/reports/militarizing\\_latin\\_america\\_policy](http://www.fpif.org/reports/militarizing_latin_america_policy)

Noam Chomsky, "Militarizing Latin America," The Comment Factory (September 16th, 2009), <http://www.thecommentfactory.com/militarizing-latin-america-2355/>

Miguel Tinker Salas, "Mexican drug war losing proposition for all of us Tweet," The Progressive (April 1, 2010),  
<http://www.progressive.org/mplove1040110.html>

Michael Briggs, "Sanders: Koch Bros. are Exhibit A in case Against Citizens United," vtdiggers (May 31, 2012),  
<http://vtdigger.org/2012/05/31/sanders-koch-bros-are-exhibit-a-in-case-against-citizens-united/>

### III. You Tube Lectures

Postville, Iowa Struggles on After ICE

Raid, <http://www.youtube.com/watch?v=JYwG6Z6NvsA&feature=PlayList&p=21BA2291F7BA4375&index=3>

ICE Arrests Illegal Immigrants,

<http://www.youtube.com/watch?v=5Vory6-IGdE&feature=PlayList&p=21BA2291F7BA4375&index=5>

ICE-U.S. Immigration & Customs

Enforcement, <http://www.youtube.com/watch?v=TRYfJAnUkHM&feature=PlayList&p=21BA2291F7BA4375&index=0>

Rick Sanchez v. Lou Dobbs on immigration,

[http://www.youtube.com/watch?v=cG\\_vHkm-C9E](http://www.youtube.com/watch?v=cG_vHkm-C9E)

Lou Dobbs - National Council of La Raza (The

Race), <http://www.youtube.com/watch?v=7kmTLk2Fgas&feature=related>

Smash ICE Northwest Detention Center—

docushort, <http://www.youtube.com/watch?v=bTrR1s7du6s&feature=PlayList&p=21BA2291F7BA4375&index=2>

Bordertown—Jennifer Lopez,

<http://www.youtube.com/watch?v=NvZrbLjJowA>

The Dead of Juarez,

<http://www.youtube.com/watch?v=2jvvk7AKKq4>

The “War on Drugs” is a joke(part 1),

[http://www.youtube.com/watch?v=4cefoV\\_A878](http://www.youtube.com/watch?v=4cefoV_A878) .

The Global Addiction—40 minutes

documentary, <http://www.youtube.com/watch?v=6SOvTdpQJwo&feature=related>

War on drugs and Mexico’s demise,

<http://www.youtube.com/watch?v=Yj7LKauVzro>

A People's History of American Empire by Howard

Zinn, <http://www.youtube.com/watch?v=Arn3lF5XSUg>

FULL SPEECH: President Obama Announces Halt to Deportation of

Undocumented, <http://www.youtube.com/watch?v=rq6SBllGJcs>

Growing Activism: Undocumented Students/DREAM  
Act, <http://www.youtube.com/watch?v=1N8P9S3YKU4>

Undocumented Immigrant Youth Tell Their Own Stories in New  
Book, <http://www.youtube.com/watch?v=CiCdIOjvDHk&playnext=1&list=PL9BFB3DEF0CBDC13C>

Why Comprehensive Immigration Reform Could Be The Big Political Issue of  
2013, <http://www.youtube.com/watch?v=ErPykjAk-fE>

Tom Tancredo on illegal immigration and  
race, <http://www.youtube.com/watch?v=FIXehNC65Y0&feature=related>

Growing Activism: Undocumented Students/DREAM  
Act, <http://www.youtube.com/watch?v=1N8P9S3YKU4>

Anchor babies must be stopped!  
<http://www.youtube.com/watch?v=Sws65obxjxM>

Immigration: Anchor babies beware,  
<http://www.youtube.com/watch?v=4EEMzmrXT-g>

Andres Useche, For Obama: "Si Se Puede Cambiar,"  
<http://www.youtube.com/watch?v=-ky8Hvq-F0U>

Krauthammer Obama telling Latinos to punish enemies criticize them if they  
don't, <http://www.youtube.com/watch?v=KBCYRQzBoco>

Mumbai new immigrants victims of  
xenophobia, [http://www.youtube.com/watch?v=FQ\\_pZYSjYz4&feature=fvst](http://www.youtube.com/watch?v=FQ_pZYSjYz4&feature=fvst)

Xenophobia trailer,  
<http://www.youtube.com/watch?v=53qM25umBBU>

Rise of xenophobia in  
Europe, <http://www.youtube.com/watch?v=GTgZ2MIK4qw&feature=relmfu>

50 Million Strong: How Will Growing Hispanic Population Impact 2012  
Presidential, <http://www.youtube.com/watch?v=eFFBEvbmRQA>

Another Wall For Immigrants: Evil, Xenophobic Republicans Threaten To Block Dr.,  
<http://www.youtube.com/watch?v=TCgxIeIufoM&playnext=1&list=PL3E2BF9C36D868BB6>

2000 Election December 12 Gore v. Bush Supreme Court Decision Part  
2, <http://www.youtube.com/watch?v=IFqojljLKb0>

Free trade and Mexico's drug war,  
<http://www.youtube.com/watch?v=lctoiMYe5RM>

Miguel Tinker Salas speaks at KPFK Local Station Board Town Hall Meeting, <http://www.youtube.com/watch?v=E9vDsFXRdFY>

Governor George Ryan's Clemency Speech,  
<http://www.youtube.com/watch?v=Cv75EcK1arI>

Noam Chomsky - History of US Rule in Latin America, <http://www.youtube.com/watch?v=NKwJI9axblQ>

MacArthur Park LAPD Police Riot 2007 Mexica Movement, [http://www.youtube.com/watch?v=QYVWAqSRBUU&feature=PlayList&p=0F7E18335ECC3073&playnext=1&playnext\\_from=PL&index=38](http://www.youtube.com/watch?v=QYVWAqSRBUU&feature=PlayList&p=0F7E18335ECC3073&playnext=1&playnext_from=PL&index=38)

05/01/06 Police Shooting Mexican Protest Chief Bratton Riot, <http://www.youtube.com/watch?v=CLfWLp4C8e0>

Immigrants March NYC (May 1, 2006),  
<http://www.youtube.com/watch?v=oTHoA-0TjYg>

César Chávez and Immigrants' Rights (March 2006), Sacramento, <http://www.youtube.com/watch?v=-3mkPF0WTH8>

Immigration March in Seattle (May 1, 2006), <http://www.youtube.com/watch?v=g2km0cyWQnQ>

[LA] Immigration March,  
<http://www.youtube.com/watch?v=4markP8B4Vg>

DALLAS MEGA-MARCH MOVIE April 9, 2006 (producer Bill Millet), <http://www.youtube.com/watch?v=U0PiTtZdvAM>

Second Day of North Texas Student Walkouts, [http://www.youtube.com/watch?v=ucL\\_mARah2I&feature=related](http://www.youtube.com/watch?v=ucL_mARah2I&feature=related)

War on drugs and Mexico's demise,  
<http://www.youtube.com/watch?v=Yj7LKauVzro>

Mexico Drug War,  
<http://www.youtube.com/watch?v=pLlrbAZv9Do>

Robert Greenwald, Uncovered: The Whole Truth About the Iraq War (April 27, 2006), <http://www.youtube.com/watch?v=yowqX2ngHl4>

Debate: Tucson School's Book Ban After Suspension of Mexican American Studies Program 1 of 2,

<http://www.youtube.com/watch?v=kM0x67f8jtk>

Tom Horne Ariz Sup. Public Instruction & Micheal Dyson Prof. of Sociology,

<http://www.youtube.com/watch?v=nw3k8UvFWJA>

TUSD takeover1.m4v,

<http://www.youtube.com/watch?v=Kzc88fV6-GE>

RODOLFO ACUÑA on his banned book, 'Occupied America: A History of Chicanas/Chicanos,

<http://www.youtube.com/watch?v=tJKOzA3TAvs>

#### IV. Discussion:

1. In the context of the Chapter title, Losing Fear: Decade of Struggle and Hope, summarize the first decade of the 21st Century viz-a-viz Chicanos and Latinos.
2. What is the Dream Act? How does this suggest that immigrants have lost fear?
3. Why are identity politics important in the U.S.? Why aren't Americans critical when Jews or Italians engage in identity politics? Why are they threatened by Mexican Americans and Latinos waving a flag?
4. How is assimilation measured? Is it good or bad? Is there a difference between assimilation and absorption?
5. Why have Latinos championed the rights of the foreign-born? What implications does this have for the Republican Party? Why is the Republican rhetoric offensive? Does the phenomenon have anything to do with the fact that Latinas/os are not white?
6. Has 9/11 helped resolve these problems? Has it lessened racism? Go to the endnotes in this Chapter. Go to Yahoo or Google and do a search. Does the election of Obama make a difference?
7. Read Latinos and the War in Iraq . Compare these views to those in Occupied America.
8. How are electoral politics the Latinos' stairway to heaven? What success have Latinos had in electoral politics? What disappointments?
9. Explain the impact of the Supreme Court decisions in Gore v. Bush (2000) and Citizens United (2011) on Latinos.

10. The book makes the point that the large influx of immigration to the United States will not be controlled until inequality is resolved in the sending countries. That just like the drug problem, the United States is the main source of the problem. Very little foreign aid, for example, is given to Latin America in the form of funds to improve life; most aid is in form of military aid. How could this dilemma be resolved? Why is military aid not the same as foreign aid? Will the military aid help normalize immigration? Will it bring about equality?

