



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Sciences Department School of Humanities, Arts & Cultural Studies
Prefix HST Number 419 Title Twentieth Century Chicana/o History Units: 3
Is this a cross-listed course? Yes If yes, please identify course(s) LAS 419 Twentieth Century Chicana/o History
Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials N/A (Required)

Course description: Historical development of the Chicano community in the 20th century.

Requested designation:

Mandatory Review: No

Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Gloria H. Cuádras E-mail Gloria.cuadraz@asu.edu Phone (602)543-3018

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/19/16

Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation
HIS	419	Twentieth Century Chicano Hlstory	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
See 1; contributes to an understanding of cultural diversity in contemporary U.S.	Explores the labor history in Arizona and Southwest	see syllabus, pp. 2-4
See 2a; course is an in-depth study of culturally-specific elements	Explores processes of community formation and cultural expression in the context of work, settlement, and education histories	see syllabus, pp. 2-4

HST 419: Twentieth Century Chicana/o History

Instructor: Gloria H. Cuádriz

Email: Gloria.cuadraz@asu.edu



“Southwest Cotton Company”, Litchfield Park Historical Society, @ 1917

Course Description:

This course introduces you to twentieth century Chican@ history by focusing on the history of the Mexican-origin population within the context of the southwest and Arizona. We are uniquely situated, residing (whether permanently or temporarily) in a state central to the controversy over immigration, to consider questions pertaining to people of Mexican descent. In doing so, we will pay special attention to the “making” of the Mexican American community in the United States, especially in relationship to labor. I draw from E.P. Thompson’s (1963) *The Making of the English Working Class*, such that one does not assume the subject is already fully constituted, but instead traces the *making of the subject*. In so doing, we will discuss the history of people of Mexican descent within a broader transnational system of global capital accumulation, with power and differentiation being important in the simultaneous integration of labor from Mexico and from within Arizona. We will explore key theoretical frameworks and concepts used in the field of Chican@ studies to frame and theorize about Chican@ history.

The course is **reading-intensive** so please be prepared to keep up with the readings. There will be 2-3 objective tests (multiple choice; true/false) and one research assignment due during the course

of the 7 ½ week session; you may also be asked to participate in forums. I will grant one extra credit option as well.

Course Objectives:

- Contribute to a broad understanding of cultural diversity in the United States by the in-depth study of Chicana/os in twentieth century United States.
- Develop a broad base of knowledge about key social science-based paradigms in the study of Chicana/os in twentieth century United States.
- Develop critical thinking skills about the economic, social, and political history of Chicana/os in twentieth century United States.

Learning Objectives:

At the completion of this course students will be able to:

- Demonstrate knowledge of various sociologically-based theoretical concepts, ideas, and frameworks utilized in the study of Mexican descent people (Chicana/os) in twentieth century United States.
- Demonstrate in-depth knowledge of the economic, social, and cultural issues and contributions of Chicana/os during the twentieth century.
- Demonstrate knowledge of key legislation shaping the experiences of Chicana/os in the U.S.

Course Readings:

The readings consist of two key books and a number of chapters and/or journal articles from scholarly books or scholarly journals. The assigned supplementary readings may be found in their respective modules in PDF format. **Both of these books are available for free through ASU ONLINE.**

Meeks, Eric. V. 2007. *Border Citizens: The Making of Indians, Mexicans, and Anglos in Arizona*. Austin: University of Texas Press.

Ruiz, Vicki. 2008. *From Out of the Shadows*. London: Oxford University Press.

- Supplemental readings as listed on syllabus
-

Module 1: Borders and Community Formation

Readings:

- Meeks, Eric. *Border Citizens*, “Introduction”, pp. 1-14.
- Meeks, Eric. *Border Citizens*, “Desert Empire”, pp. 15-43.
- Ruiz, Vicki. *From Out of the Shadows*, “Journeys”, pp. 3-32.

Lectures/Power Points:

- Introductory Lecture
- “Colonialism and Internal Colonialism-Basic Concepts”

Film:

- “Yo Soy Joaquin”
- “Foreigners in their Own Land: (1565-1980): The Latino Americans”

Module 2: “Race” and the Making of the Mexican subject

Readings:

- Meeks, Eric. *Border Citizens*, “Crossing Borders,” pp. 71-97.
- Ruiz, Vicki. *From Out of the Shadows*, “Confronting America,” pp. 33-50.

Lectures/Power Points:

- “Tenets of Assimilation Model and the Case of Chicana/os”

Film:

- “Empire of Dreams: (1880-1942) The Latino Americans”

Module 3: “Mexican Labor” and “Defining the White Citizen Worker”

Readings:

- Reisler, Mark. “Always the Laborer, Never the Citizen: Anglo Perceptions of the Mexican Immigrant during the 1920s.” *Pacific Historical Review* 45, 2 (1976): 231-254.
- Meeks, Eric. *Border Citizens*, “Defining the White Citizen Worker,” pp. 98-126.
- Carrigan, William D. and Clive Webb. “The Lynching of Persons of Mexican Descent.” *Journal of Social History*, 37, 2 (2003): 411-438.

Lectures/Power Points:

- “What Social Class Brings to an Understanding of Chicana/os and Inequality”

Films:

- “Harvest of Loneliness: The Bracero Program”

Module 4: Gender, Labor, and Patriarchy

Readings:

- Ruiz, Vicki. *From Out of the Shadows*, “With Pickets, Baskets, and Ballots,” pp. 72-98.

