



GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

School of Humanities, Arts & Cultural Studies

College/School	New College of Interdisciplinary Arts and Sciences		Department	School of Humanities, Arts & Cultural Studies	
Prefix	<b>HST</b>	Number	<b>419</b>	Title	20th Century Chicano/a History Units: <b>3</b>
Is this a cross-listed course?	<b>Yes</b>	If yes, please identify course(s)		<b>LAS 419 20th Century Chicano/a History</b>	
Is this a shared course?	<b>No</b>	If so, list all academic units offering this course			<b>N/A</b>

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**

Social-Behavioral Sciences-SB

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](mailto: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 Cuádras E-mail gloria.cuadraz@asu.edu Phone (602)543-3018

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Louis Mendoza Date: 11/7/16

Chair/Director (Signature):



**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td style="width: 40%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 60%; text-align: center; vertical-align: middle;">Sociology &amp; History</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Sociology & History	Syllabus, Table of Contents
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Sociology & History				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Syllabus, Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus, Table of Contents		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
HST/LAS	419	20th Century Chicano/a History	SB

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Advances the basic knowledge and human interaction of Chicana/os in 20 <sup>th</sup> century U.S. by assigning readings (Meeks; Ruiz) that conduct intra and inter-group comparisons.	See Syllabus: Course Description, Course Goals, and Learning Objectives, Modules #1 and #2, Table of Contents. In Modules 1 and 2, students are asked to read about the history of contact, migration, and incorporation of Mexican people into the burgeoning southwest economy; throughout the course the relationship with the Anglo-dominant group serves as a base for comparison.
2 & 3 & 4	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. * Illustrates use of social science perspective & data *Emphasizes the study of social behavior such as that found in history and sociology.	Course Readings, Discussions, and Assignments: The course exposes students to a range of sociological theoretical frameworks, beginning with the idea of race as a social construct, Omi and Wynant's theory of racial formation (Module #2), Robert Blauner's discussion of classic colonialism and internal colonialism (Module #1), and Milton and Gordon's classic assimilation model (Module #2), which has been especially prevalent in attempts to explain patterns of adaptation for people of Mexican descent. The course also draws upon Marxian theory and social stratification theory (Module #3) to address the capitalist expansion of the west and its impact on the resident Mexican population and the mass importation of Mexican workers to the U.S. Socialist Feminist theory (Module #4) is used to frame the historical experiences of Mexican women as discussed in Ruiz' book. In Module #7, students are introduced to the anthropologically-based concept of the "culture of poverty", and provided empirical evidence regarding patterns of Chicana/os' educational achievement over time. Students are also informed about the social consequences of de jure and de facto segregation.


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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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UNIVERSITY OF TEXAS PRESS, AUSTIN



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## HIS 419: Twentieth Century Chicana/o History

Instructor: Gloria H. Cuádras

Email: [Gloria.cuadraz@asu.edu](mailto: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 Goals:

- 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

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## 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)

<b>Assignments:</b>	
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](mailto:Gloria.cuadraz@asu.edu) and put on the Subject line: HIS 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:

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

**\*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 *myASU/Blackboard* Course Site can be accessed at <http://my.asu.edu>. If the MyASU 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.

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# From Out Of The Shadows

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Mexican Women in Twentieth-Century America

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10th Anniversary Edition

Vicki L. Ruiz



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