## **The American Experience, PBS Series Websites**

American Experience | The Gold Rush | Transcript | PBS

... And so from the perspective of the Anglo American miners, who were frustrated with their own failure, the Latino miners became their prime object

... <http://www.pbs.org/wgbh/amex/goldrush/filmmore/pt.html>

American Experience . America 1900. Teacher's Guide | PBS

... class? Mostly White: Mostly African American: Mostly Latino: Mostly Asian: Other: 7. What grade level do you teach? (Check ...

<http://www.pbs.org/wgbh/amex/1900/tguide/tguidesurvey.html>

American Experience. Eyes on the Prize. The Story of the ...

... First, others seeking to eliminate injustices in society, including farm workers, Latino groups, lesbian and gay groups, and most recently, immigrants ...

[http://www.pbs.org/wgbh/amex/eyesontheprize/story/26\\_today.html](http://www.pbs.org/wgbh/amex/eyesontheprize/story/26_today.html)

American Experience. Eyes on the Prize. The Story of the ..... As the 1970s dawn, a disproportionate number of blacks and Latinos from poor, urban neighborhoods are in prison. Activists ...

<http://www.pbs.org/wgbh/amex/eyesontheprize/index.html>

A Class Apart,

<http://www.pbs.org/wgbh/americanexperience/films/class/>

A Class Among Men,

<http://www.pbs.org/wgbh/americanexperience/blog/2010/4/9/class-among-men/>

Inside American Experience . American Experience . WGBH . ... what it was like growing up Latino in 1950's Texas. Discrimination was not just between whites and blacks, but whites and Latinos and blacks and ...

Roberto Clemente . American Experience . ... about an exceptional baseball player and committed humanitarian, who challenged racial discrimination to become baseball's first Latino superstar ...

<http://www.pbs.org/wgbh/americanexperience/features/introduction/clemente-introduction/>

Teacher's Guide. Roberto Clemente . WGBH American ... award over the past several decades to see how Latinos have become ... Major League Baseball listing the members of its Latino Legends Team ...

<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/clemente-teachers-guide/>

Billy the Kid . American Experience . WGBH | PBS

On April 28, 1881, 21-year-old Henry McCarty, aka Billy the Kid, just days from being hanged for murder, outfoxed his jailors and electrified ...

<http://www.pbs.org/wgbh/americanexperience/films/billy/player/>

American Experience | Remember the Alamo | Teacher's Guide..... Then, in each of the 50 states, list the percentage of the state's current population that is Latino. (Alternatively, you could ...),

<http://www.pbs.org/wgbh/amex/alamo/tguide/>

American Experience | Remember the Alamo | Producer ... produced Zoot Suit Riots for American Experience and is the managing producer for La Plaza, a long-running public television series about Latinos ...

[http://www.pbs.org/wgbh/amex/alamo/sfeature/sf\\_interview.html](http://www.pbs.org/wgbh/amex/alamo/sfeature/sf_interview.html)

American Experience PBS

People & Events: Cesar Chavez (1927-1993)

... and an unprecedented turnout of African American and Latino supporters. ... hand, had won very little support among African Americans and Latinos. ...

[http://www.pbs.org/wgbh/amex/rfk/peopleevents/p\\_chavez.html](http://www.pbs.org/wgbh/amex/rfk/peopleevents/p_chavez.html)

American Experience | RFK | People & Events | PBS

... born in Yuma, Arizona, in 1927, to a farm-labor family of Mexican descent ... since 1971 has been known as the United Farm Workers of America (UFW ...

[http://www.pbs.org/wgbh/amex/rfk/peopleevents/p\\_chavez.html](http://www.pbs.org/wgbh/amex/rfk/peopleevents/p_chavez.html)

American Experience . Zoot Suit Riots | PBS

Teacher's Guide: Suggestions for Active Learning

[http://www.pbs.org/wgbh/amex/zoot/eng\\_tguide/index.html](http://www.pbs.org/wgbh/amex/zoot/eng_tguide/index.html)

American Experience . Zoot Suit Riots | PBS

In August 1942 the murder of a young Mexican American man ignited a firestorm in Los Angeles, pitting rebellious teenagers against the police and the ...

<http://www.pbs.org/wgbh/amex/zoot/>

American Experience . Zoot Suit Riots . Chronología | PBS

... Louis Armstrong, Artie Shaw, y Cab Calloway pasan por Los Angeles durante sus giras mientras que jóvenes blancos, negros, latinos y asiáticos ...

[http://www.pbs.org/wgbh/amex/zoot/esp\\_timeline/](http://www.pbs.org/wgbh/amex/zoot/esp_timeline/)

May Mgbolu | 2011 Student Freedom Ride

... In Tucson, there has been a strong movement against immigration reform, and the current policies that negatively affect Latinos, immigrants, and ...

<http://www.pbs.org/wgbh/americanexperience/freedomriders/2011/tag/may-mgbolu/>

South Carolina | 2011 Student Freedom Ride

... In Tucson, there has been a strong movement against immigration reform, and the current policies that negatively affect Latinos, immigrants, and ...

<http://www.pbs.org/wgbh/americanexperience/freedomriders/2011/tag/south-carolina/>



American Experience | Vietnam Online | Five Poems About ...  
... Award. Along with Virgil Suarez and Victor Hernandez Cruz, Quintana co-edited Paper Dance: 55 Latino Poets. Another ...  
<http://www.pbs.org/wgbh/amex/vietnam/reflect/quintana.html>

American Experience | Two Days in October | Share Your ...  
... Please visit the firsthand accounts section of this Web site to see the comments of one of Kenner's Latino interviewees, Mike Arias. ...  
[http://www.pbs.org/wgbh/amex/twodays/sfeature/sf\\_share.html](http://www.pbs.org/wgbh/amex/twodays/sfeature/sf_share.html)

American Experience | Fidel Castro | People & Events | PBS  
... city. Along with other Latinos -- immigrants and US born -- they have brought a Latin flavor to American shores. Dreams ...  
[http://www.pbs.org/wgbh/amex/castro/peopleevents/e\\_exiles.html](http://www.pbs.org/wgbh/amex/castro/peopleevents/e_exiles.html)

American Experience | Fidel Castro | Views on Cuba | PBS  
... sociologist Miren Uriarte is a senior research associate and founding director of the Mauricio Gastón Institute for Latino Community Development ...  
[http://www.pbs.org/wgbh/amex/castro/sfeature/sf\\_views\\_uriarte.html](http://www.pbs.org/wgbh/amex/castro/sfeature/sf_views_uriarte.html)

American Experience | Chicago: City of the Century [Interactive]  
... homeland. Norwegians helped establish the Logan Square neighborhood, which now houses a large Latino population. ...  
[http://www.pbs.org/wgbh/amex/chicago/sfeature/pop\\_nations\\_1870.html](http://www.pbs.org/wgbh/amex/chicago/sfeature/pop_nations_1870.html)

American Experience | Las Vegas: An Unconventional History ... In 1997, 36% of culinary workers were Anglo; 36% were Latino; 15% African American and 12% Asian. The influx of Latinos is the most ...,  
[http://www.pbs.org/wgbh/amex/lasvegas/sfeature/sf\\_qa.html](http://www.pbs.org/wgbh/amex/lasvegas/sfeature/sf_qa.html)

American Experience . Sister Aimee . Special Features ... That... sets a stage... In one sense, the tensions that arise between African Americans and whites, Asian Americans, Latinos. ...,  
<http://www.pbs.org/wgbh/amex/sister/sfeature/qa.html>

American Experience . America 1900 . People & Events | PBS  
... edited "La Bandera Americana," (The American Flag) a Spanish language newspaper that championed the rights of New Mexico's Latino citizens. ...),  
<http://www.pbs.org/wgbh/amex/1900/peopleevents/pandeAMEX47.html>

American Experience . The Murder of Emmett Till . Special ...  
... made, the extension of citizenship to all people, is a change that affected all of America, not just black people, but whites, Latinos, Asian Americans. ...  
[http://www.pbs.org/wgbh/amex/till/sfeature/sf\\_kelley\\_06.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_kelley_06.html)

American Experience | The Pill | Timeline... the most effective form of birth control available in America, but the ... Marker discovers a way to make synthetic progesterone with Mexican wild yams ...