Lectures/Power Points:

- Socialist Feminism and Women’s Labor

Film:

- “Prejudice and Pride (1965-1980): The Latino Americans”

Module 5: The Chicana/o Movement and Cultural Citizenship

Readings:

- Eric. *Border Citizens*, “The Chicano Movement and Cultural Citizenship”, pp. 180-210
- Ruiz, Vicki. *From Out of the Shadows*, “La Nueva Chicana: Women and the Movement,” pp. 99-126.

Lecture: Chicana/os and the Struggle for Equality, Civil Rights, and Social Justice

Film:

- *Chicano! Civil Rights Movement: Struggle in the Fields* (available through ASU Online)

Module 6: ‘White Gold’ in the Desert

Readings:

- Reisler, Mark. 1976. *By the Sweat of their Brow*, chapter 2.

Film:

- *Voices from the Camps of Litchfield Park*

Module 7: Chicana/os, Schooling, and Inequality

Readings:

- Ruiz, Vicki. From *Out of the Shadows*, “Claiming Public Space,” and “Epilogue”, pp. 127-151.

Lecture:

Chicana/os, Schooling, and Inequality

Film:

- “Taking Back the Schools: Chicano! History of the Mexican American Civil Rights Movement”
(available through ASU Online Catalog)

Assignments:
1. Quizzes (75%) – Tentative Dates:
Quiz #1 TBA
Quiz #2 TBA
Quiz #3 TBA
2. Research Assignment (25%) Due Date: TBA
3. Extra Credit Option: Response Paper to two Films assigned to class (6 points)

Course Requirements

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

How to Communicate with me:

Please directly email me at: Gloria.cuadraz@asu.edu and put on the Subject line: HST 419-QUESTION. I receive hundreds of emails on a given day and some will inevitably be directed to junk mail so please follow the instructions below in the event you do not hear from me within 24 hours. I will do my best to answer emails between Monday-Friday but please do not expect me to answer emails on weekends. I will also do my best to respond to you asap but if you have NOT heard a response from me within 24 hours, then email me again and add a RED exclamation point to the email.

Course Grading

Grades and Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

Grading Scale:

A+ = 97 – 100	A = 93-96	A- = 90-92
B+ = 87 – 89	B = 83-86	B- = 80-82
C+ = 77 – 79	C = 70-76	
D = 60-69	E = 59 or below	

***Instructor reserves the right to change or modify syllabus throughout the course of the semester.**

Email and Internet

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account.* Please plan on checking your ASU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The My ASU/Blackboard Course Site can be accessed at <http://my.asu.edu>. If the My ASU portal is down, students can connect directly to Blackboard by going to <http://myasucourses.asu.edu>

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that a **NEW due date** for assignments will be scheduled. Please do not panic if and when this occurs. I need you to trust that I will be flexible in such a situation. You can be guaranteed that if such a situation is affecting you, it is also affecting my ability to teach and communicate with you, to post, to grade, etc. So please, let's all practice patience!

Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into the Blackboard and **on a daily basis** (M-F) and **participating** in the all of activities posted for the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Therefore expect to spend approximately 9 hours a week preparing for and actively participating in this course.

Late or Missed Assignments

All assignments must be finished and turned in by the **DEADLINE DATE** noted on the syllabus and/or module. In the event illness or a family emergency causes a delay, a doctor's note and/or supporting evidence (obituary; letter) are required in order for me to re-launch a quiz just for you or to be allowed to submit something after the deadline. Excuses such as, "I just forgot" or "my laptop was stolen" or "I had to work an extra shift" are not adequate reasons.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Do **NOT** send your assignment directly to my email.

Forums

- 1) Each assigned post for the respective forums must be submitted by the due date designated in the Weekly Course Schedule.
- 2) All posts must use appropriate grammar and punctuation. Typos are not acceptable either so please review your writing assignments carefully before you submit them. There is an automatic deduction of 2 points for failure to proofread and edit your work.

"Drop" and "Add" dates

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the *Student Conduct Statement* below.

Students with Disabilities

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Resource Center to determine appropriate accommodations for a particular student in a particular course.

For more information, please reference the Disability Resource Center:
<http://ds.umn.edu/students/Enrolled/responsibilities.html>. <https://eoss.asu.edu/drc>

Classroom Etiquette

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

As the instructor I can define what constitutes appropriate classroom behavior. Given the content of this course, it stands to reason that students will disagree with each other. However, we need to learn how to make arguments to support our position and maintain a cordial atmosphere and use tact in expressing differences of opinion. The instructor will deal with inappropriate discussion immediately, and students will be notified privately that their behavior and interaction in the class was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course. While the instructor or ASU cannot control what you post on social media, such as Facebook, Twitter, or Tumblr (except those sanctioned by ASU) please think before you post something about a classmate or colleague that can violate privacy or can be hurtful.

Guidelines for Dealing with Disruptive Students

Disruptive student guideline can be found at, <http://usenate.asu.edu/problems/disruptive>

Student Code of Conduct and Student Disciplinary Procedures

<http://www.asu.edu/aad/manuals/usi/usi104-01.html> is the web address for the full text of the Student Code of Conduct and Student Disciplinary Procedures.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two

weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL:
<http://www.asu.edu/epouupdate/>

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BORDER CITIZENS

The Making of Indians, Mexicans,
and Anglos in Arizona



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ERIC V. MEEKS

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10th Anniversary Edition

Vicki L. Ruiz

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