<http://www.pbs.org/wgbh/amex/pill/timeline/>

## Mini Course

### Websites



Mexican women sitting on porch, San Antonio, Texas, <http://hdl.loc.gov/loc.pnp/fsa.8a25671>

Where Latinos

live, [http://www.slate.com/articles/news\\_and\\_politics/map\\_of\\_the\\_week/2012/07/map\\_of\\_america\\_s\\_hispanic\\_population\\_county\\_by\\_county.html](http://www.slate.com/articles/news_and_politics/map_of_the_week/2012/07/map_of_america_s_hispanic_population_county_by_county.html)

Arizona State University, Special Collections, Chicana Chicano Space, <http://mati.eas.asu.edu/ChicanArte/>

ASU, Chicano Research Collection,  
<http://www.asu.edu/lib/archives/chicano.htm>

Bracero History Archive,  
<http://braceroarchive.org/>

Brown Pride,  
<http://www.topsite.com/goto/brownpride.com>

Chicano/Latina and Borderlands Sites,

<http://public.wsu.edu/~amerstu/mw/chicano.html>

Chicano Art,  
<http://www.chicanoart.org/>

Dorothea Lange's "Migrant Mother" Photographs in the Farm Security Administration  
Collection: An Overview,  
[http://www.loc.gov/rr/print/list/128\\_migm.html](http://www.loc.gov/rr/print/list/128_migm.html)

Facts on the Hispanic or Latino Population,  
[http://www.census.gov/newsroom/releases/archives/facts\\_for\\_features\\_special\\_editions/cb13-ff19.html](http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb13-ff19.html)

Environmental and Food Justice. Developed and moderated by Devon G. Peña,  
Ph.D., <http://ejfood.blogspot.com/>

Harry Gamboa Jr.,  
<http://www.harrygamboajr.com/>

HispanicVista.Com,  
<http://www.hispanicvista.com/>

Hispanic Studies (Languages, Literatures and  
Cultures), <http://library.albany.edu/subject/hispanicstudies>

Hispanic Reading Room, Library of Congress,  
<http://www.loc.gov/rr/hispanic/>

Inter University Program for Latino Research,  
<http://iuplr.nd.edu/>

Jesus Trevino,  
<http://latinopia.com/> [My favorite]

Julian Samora Research Institute,  
<http://jsri.msu.edu/>

La Bloga,  
<http://www.similarsites.com/goto/labloga.blogspot.com>

LATIN AMERICAN NETWORK INFORMATION CENTER,  
<http://lanic.utexas.edu/>

LANIC, Hispanic/Latino,  
<http://www1.lanic.utexas.edu/la/region/hispanic/>

Latin World,  
<http://www.latinworld.com/>

Latino Cultural Heritage Digital Archives,  
<http://digital-library.csun.edu/LatArch/>

Latinola,  
<http://latinola.com/>

Latinoteca,  
<http://www.latinoteca.com/>

mexmigration: History and Politics of Mexican Immigration,  
<http://mexmigration.blogspot.com/>

Pew Research Hispanic Center,  
<http://www.pewresearch.org/>

Seattle Civil Rights and Labor History Project,  
<http://depts.washington.edu/civilr/>

Self-Help Graphics and Art,  
<http://www.topsite.com/goto/selfhelpgraphics.com>

Social Scientists on Immigration Policy,  
<http://stopdeportationsnow.blogspot.com/>

Smithsonian Latino Center,  
<http://latino.si.edu/>

Sons of DeWitt Colony Texas,  
<http://www.tamu.edu/faculty/ccbn/dewitt/dewitt.htm>

The Azteca Web Page,  
<http://www.mexica.net/>

The Center for Mexican American Studies (CMAS) of The University of Texas at Austin,  
<http://www.utexas.edu/cola/centers/cmas/>

The Mexican Museum,  
<http://www.mexicanmuseum.org/>

The Topic: Mexico,  
<http://www.42explore2.com/mexico.htm>

United Farm Workers of America (UFW),

<https://www.reuther.wayne.edu/taxonomy/term/17>

U.S. Census,  
<http://www.census.gov/newsroom/>

Photo Archives

The Chicana/Chicano Experience in Arizona,  
<http://www.asu.edu/lib/archives/website/intro.htm>

Tejano Voices,  
<http://library.uta.edu/tejanovoices/gutierrez.php>

Twenty Years of Culture Clash,  
<http://digital-library.csun.edu/LatArch/cultureclash/>

Mujeres Activas en Letras y Cambio Social,  
<http://www.malcs.org/>

National Association for Chicana/o Studies,  
[www.naccs.org](http://www.naccs.org)

Note: I have a Facebook account under Rudy Acuna not Rodolfo



The South Texas Border, 1900-1920

Item Title: Maria Gonzalez and soldaderas

Author/Creator:

Photographer: Runyon, Robert, 1881-1968

<http://memory.loc.gov/cgi->

[bin/query/h?ammem/runyon:@field%28NUMBER+@band%28txuruny+00149%29%29](http://memory.loc.gov/cgi-bin/query/h?ammem/runyon:@field%28NUMBER+@band%28txuruny+00149%29%29)

## Music of the Sixties

### I. Mandatory

Documentary Hearts and Minds a required assignment,  
<http://topdocumentaryfilms.com/hearts-and-minds/>

### II. FYI:

Documentary viewed in class,  
<http://www.youtube.com/watch?v=dwINn5DEL1c>

Zoot Suit the movie,  
<http://www.amazon.com/Zoot-Suit/dp/B000ICZCS0>  
Also in Oviatt Library

Boulevard Nights Gang Movie  
<http://www.traileraddict.com/trailer/boulevard-nights/trailer>

### III. Music and documents from the Sixties

Please play and familiarize yourself with the music and documents. Don't fight it, just listen.

My Favorite Chicano Piece:  
Texas Tornados, Hey Baby Que Paso?  
<http://www.youtube.com/watch?v=4tXhAYI173U>

Woody Guthrie, This Land Is Your  
Land, <http://www.youtube.com/watch?v=wxiMrvDbq3s&feature=related>

Woody Guthrie, In 1945  
<http://www.youtube.com/watch?v=G5NJKx8ObDY>

Arlo Guthrie, Deportee,  
<http://www.youtube.com/watch?v=c2eO65BqxBE>

Little Richard, Tutti Frutti,  
<http://www.youtube.com/watch?v=QFq5O2kabQo>

Little Richard, Lucille,  
<http://www.youtube.com/watch?v=6jmNe77vces>



James Brown, I Feel Good,  
<http://www.youtube.com/watch?v=SzlpTRNIAvc>

James Brown, Get on  
Up, <http://www.youtube.com/watch?v=ynfk7izWNE8&feature=related>

Rose and the Originals,  
Angel Baby,  
<http://www.youtube.com/watch?v=9xm3qnh1sck>

Rosie and the Originals, Angel Baby  
(Live), <http://www.youtube.com/watch?v=YGQEbD4sJoI&feature=related>

The Beatles, Hey Jude,  
<http://www.youtube.com/watch?v=eDdI7GhZSQA>

John Lennon, Come Together,  
<http://www.youtube.com/watch?v=0e7AQQTONTvg>

Most influential songwriter of the century  
Bob Dylan, Live at the Newport Folk  
Festival, <http://www.youtube.com/watch?v=S1TKUk9nXjk>

Bob Dylan, Hurricane,  
<http://www.youtube.com/watch?v=4RwZu9W5Szs>

Bob Dylan, Like a Rolling  
Stone, <http://www.youtube.com/watch?v=g1s47L8DrJ0&feature=related>

Bob Dylan, Blowin' In The Wind (ORIGINAL)  
[Lyrics], <http://www.youtube.com/watch?v=DFvkhzkS4bw>

Joan Baez, Where Have All the Flowers Gone, (Her father was from Monterey,  
Mexico), <http://www.youtube.com/watch?v=sKvdPsnkPC0>

Joan Baez, We shall  
overcome, <http://www.youtube.com/watch?v=RkNsEH1GD7Q&feature=related>

The 60's - Music of a Revolution,  
<http://www.youtube.com/watch?v=fIKCrgC4tJY>

Peter Paul & Mary, Blowin in the wind,  
<http://www.youtube.com/watch?v=Ld6fAO4idaI>

Simon and Garfunkel, Sound of  
Silence, <http://www.youtube.com/watch?v=9hUy9ePyo6Q&feature=related>

Peter Paul & Mary, Where have all the flowers gone?

Live, <http://www.youtube.com/watch?v=pYi6nxhvUk&feature=related>

Judy Collins, Send In The Clowns,

<http://www.youtube.com/watch?v=EGekq3Jt5Go>

Janis Joplin, To love somebody,

<http://www.youtube.com/watch?v=fkGUt4QYc08>

Janis Joplin, Piece Of My Heart

(live), <http://www.youtube.com/watch?v=IRrM6m3Oodio&feature=related>

Jimi Hendrix, Live At WOODSTOCK [Voodoo

Child], <http://www.youtube.com/watch?v=jmVcRxFUhEQ>

Woodstock Jimi Hendrix Janis Joplin 1969 Live Canned

Heat, <http://www.youtube.com/watch?v=Vv98-4eOJbU&feature=related>

The Doors, light My

Fire, <http://www.youtube.com/watch?v=DLPWByVJ2A0&feature=related>

Jim Morrison, Light My Fire, All Around His Majesty,

<http://www.youtube.com/watch?v=KcPjjoEEk8Q>

El Chicano, Don't Put Me Down Cause I'm

Brown, <http://www.youtube.com/watch?v=lc3oDE4MT8E&feature=related>

Santana, Black Magic Woman,

<http://www.youtube.com/watch?v=95kCv10duFw>

CHICANO ROCK! - on PBS December

14<sup>th</sup>, <http://www.youtube.com/watch?v=Tvr0NB3O9TY>

Thee Midnites w/ Lil Willie G, Making Ends

Meet, <http://www.youtube.com/watch?v=yVX4Nz5ShmY&feature=related>

David Perez, Ruben Ramos, Little Joe, Latin

Breed, <http://www.youtube.com/watch?v=Yh8lhnJgT4Q>

Little Joe & The Latinaires, Lagrimas

LLoro, [http://www.youtube.com/watch?v=G\\_zrl0HYTwg](http://www.youtube.com/watch?v=G_zrl0HYTwg)

Ritchie Valens (from Pacoima), La Bamba,

<http://www.youtube.com/watch?v=Jp6j5HJ-Cok&p=E89624A0473DC790&playnext=1&index=30>

Ritchie Valens, Oh Donna,  
<http://www.youtube.com/watch?v=TtlzJlRcCsM>

Ritchie Valens, Oh Donna  
(live), <http://www.youtube.com/watch?v=1mKHkz6A3Fk&feature=related>

Thee Midnitters, Chicano Power,  
<http://www.youtube.com/watch?v=Tr9CV7Z-QkQ>

Thee Midnitters, Whittier BLVD.,  
<http://www.youtube.com/watch?v=uh1STdjCS0M>

Chulas Fronteras Los Alegres, Volver  
Volver, <http://www.youtube.com/watch?v=yORnOtaP9ow>

Flaco Jimenez, Accordion Sounds of Texas,  
[http://www.youtube.com/watch?v=Iyc8\\_km-pfw](http://www.youtube.com/watch?v=Iyc8_km-pfw)  
<http://www.youtube.com/watch?v=lyxe7f1K5JM&feature=related>

Songs Of The Homeland, History Tejano  
Music, <http://www.youtube.com/watch?v=1NaFuECht6U&feature=related>

Lydia Mendoza, Mal Hombre - 1934,  
<http://www.youtube.com/watch?v=eFnXvWgX73Y>

Chunky y Los Alacranes, Yo Soy  
Chicano, <http://www.youtube.com/watch?v=EjpnugSr5JM>

Little Joe Y La Familia, Las Nubes,  
<http://www.youtube.com/watch?v=OoS3Rim5kVk>

Freddie Fender, Wasted Days and Wasted  
Nights, [http://www.youtube.com/watch?v=oJsRHvja\\_Ro&feature=fvsv](http://www.youtube.com/watch?v=oJsRHvja_Ro&feature=fvsv)

Los Alegres de Teran, La Zenaida,  
<http://www.youtube.com/watch?v=mjflk8M2cbk>

Linda Ronstadt, It Doesn't Matter  
Anymore, <http://www.youtube.com/watch?v=fKx9hmt5G8U>

Johnny Cash & Linda Ronstadt,  
<http://www.youtube.com/watch?v=Y2cR3HwCgfg>

Linda Ronstadt, It's So Easy (LIVE),  
<http://www.youtube.com/watch?v=1tBeqxKKseA>

Linda Ronstadt & Bonnie Raitt, Blowing  
Away, <http://www.youtube.com/watch?v=SfETVe9lqeU>

High Sierra Trio Linda Ronstadt Dolly Parton Emmylou  
Harris, <http://www.youtube.com/watch?v=Cnieh0Y1V-o>

Lola Beltran and Linda Ronstadt, Hay Unos  
Ojos <http://www.youtube.com/watch?v=aoB7Ytulw2s>

Linda Ronstadt, You're a very lovely  
woman, <http://www.youtube.com/watch?v=pKWgVzQBg28>

Linda Ronstadt with los Camperos de Nati Cano, Tata  
Dios, <http://www.youtube.com/watch?v=AszHvfKdGtU>

Carlos Santana, Europa,  
<http://www.youtube.com/watch?v=weoGpyvIqP8>

#### IV. Among Rudy's Favorites:

Freddy Fender, Hay un Algo en Tu  
Pensar, <http://www.youtube.com/watch?v=qlbrRkXxAQk>

Freddy Fender, Wasted Days and Wasted Nights,  
<http://www.youtube.com/watch?v=-Qu8RPvhP-U>

Freddy Fender, Crazy Baby,  
<http://www.youtube.com/watch?v=w-OE3GsH9fk&feature=related>

Freddy Fender, Flaco Jimenez, Volver  
Volver, <http://www.youtube.com/watch?v=UvTBdQk5fa0&feature=related>

Freddie Fender, Last Teardrop  
Falls, <http://www.youtube.com/watch?v=2fQpOZGMct4&feature=related>

Willie Nelson with Carlos Santana, Gone to  
Mexico, [http://www.youtube.com/watch?v=Mn\\_JuvLjLe8](http://www.youtube.com/watch?v=Mn_JuvLjLe8)

Shorty & The Corvettes, Pledging My  
Love, <http://www.youtube.com/watch?v=pInNRUzzDdY>

BROWN CHICANA,  
<http://www.youtube.com/watch?v=HROhBbBnKGc>

The Latinliners, love at first sight,  
<http://www.youtube.com/watch?v=CpNqCXuWuLE>

The Temptations, My  
Girl, [http://www.youtube.com/watch?v=OzDpVSRiA7Q&feature=PlayList&p=8953BD71E354343A&playnext=1&playnext\\_from=PL&index=11](http://www.youtube.com/watch?v=OzDpVSRiA7Q&feature=PlayList&p=8953BD71E354343A&playnext=1&playnext_from=PL&index=11)

Vicky Carr,-Grande, Grande,  
<http://www.youtube.com/watch?v=uGMWNxl3Y60>

Tito Guízar, Allá en el Rancho Grande,  
<http://www.youtube.com/watch?v=aQH-7ekZfhl>

Lalo Guerrero The Father of Chicano Music,  
<http://www.originalchicano.com/index.html>

Lalo Guerrero,:Los Chucos Suaves,  
<http://www.youtube.com/watch?v=K0y9StCz5oc>

Lalo Guerrero, Tacos for Two,  
<http://www.youtube.com/watch?v=lgBKPhsNcPQ>

Lalo Guerrero, Chicas Patas  
Boogie, <http://www.youtube.com/watch?v=vWSMRC5GTk4>

Lalo Guerrero, Canción Mexicana,  
[http://www.youtube.com/watch?v=5\\_y6raVOgWo](http://www.youtube.com/watch?v=5_y6raVOgWo)

Lalo Guerrero,  
Tequila, <http://www.youtube.com/watch?v=bRIzWjnxaf0&feature=related>

Lalo Guerrero, Pancho Lopez,  
<http://www.youtube.com/watch?v=-EwiLREY3wM>

Lalo Guerrero, Homenaje a Ruben Salazar,  
<http://www.youtube.com/watch?v=gj-oeV3eWUo>

## V. Civil Rights Movement

1960 Civil Rights Movement,  
[http://www.youtube.com/watch?v=EYqsJizN4gI&feature=PlayList&p=7E023C30EEE066F9&playnext=1&playnext\\_from=PL&index=33](http://www.youtube.com/watch?v=EYqsJizN4gI&feature=PlayList&p=7E023C30EEE066F9&playnext=1&playnext_from=PL&index=33)

I Have A Dream: Life of Martin Luther King Jr.  
(clip), <http://www.youtube.com/watch?v=eng7UglvQLs>

Black Panthers: Huey P. Newton- interviewed in jail, <http://www.youtube.com/watch?v=XYup2rt7GcA>

MALCOLM X: OUR HISTORY WAS DESTROYED BY SLAVERY, <http://www.youtube.com/watch?v=ENHP89mLWOY&feature=related>

Against All Odds (c) Watts Riots, <http://www.youtube.com/watch?v=my3doRW-HWA>

Blowout Panel 3, <http://www.youtube.com/watch?v=hXt8IJZhTM4>

Chicano Moratorium, <http://www.youtube.com/watch?v=beQkgupCwSI>

I Am Joaquin, <http://www.youtube.com/watch?v=qu-MXmsYk7M&feature=related>

Corky Gonzales Speaking to Students, <http://www.youtube.com/watch?v=sDkU3rUqGTo>

Nation of Aztlan, <http://www.youtube.com/watch?v=RM9uH4XgOmI>

Cesar Chavez: Embrace the Legacy (5 min. UFW video), <http://www.youtube.com/watch?v=e7GCCBIgFaQ>

Ruben Salazar Garfield high The Life and Legacy school east la, <http://www.youtube.com/watch?v=qh7YQtjP4uo>

Zoot Suit, [http://www.pbs.org/wgbh/amex/zoot/eng\\_sfeature/sf\\_zoot\\_mx.html](http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_zoot_mx.html)

Woody Guthrie's original lyrics to "This Land is Your Land": stanzas 4, 5, and 6 are usually censored out, but are essential to conveying the full meaning of Woody's song.

THIS LAND IS YOUR LAND

chorus

This land is your land, this land is my land  
From California to the New York Island  
From the redwood forest to the Gulf Stream water  
This land was made for you and me

As I was walkin', that ribbon of highway  
I saw above me, that endless skyway  
I saw below me, that golden valley  
I said this land was made for you and me

I've roamed and rambled and I followed my footsteps  
To the sparkling sand of her diamond desert  
And all around me, a voice was sounding:  
This land was made for you and me

Down in the city, in the shadow of the steeple  
By the relief office, I saw my people  
As they stood there hungry I stood there whistling:  
This land was made for you and me

As I went walking, I saw a sign there  
And on that sign it said "Private Property"  
But on the other side it didn't say nothin'  
That side was made for you and me !

Nobody living can ever stop me  
As I go walking my freedom highway  
Nobody living can make me turn back, cuz  
This land was made for you and me

The sun came shining, and I was strolling  
And the wheat fields waving and the dust clouds rolling  
As the fog was lifting, a voice was chanting:  
This land was made for you and me

- Woody Guthrie

Again this is for my two 445 classes. The following are links to the music of the sixties and early 70s. The selections are just a small sample of the music of the time. When you want to kick back, go through the different personalities. It starts with the greatest American song writer Woody Guthrie, merging with rock and roll.

Rudy Acuña

Woody Guthrie, This Land is Your Land,  
<http://www.youtube.com/watch?v=XaI5IRuS2aE&feature=related>

Pete Seeger & Weavers, Wimoweh,  
<http://www.youtube.com/watch?v=f7XjzqPZJDc&feature=related>

The Supremes, Baby Love,  
<http://www.youtube.com/watch?v=23UkIkwy5ZM>

The 60s - Music of a Revolution,  
<http://www.youtube.com/watch?v=fIKCrgC4tJY>

## VI. Corridos and Norteño Music

Los Lobos La Bamba was a bridge between the pocho and Mexican immigrant generations, how?

Los Lobos, La Bamba (Live),  
<http://www.youtube.com/watch?v=tz2dajJsd1o>

Jorge Negrete, Ay Jalisco no te rajes [En vivo] (My father's song),  
<http://www.youtube.com/watch?v=GqMOE5AlzGg&p=E30DEBB9CEBFEFAC&playnext=1&index=31>

Antonio Aguilar, Sonora Querida (My mother's song),  
<http://www.youtube.com/watch?v=ZBZ13ukgV7Y&feature=related>

Corridos de Pancho Villa,  
<http://www.youtube.com/watch?v=7U-K5a1zZNY&feature=related>  
<http://www.youtube.com/watch?v=Bdbn1hXA7jY>

NPR segment on Narcocorridos,  
<http://www.youtube.com/watch?v=7zjyDGnDUXs>

Polka, Mexican style,  
<http://www.youtube.com/watch?v=3kuCQOWDZI8>

Baile Norteño (La Grulla), <http://www.youtube.com/watch?v=Bdbn1hXA7jY>

Polka Country Musicians Oj  
Dana, <http://www.youtube.com/watch?v=vzIbPxBKdnE&feature=PlayList&p=B853E78912C0C7F8&playnext=1&index=29>

Baile norteño en Monterrey,  
<http://www.youtube.com/watch?v=kwtYF9nuEww>



## Programs in Chicana/o Studies

*Note: I have not listed community colleges, although many two year college grant AAs in Chicana/o Studies. Hopefully, this will be the next frontier, and we will increase offerings in Chicana/o Studies at the entry level.*

*(See <http://forchicanachicanostudies.wikispaces.com/Working+Draft+of+Chicanao+and+Latinao+Departments+and+Programs> for community colleges.) If I have slighted your institution, please send me the name of the institution, and I will include it. The list also does not include institutions that carry limited courses on the Chicana/o experience, which would significantly expand the list. I have also limited the venues to the Southwest, Midwest, and Pacific Northwest. There are excellent Latina/o Studies programs on the East Coast that I have not included. Lastly, I have concentrated on programs that responded to a survey that I sent out. This is a start, not the end.*

### Arizona

Arizona State University

Name: Transborder Chicana/o and Latina/o Studies

Location: Tempe, Arizona

Degree: BA; Hispanic Research Center]

Contact: [tcls.info@asu.edu](mailto:tcls.info@asu.edu)

Web Page: <http://sts.asu.edu/>

Northern Arizona University

Name: Ethnic Studies

Location: Flagstaff, Arizona

Degree: Minor Ethnic Studies; Minor Latin American Studies

Contact: [EthnicStudies@nau.edu](mailto:EthnicStudies@nau.edu), [Geeta.Chowdhry@nau.edu](mailto:Geeta.Chowdhry@nau.edu)

Web Page: <http://www.cal.nau.edu/LAS>

University of Arizona

Name: Mexican American Studies Department

Location: Tucson, Arizona

Degree: BA in Mexican American Studies

Contact: [SBS-MAS@email.arizona.edu](mailto:SBS-MAS@email.arizona.edu)

Web Page: <http://mas.arizona.edu/>

### California

California State Polytechnic University Pomona

Name: Ethnic and Women's Studies Department

Location: Pomona, California

Degree: BA

Contact: [meyanamura@csupomona.edu](mailto:meyanamura@csupomona.edu), [grcadena@csupomona.edu](mailto:grcadena@csupomona.edu), [ranavarro@csupomona.edu](mailto:ranavarro@csupomona.edu)

Web Page: <http://www.csupomona.edu/~ews/>

California State University at Bakersfield

Name: Interdisciplinary Concentration In Chicano Studies

Location: Bakersfield, California

Degree: Minor in Chicano Studies

Contact: [arodriguez@csub.edu](mailto:arodriguez@csub.edu)

Web Page: <http://www.csub.edu/chicanostudies/concentration.shtml>

California State University Channel Island

Name: Chicana/o Studies

Location: Camarillo, California

Degree: Bachelor of Arts in Chicana/o Studies

Contact: [jose.alamillo@csuci.edu](mailto:jose.alamillo@csuci.edu)

Web Page: <http://chicanostudies.csuci.edu/>

California State University Chico

Name: BA in Multicultural and Gender Studies

Location: Chico, California

Degree: Minor in Chicano Studies

Contact: [grin@csuchico.edu](mailto:grin@csuchico.edu)

Web Page: [http://www.csuchico.edu/mecha/chicano\\_studies/chstminor.html](http://www.csuchico.edu/mecha/chicano_studies/chstminor.html)

California State University Dominguez Hills

Name: Chicano/Chicana Studies Department

Location: Carson, California

Degree: BA Chicano/Chicana Studies

Contact: [mchavez@csudh.edu](mailto:mchavez@csudh.edu)

Web Page: <http://cah.csudh.edu/chicanastudies/>

California State University Fresno

Name: Chicano and Latin American Studies Department

Location: Fresno, California

Degree: BA Chicano Studies

Web Page: <http://cls.csufresno.edu/>

California State University Fullerton

Name: Chicana/o Studies Department

Location: Fullerton, California

Degree: BA in Ethnic Studies

Contact: [agradilla@fullerton.edu](mailto:agradilla@fullerton.edu)

Web Page: <http://hss.fullerton.edu/Chicano/index.asp>

California State University Long Beach

Name: Department of Chicano & Latino Studies

Location: Long Beach, California

Degree: BA Chicano & Latino Studies  
Contact: [jose.moreno@csulb.edu](mailto:jose.moreno@csulb.edu)  
Web Page: <http://www.csulb.edu/depts/chls/>

California State University Los Angeles  
Name: Department of Chicano Studies  
Location: Los Angeles, California  
Degree: BA & MA Chicano Studies  
Contact: [bguzman@calstatela.edu](mailto:bguzman@calstatela.edu)  
Web Page: <http://www.calstatela.edu/academic/chs/>

California State University Northridge  
Name: Department of Chicana/o Studies  
Location: Northridge, California  
Degree: BA & MA Chicana/o Studies  
Contact: [Mary.pardo@csun.edu](mailto:Mary.pardo@csun.edu)  
Web Page: <http://www.csun.edu/chicanostudies/>

California State University San Bernadino  
Name: Program of Ethnic Studies  
Location: San Bernardino, California  
Degree: Minor in Ethnic Studies  
Contact: [evaldez@csusb.edu](mailto:evaldez@csusb.edu)  
Web Page: <http://ethnic.csbs.csusb.edu>

California State University Sonoma  
Name: Department of Chicano and Latino Studies  
Location: Rohnert Park, California  
Degree: B.A. in Department Chicano and Latino studies  
Contact: [elizabeth.martinez@sonoma.edu](mailto:elizabeth.martinez@sonoma.edu), [ronald.lopez@sonoma.edu](mailto:ronald.lopez@sonoma.edu), [kimraj@sonoma.edu](mailto:kimraj@sonoma.edu)  
Web Page: <http://www.sonoma.edu/cals/>

Claremont Colleges  
Name: Chicana/o~Latina/o Studies Department  
Location: Claremont, California  
Degree: BA Chicano/Latino Studies  
Contact: [maria\\_soldatenko@pitzer.edu](mailto:maria_soldatenko@pitzer.edu)  
Web Page: <http://www.chicano-studies.pomona.edu>

Loyola Marymount University  
Name: Department of Chicana and Chicano Studies  
Location: Westchester, California  
Degree: BA Chicana/o Studies  
Contact: [dgonzale@lmu.edu](mailto:dgonzale@lmu.edu), [kdavalos@lmu.edu](mailto:kdavalos@lmu.edu)  
Web Page: <http://bellarmine.lmu.edu/chicana/>

San Diego State University

Name: Department of Chicana and Chicano Studies

Location: San Diego, California

Degree: BA MA Chicana/o Studies

Contact: [delcast1@mail.sdsu.edu](mailto:delcast1@mail.sdsu.edu), [ccs@mail.sdsu.edu](mailto:ccs@mail.sdsu.edu)

Web Page: <http://aztlan.sdsu.edu/>

San Francisco State University

Name: Department of Raza Studies

Location: San Francisco, California

Degree: BA La Raza Studies

Contact: [latinos@sfsu.edu](mailto:latinos@sfsu.edu)

Web Page: <http://www.sfsu.edu/~raza/>

San Jose State University

Name: Mexican American Studies Department

Location: San Jose, California

Degree: Minor Mexican American Studies & MA

Contact: [Marcos.Pizarro@sjsu.edu](mailto:Marcos.Pizarro@sjsu.edu), [prof\\_curry@yahoo.com](mailto:prof_curry@yahoo.com)

Web Page: <http://info.sjsu.edu/web-dbgen/catalog/departments/MAS.html>

Santa Clara University

Name: Ethnic Studies

Location: Santa Clara, California

Degree: Ethnic Studies BA

Contact: [rchacon@scu.edu](mailto:rchacon@scu.edu), [jlai@scu.edu](mailto:jlai@scu.edu)

Web Page: <http://www.scu.edu/ethnicstudies/academicprogram/coursedescrip.cfm>

Stanford University

Name: Stanford Center for Chicano Research

Location: Stanford, California

Degree: Interdisciplinary Major Chicana and Chicano Studies

Contact: [segura@stanford.edu](mailto:segura@stanford.edu), [camar@stanford.edu](mailto:camar@stanford.edu)

Web Page: <http://chs.stanford.edu/>

University of California Berkeley

Name: Chicano/Latino Studies Program In The Department of Ethnic Studies

Location: Berkeley, California

Degree: BA PhD Ethnic Studies Chicano Studies Program, Degree in Ethnic Studies

Contact: [ethnicst@berkeley.edu](mailto:ethnicst@berkeley.edu)

Web Page: <http://ethnicstudies.berkeley.edu/programs/cls.php>

University of California Davis

Name: Department of Chicana/o Studies

Location: Davis, California

Degree: B.A. through Cultural Studies and Social/Policy Studies from the College of Letters and Science

Contact: [adelatorre@ucdavis.edu](mailto:adelatorre@ucdavis.edu)

Web Page: <http://chi.ucdavis.edu/>

University of California Irvine

Name: Department Chicano/Latino Studies

Location: Irvine, California

Degree: B.A. degree in Chicano/Latino Studies, a minor, a certificate program, and a graduate emphasis

Contact: [vruiz@uci.edu](mailto:vruiz@uci.edu)

Web Page: <http://www.chicanolatinostudies.uci.edu/>

University of California Los Angeles

Name: César E. Chavez Department of Chicana and Chicano Studies

Location: Los Angeles, California

Degree: BA Chicana/o Studies

Contact: [agdealba@ucla.edu](mailto:agdealba@ucla.edu)

Web Page: <http://www.chavez.ucla.edu/>

University of California Riverside

Name: It is an area within Ethnic Studies

Location: Riverside, California

Degree: B.A. in Ethnic Studies, Chicano Studies and Ph.D. in Ethnic Studies

Contact: [dylan.rodriguez@ucr.edu](mailto:dylan.rodriguez@ucr.edu)

Web Page: <http://www.ethnicstudies.ucr.edu/>

University of California San Diego

Name: Department of Ethnic Studies

Location: La Jolla, California

Degree: Minor in Chicana/o and Latin, a/o Studies (B.A., M.A. and Ph.D. programs offered in Ethnic studies)

Contact: [gmariscal@ucsd.edu](mailto:gmariscal@ucsd.edu), [yespirit@weber.ucsd.edu](mailto:yespirit@weber.ucsd.edu)

Web Page: <http://literature.ucsd.edu/affiliated-programs/clah/index.html>

University of California Santa Barbara

Name: Chicana and Chicano Studies Department

Location: Goleta, California

Degree: B.A., M.A. and Ph.D. programs offered

Contact: [segura@chicst.ucsb.edu](mailto:segura@chicst.ucsb.edu)

Web Page: <http://www.chicst.ucsb.edu/>

University of California Santa Cruz

Name: Latin American and Latino Studies Department

Location: Santa Cruz, California

Degree: B.A., Undergraduate Minor

Contact: [segura@chicst.ucsb.edu](mailto:segura@chicst.ucsb.edu)

Web Page: <http://lals.ucsc.edu/>

University of Southern California

Name: Department of American Studies and Ethnicity

Location: Los Angeles, California

Degree: Bachelor of Arts, American Studies and Ethnicity (Chicano/Latino Studies)

Contact: [georges@usc.edu](mailto:georges@usc.edu)

Web Page: <http://dornsife.usc.edu/ase/> , <http://libguides.usc.edu/chicanoandlatinostudies>

## Colorado

Colorado State University-Pueblo

Name: Chicana(o)/Latina(o) Studies

Location: Pueblo, Colorado

Degree: Chicano/a Studies minor

Contact: [Roy.Sonnema@colostate-pueblo.edu](mailto:Roy.Sonnema@colostate-pueblo.edu), [fawnamber.montoya@colostate-pueblo.edu](mailto:fawnamber.montoya@colostate-pueblo.edu)

Web Page: <http://chass.colostate-pueblo.edu/chicanostudies/>

Metropolitan State College, Denver

Name: Chicano Studies Department

Location: Denver, Colorado

Degree: BA

Contact: [delcastr@mscd.edu](mailto:delcastr@mscd.edu)

Web Page: <http://www.mscd.edu/~chs/>

University Northern Colorado-Greeley

Name: Hispanic Studies

Location: Greeley, Colorado

Degree: B.A [Minor in Mexican American Studies]

Contact: [priscilla.falcon@unco.edu](mailto:priscilla.falcon@unco.edu), [joy.landeira@unco.edu](mailto:joy.landeira@unco.edu)

Web

Page: <http://catalog.unco.edu/2008,09/wwhelp/wwhimpl/common/html/wwhelp.htm?context=W2003UNC8-9&file=UnderGradDegrees.9.31.html>

University of Colorado at Boulder

Name: Department of Ethnic Studies

Location: Boulder, Colorado

Degree: BA

Contact: [emma.perez@colorado.edu](mailto:emma.perez@colorado.edu) , [cuethnicstudies@colorado.edu](mailto:cuethnicstudies@colorado.edu)

Web Page: <http://www.colorado.edu/EthnicStudies/>

## New Mexico

Eastern New Mexico University  
Name: Greater Southwest Studies

Location: Portales, New Mexico

Degree: Minor. AA

Contact: [Cynthia.Orozco@enmu.edu](mailto:Cynthia.Orozco@enmu.edu)

Web Page: <http://liberal-arts.enmu.edu/interdiscipline/southwest.shtml>

New Mexico State University

Name: Chicano Programs

Location: Las Cruces, New Mexico

Degree: Supplementary Major Chicano Studies

Contact: [lgutzspc@nmsu.edu](mailto:lgutzspc@nmsu.edu)

Web Page: <http://chicano.nmsu.edu/>

University of New Mexico

Name: Chicano Hispano Mexicano Studies

Location: Albuquerque, New Mexico

Degree: Interdisciplinary minor

Contact: [lamadrid@unm.edu](mailto:lamadrid@unm.edu), [chicanos@unm.edu](mailto:chicanos@unm.edu)

Web Page: <http://www.unm.edu/~chicanos>

Western New Mexico University

Name: Department of Chicana/Chicano and Hemispheric Studies (CCHS)

Location: Silver City, New Mexico

Degree: Chicano\_Hemispheric\_Studies-BA

Web

Page: <http://www.educause.edu/Community/MemDir/Profiles/FelipedeOrtegoyGasca/68011> <http://www.wnmu.edu/academic/cchs/>

Texas

Our Lady of the Lake

Name: Mexican American Studies Department

Location: San Antonio, Texas

Degree: BA

Contact: [mcflores@ollusa.edu](mailto:mcflores@ollusa.edu), [florm@lake.ollusa.edu](mailto:florm@lake.ollusa.edu), [fgalan@lake.ollusa.edu](mailto:fgalan@lake.ollusa.edu)

Web Page: <http://www.ollusa.edu/s/346/ollu.aspx?pgid=1325>,

<http://www.ollusa.edu/s/1190/ollu-3-column-noads.aspx?sid=346&gid=1&pgid=4142>

Southern Methodist University

Name: Ethnic Studies and Latin American Studies

Location: Dallas, Texas

Degree: B.A. in Latin American Studies. B.A. B.S. in Ethnic Studies Concentrations in Mexican American Studies

Contact: [jchavez@smu.edu](mailto:jchavez@smu.edu), [swcenter@smu.edu](mailto:swcenter@smu.edu)

Web

Page: <http://smu.edu/dedman/majors/latinstudies/>, <http://smu.edu/dedman/majors/ethnicstudies/default.asp>

Sul Ross State University

Name: Mexican-American Studies Minor

Location: Alpine, Texas

Degree: BA

Web Page: <http://www.sulross.edu/page/1881/mexican-american-studies>

Texas A&M Corpus Christi

Name: Mexican American Studies

Location: Corpus Christi, Texas

Degree: Minor in development

Contact: [r.quiroz@tamucc.edu](mailto:r.quiroz@tamucc.edu), [diana.cardenas@tamucc.edu](mailto:diana.cardenas@tamucc.edu)

, [uan.huerta@tamucc.edu](mailto:uan.huerta@tamucc.edu), [anthony.quiroz@tamucc.edu](mailto:anthony.quiroz@tamucc.edu)

Web Page: <http://cla.tamucc.edu/minors/mexican.html>

Texas Lutheran University

Name: Center for Mexican American Studies

Location: Seguin, Texas

Degree: Minor

Contact: [rmilk@tlu.edu](mailto:rmilk@tlu.edu), [rreyes@tlu.edu](mailto:rreyes@tlu.edu), [jrodriguez@tlu.edu](mailto:jrodriguez@tlu.edu)

Web Page: <http://www.tlu.edu/academics/mexicanamerican?rc=0>

University of Houston

Name: Center for Mexican American Studies

Location: Houston. Texas

Degree: Minor

Contact: [tmindiola@uh.edu](mailto:tmindiola@uh.edu), [lcano@uh.edu](mailto:lcano@uh.edu)

Web Page: <http://www.class.uh.edu/CMAS/>

University of North Texas

Name: Mexican American Studies

Location: Denton, Texas

Degree: Minor

Contact: [beto@unt.edu](mailto:beto@unt.edu)

Web Page: <http://history.unt.edu/interdisciplinary-minors/mexican-american-studies>

University of Texas Arlington

Name: Center for Mexican American Studies (CMAS)

Location: Arlington, Texas

Degree: Minor

Contact: [cmasweb@uta.edu](mailto:cmasweb@uta.edu), [sgbaker@uta.edu](mailto:sgbaker@uta.edu)

Web Page: <http://www.uta.edu/cmas/>



University of Texas El Paso

Name: Chicano Studies

Location: El Paso, Texas

Degree: BA

Contact: [chicstds@utep.edu](mailto:chicstds@utep.edu) [dbixlerm@utep.edu](mailto:dbixlerm@utep.edu)

Web Page: <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/chicano>

University of Texas Austin

Name: Mexican American Studies Center

Location: Austin, Texas

Degree: MA

Contact: [e.zamora@austin.utexas.edu](mailto:e.zamora@austin.utexas.edu), [metrocan2@aol.com](mailto:metrocan2@aol.com)

Web Page: <http://www.utexas.edu/cola/centers/cmas/>

University of Texas Pan American

Name: Mexican-American Studies

Location: Edinburg, Texas

Degree: BA

Contact: [mas@utpa.edu](mailto:mas@utpa.edu)

Web

Page: [http://portal.utpa.edu/utpa\\_main/daa\\_home/csbs\\_home/history\\_phil\\_home/mex\\_amer\\_home](http://portal.utpa.edu/utpa_main/daa_home/csbs_home/history_phil_home/mex_amer_home)

University of Texas San Antonio

Name: Mexican American Studies (MAS)

Location: San Antonio, Texas

Degree: BA

Web Page: <http://utsa.edu/ucat/coehd/BAMas.html>, <http://www.utsa.edu/ucat/coehd/mas.html>

Washington

Central Washington University

Name: Latino and Latin American Studies Program, Ethnic Studies Course Program

Location: Ellensburg, Washington

Degree: Minors

Contact: [GGarcia@cwu.EDU](mailto:GGarcia@cwu.EDU)

Web Page: [http://www.cwu.edu/~la\\_studies/](http://www.cwu.edu/~la_studies/)

Eastern Washington University

Name: Chicano Education Program

Location: Cheney, Washington

Degree: Minor

Contact: [sburge@ewu.edu](mailto:sburge@ewu.edu), [jhernandez@ewu.edu](mailto:jhernandez@ewu.edu)

Web Page: <http://www.ewu.edu/csbsw/programs/chicano-education/cep-degrees/minor.xml>

University of Washington

Name: American Ethnic Studies

Location: Seattle, Washington

Degree: Minor

Contact: [lflores@u.washington.edu](mailto:lflores@u.washington.edu), [salase@u.washington.edu](mailto:salase@u.washington.edu), [gamboae@u.washington.edu](mailto:gamboae@u.washington.edu), [dpena@u.washington.edu](mailto:dpena@u.washington.edu)

Web Page: <http://depts.washington.edu/aes/>

Washington State University

Name: Comparative Ethnic Studies

Location: Pullman, Washington

Degree: BA

Contact: [laguerre@wsu.edu](mailto:laguerre@wsu.edu), [clugo@wsu.edu](mailto:clugo@wsu.edu)

Web Page: <http://libarts.wsu.edu/ces/>

Western Washington University

Name: American Cultural Studies program

Location: Bellingham, Washington

Degree: BA

Contact: [Larry.Estrada@wwu.edu](mailto:Larry.Estrada@wwu.edu)

Web Page: <http://www.wwu.edu/acs/>

Oregon

Oregon State University

Name: Department of Ethnic Studies; Centro Cultural César Chávez

Location: Corvallis, Oregon

Degree: BS, BA

Web Page: [http://oregonstate.edu/cla/ethnic\\_studies](http://oregonstate.edu/cla/ethnic_studies), <http://oregonstate.edu/cccc/>

Utah

University Of Utah

Name: Ethnic Studies

Location: Salt Lake City, Utah

Degree: Minor

Contact: [Dolores.DelgadoBernal@ed.utah.edu](mailto:Dolores.DelgadoBernal@ed.utah.edu), [Ed.Buendia@ed.utah.edu](mailto:Ed.Buendia@ed.utah.edu), [armando@fcs.utah.edu](mailto:armando@fcs.utah.edu)

Web Page: <http://ethnic.utah.edu/>

Illinois

DePaul University

Name: Latin American and Latino Studies

Location: Chicago, Illinois

Degree: BA, Minor

Web

Page: <http://las.depaul.edu/lals/>, [http://www.depaul.edu/academics/undergraduate/majors/latinamer\\_studies.asp](http://www.depaul.edu/academics/undergraduate/majors/latinamer_studies.asp)

Northeastern Illinois University Name: Latino and Latin American Studies Program

Location: Chicago, Illinois

Degree: BA

Contact: [v-ortiz@neiu.edu](mailto:v-ortiz@neiu.edu)

Web Page: <http://www.neiu.edu/~llas/>

Northwestern University

Name: Latina and Latino Studies Program

Location: Evanston, Illinois

Degree: BA

Contact: [latinao-studies@northwestern.edu](mailto:latinao-studies@northwestern.edu)

Web Page: <http://www.latinostudies.northwestern.edu/>

University of Illinois at Urbana-Champaign

Name: Latina/Latino Studies Program

Location: Champaign, Illinois

Degree: BA

Contact: [rtrudrig@illinois.edu](mailto:rtrudrig@illinois.edu)

Web Page: <http://www.lls.illinois.edu/>

University Of Illinois - Chicago Circle

Name: Department. Of Latin America and Latino Studies

Location: Chicago, Illinois

Degree: BAA

Contact: [torresma@uic.edu](mailto:torresma@uic.edu)

Web Page: <http://www.uic.edu/las/latamst/>,  
<http://www.uic.edu/las/latamst/directory/carrera.shtml>

Indiana

Indiana University Bloomington

Name: Latino Studies Program

Location: Bloomington, Indiana

Degree: Minor, PhD Minor

Contact: [latino@indiana.edu](mailto:latino@indiana.edu), [ardiaz@indiana.edu](mailto:ardiaz@indiana.edu)

Web Page: <http://www.indiana.edu/~latino/>

Indiana University Northwest

Name: Department of Minority Studies  
Location: Gary, Indiana  
Degree: Minor in Latino Studies  
Contact: [rcontrer@iun.edu](mailto:rcontrer@iun.edu)  
Web Page: <http://www.iun.edu/~contrera/>

Notre Dame University  
Name: Institute for Latino Studies  
Location: Notre Dame, Indiana  
Contact: [Gilberto.Cardenas.7@nd.edu](mailto:Gilberto.Cardenas.7@nd.edu)  
Web Page: <http://www.nd.edu/~latino/>

Purdue University  
Name: Latin American and Latino studies program  
Location: West Lafayette, Indiana  
Degree minor  
Contact: [afern@purdue.edu](mailto:afern@purdue.edu)  
Web Page: <http://www.cla.purdue.edu/latin-american/>

## Iowa

Iowa State University  
Name: U.S. Latino/a Studies Program  
Location: Ames, Iowa  
Degree: BA within Interdisciplinary Studies  
Contact: [lprieto@iastate.edu](mailto:lprieto@iastate.edu)  
Web Page: <http://cais.las.iastate.edu/>

## Kansas

Kansas State University  
Name: American Ethnic Studies  
Location: Manhattan, Kansas  
Degree: BS/BA  
Contact: [ethnicstudies@ksu.edu](mailto:ethnicstudies@ksu.edu), [tgonzale@ksu.edu](mailto:tgonzale@ksu.edu)  
Web Page: <http://www.k-state.edu/ameth/docs/profiles/faculty.html>

## Michigan

Michigan State University  
Name: Chicano/Latino Studies Programs  
Location: East Lansing, Michigan  
Degree: BA, PhD

Contact: [info@jsri.msu.edu](mailto:info@jsri.msu.edu)

Web Page: <https://www.msu.edu/~cls/>

Also the home of the Julian Samora Research Institute <http://www.jsri.msu.edu/>

University of Michigan

Name: Latina/o Studies Program

Location: Ann Arbor, Michigan

Degree: Minor

Contact: [latino.studies@umich.edu](mailto:latino.studies@umich.edu)

Web Page: <http://www.lsa.umich.edu/latina>

Wayne State University

Name: Center for Chicano-Boricua Studies

Location: Detroit, Michigan

Degree: Minor

Contact: [jchinea@wayne.edu](mailto:jchinea@wayne.edu)

Web Page: <http://clasweb.clas.wayne.edu/cillas>

Minnesota

Minnesota State University Mankato

Name: Ethnic Studies

Location: Mankato, Minnesota

Degree: BS, MS in Ethnic Studies and Multi-Cultural Studies Program

Contact: [wayne.allen@msnu.edu](mailto:wayne.allen@msnu.edu), [Cynthia.veldhuisen@msnu.edu](mailto:Cynthia.veldhuisen@msnu.edu)

Web Page: <http://www.mnsu.edu/programs/ethnicstudies.html>

University of Minnesota

Name: Chicano studies Department

Location: Minneapolis, Minnesota

Degree: BA

Contact: [chicstud@umn.edu](mailto:chicstud@umn.edu)

Web Page: <http://chicano.umn.edu/>, <http://chicano.umn.edu/about/>

Montana

Montana State University

Name: The Latin American and Latino Studies (LALS)

Location: Bozeman, Montana

Degree: Non-teaching minor

Contact: [jameswm@montana.edu](mailto:jameswm@montana.edu), [pcatoira@montana.edu](mailto:pcatoira@montana.edu)

Web Page: <http://www.montana.edu/lals>

## Nebraska

University of Nebraska Lincoln

Name: Latino and Latin American Studies program (LLAS)

Location: Lincoln, Nebraska

Degree: Minor

Contact: [jeg@unlserve.unl.edu](mailto:jeg@unlserve.unl.edu), [amontes2@unl.edu](mailto:amontes2@unl.edu)

Web Page: <http://ethnicstudies.unl.edu/llas/index.aspx>

## Ohio

Ohio State University

Name: Latino/a Studies

Location: Columbus, Ohio

Degree: Minor

Contact: [diaz-aprague.1@osu.edu](mailto:diaz-aprague.1@osu.edu)

Web Page: <http://latino-astudies.osu.edu/>

## Wisconsin

University of Wisconsin - Madison

Name: Chicana/o & Latina/o Studies Program

Location: Madison, Wisconsin

Degree: Graduate Minor

Contact: Chican@ Latin@ Studies, [cgueringonza@wisc.edu](mailto:cgueringonza@wisc.edu), [magana@waisman.wisc.edu](mailto:magana@waisman.wisc.edu)

Web Page: <http://www.chicla.wisc.edu/>

University of Wisconsin - Milwaukee

Name: Roberto Hernandez Center

Location: Milwaukee, Wisconsin

Degree: The Latino Studies Certificate Program

Contact: [figueroa@uwm.edu](mailto:figueroa@uwm.edu), [luiscs@uwm.edu](mailto:luiscs@uwm.edu)

Web Page: <http://www4.uwm.edu/clacs/contact.cfm>

University Of Wisconsin – Whitewater

Name: Chicano Studies Race & Ethnic Cultures program

Location: Whitewater, Wisconsin

Degree: Race and Ethnic Cultures minor

Contact: [pinkertm@uww.edu](mailto:pinkertm@uww.edu)

Web Page: [http://www.uww.edu/registrar/catalogs/12-14/courses\\_raceeth.html](http://www.uww.edu/registrar/catalogs/12-14/courses_raceeth.html)

## Wyoming

University of Wyoming

Name: Chicano Studies Program

Location: Laramie, Wyoming

Degree: Minor

Contact: [Chicano\\_Studies@uwyo.edu](mailto:Chicano_Studies@uwyo.edu), [EMunoz@uwyo.edu](mailto:EMunoz@uwyo.edu)

Web Page: <http://uwadmnweb.uwyo.edu/chicanostudies/>

## Mini Book

### Research and Museum Tour

*We are grateful for the materials furnished by the Arizona State Library that has one of the most complete research libraries in Chicana/o Studies. The entire section is excerpted from its web offering.*

The Chicana/o Research Collection at the Hayden Library and Archives at Arizona State University in Tempe.

Meet Nancy Godoy, Assistant Archivist and Curator:

Nancy Godoy, a native of Yuma, Arizona, is Assistant Archivist and Curator for the Chicana/o Research Collection at the Hayden Library and Archives at Arizona State University in Tempe. Nancy is a Knowledge River Scholar and a 2011 graduate of the School of Information Resources and Library Science at the University of Arizona in Tucson, where she received her MLS degree. She brings with her a commitment to Chicano/a, Latina/o Studies and cultural diversity. She was born in Yuma, Arizona, comes from a farm worker's heritage and background, and has experience in archival work at the Arizona Historical Society in Tucson and at Special Collections, Cline Library, Northern Arizona University in Flagstaff. Her primary assignment as Curator for the Chicana/o Research Collection at the Hayden Library at ASU will be in field collecting, arrangement and description, archives instruction, and outreach. She began her duties in January of 2012.

Meet Dr. Christine Marin:

Dr. Christine Marin, Professor Emeritus, received her Ph.D. from Arizona State University. She served as the Archivist and Historian of the Chicano/a Research Collection and the Arizona Collection in the Department of Archives & Special Collections, Hayden Library at ASU for over 35 years. As Adjunct Faculty Associate at ASU for ten years, she taught courses on the history of Mexican Americans and Latinos for the Departments of History, Transborder Studies, and Women and Gender Studies. Her journal articles, books, and book reviews reflect her knowledge and expertise in various themes in 20th century Mexican American history. Dr. Marin is among the "founders" of ASU's prestigious School of Transborder Studies. Her dedication to the Arizona State University Chicano and Latino community is recognized by her colleagues, as the ASU Chicano/Latino Faculty & Staff Association has named an award in her honor, which is given yearly to a Chicano or Latino faculty or staff member for their outstanding service to ASU and its students. Dr. Marin was also awarded the "Outstanding Faculty Award" by Arizona State University, College of Extended Education. She has served as a historical consultant on grants and media projects and was presented with the Arizona Humanities Council's "Distinguished Scholar Award." At Arizona State University, Dr. Marin is an affiliate in the Department of Women and Gender Studies and the School of Transborder Studies. She also served as a Member of the Board of Directors for the Arizona Humanities Council and currently serves as a Board Member for the Raul Castro Institute at Phoenix College, and as President of the Arizona Women's Heritage Trail, an Arizona Centennial Legacy Project. She



also serves on the Globe High School Hall of Fame Committee and on the Selection Committee for the Arizona Women's Hall of Fame and for the Arizona Latina Trailblazers. The National Association for Chicana and Chicano Studies (NACCS) awarded Dr. Marin its "Community Award" in recognition of her commitment to the Latino community as an Archivist and Historian in the field of Chicano and Chicana Studies. Her recent publications include three booklets for Latino Perspectives Magazine and their series, "Arizona Latina Trailblazers and the book Latinos in Museums: a Heritage Reclaimed. Her recent journal articles include "Courting Success and Realizing the American Dream: Arizona's Mighty Miami High School Championship Basketball Team, 1951", published in The International Journal of the History of Sport (London, England), "The Union, Community Organizing, and Civil Liberties: Clinton Jencks, Salt of the Earth, and Arizona Copper in the 1950s", in the Mining History Journal, "LULAC and Veterans Organize for Civil Rights in Tempe and Phoenix, 1940-1947," published by the University of Arizona. Dr. Marin was also a Lead Historian/Researcher for the "Hispanic Historic Property Survey of Phoenix," commissioned by the City of Phoenix, Historic Preservation Office. She is a member of the American Historical Association, the Society of Southwest Archivists, the Southwest Labor Studies Association, the Western Historical Association, and the Southwest Oral History Association. Dr. Marin is a proud native of the copper mining community of Globe, Arizona.

Arizona State University Description of resource:

#### Chicano Research Collection

The Chicano Studies Collection was established in 1970 in response to the academic needs of both Chicano students and faculty in higher education. Its purpose was to obtain works by and about Mexican Americans, or Chicanos, in the United States, and to place those materials in a separate library collection.

The Chicano Studies Collection se fundo en 1970 en respuesta a las necesidades academicas tanto de los estudiantes Chicanos como del profesorado de educacion superior. El objetivo fue obtener publicaciones de y acerca de Mexico-Americanos, o Chicanos, en los Estados Unidos, y de depositar esos materiales en una coleccion separado en la biblioteca.

I personally consider this collection to be the best in the United States. It combines public and academic materials. Mexican Americans in Arizona have one of the richest state histories, and the collection is replete with photographs that give you a feel for the past. Under the early direction of Dr. Christine Marin, it paid particular attention to the topics of labor, women, and civil rights. I have used the collection on los mineros extensively.

#### The History

<http://www.asu.edu/lib/archives/chicano/chicktext.htm>

#### Collections Held

<http://www.asu.edu/lib/archives/chicano/chiccoll.htm>

Mexican-American Calendar: Arizona 1864 – 1985 (Compiled by Christine Marín)

## Timeline

<http://www.asu.edu/lib/archives/chicano/chicaz.htm>

The Calendar is inactive. It is a timeline of all major events involving Mexican Americans in Arizona. It is organized in a timeline fashion, click on a date and you get the event. On the left hand side you also have access to the people that make the library run.

## Arizona Mining and Labor History

The following is a list of manuscripts in the Arizona and Chicano Research collections that deal with mining and labor history:

### Manuscripts in the Arizona Collection

<http://www.asu.edu/lib/archives/chicano/chicmine.htm>

The photos are stunning. The collection includes the papers of ex-governors and labor organizers:

### The Chicana/Chicano Experience in Arizona

<http://www.asu.edu/lib/archives/website/>

Includes an index of the areas of the holdings:

### La Chicana: A Celebratory Essay,

<http://www.asu.edu/lib/archives/chicano/chicana.htm>

Overview of holdings:

### Chicano Data Base,

<http://library.lib.asu.edu/record=e1000118~S3>

### ASU Special Materials Index,

<http://spmi.lib.asu.edu/spmi>

### Sonora, Arizona 1907-1965,

<http://www.asu.edu/lib/archives/chicano/sonoraAZ.htm>