

Dr. Roberto R. Calderón
History Department

University of North Texas
Spring 2015



HISTORY 4150

MEXICAN IMMIGRATION & THE CHICANO COMMUNITY



Class Hours:	Tuesday, 12:30 – 1:50 p.m. (Wooten Hall 215)
Office Hours:	Tuesday 2:00 p.m. – 5:00 p.m. & by Appointment
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Course Description: Mexicans in the United States are both a charter and an immigrant community. Mexicans settled what is now considered the American Southwest prior to the founding of Jamestown and the landing of the Pilgrims. With the possible exception of German immigrants, today more Mexican immigrants have settled in the United States than those from any other country. This continuous Mexican migration north into what is now the United States antedates the founding of this country but is also an ongoing social, economic, cultural and political process. Similarly, Mexican migration and Mexican immigrants have had a profound effect upon the formation of the Chicana/o community north of the Río Bravo.

This course provides an introduction to the history of Mexican migration to the United States, as well as of the many effects it has had throughout the nineteenth and twentieth centuries on the formation of the Chicano community. Course material will be conveyed through lectures, critical discussion of the readings, documentaries and guest speakers. A variety of themes will be emphasized including but not limited to labor, politics, nativism, citizenship, demography, gender and culture.



Required Readings:

González, Gilbert G. *Culture of Empire: American Writers, Mexico, & Mexican Immigrants, 1880-1930*. Austin: University of Texas Press, January 2004.

Gutiérrez, David G. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press, March 1995.

Martínez, Rubén. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Metropolitan Books, Henry Holt, 2001.

Molina, Natalia. *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Berkeley: University of California Press, January 2014.

Recommended Readings:

Bacon, David. *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*. Boston: Beacon Press, September 2008.

Chávez, Leo R. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, August 2008.

Johnson, Kevin R. *Opening the Floodgates: Why America Needs to Rethink Its Borders and Immigration Laws*. New York: New York University Press, 2007.

Course Requirements: (Attendance & Participation) This course requires your attendance and participation. Both will be noted. Students will be called upon throughout the semester to actively discuss their critical assessments and informed views of our required readings. These are required components of your grade.

I will attempt to bring at least one guest lecturer to the course during the semester. When and if arranged this will be announced ahead of time in class. There will be at least one **GUEST LECTURE** during the semester.

We will view at least four **DOCUMENTARY FILMS** in class during the semester. These will be announced in an addendum to the syllabus. These may or may not be drawn from the following brief selected filmography on the subject.

(Research Essay) Students will prepare a RESEARCH ESSAY based on the topic of Mexican immigration in the U.S., or international events that impact Mexican immigration. This semester we will focus our research essays on the history of Mexican (and by extension Latino) migration to the North Texas metropolitan region. What is the herstory/history of Mexican migration in the North Texas metro area? It is a subject for which little relatively little original research exists and by extension the same is true of existing published studies on the subject. Therefore students will select a topic from a list of suggested topics provided by the instructor. Students must obtain the consent of the instructor once they have chosen their topic. Class discussion will periodically come back to the subject of the Research Essay, and students may be asked to submit brief

written reports/drafts of their work-in-progress. There are several possibilities for this research essay. Moreover, the instructor will issue a citation guide later in the semester so that every student will know exactly how to format and cite sources. There must be at least fifteen different sources used to write the research essay: Ten of these must be primary (newspaper and/or oral history) sources, the remaining five will be secondary sources. The essay must be at least ten pages in length, double-spaced, excluding title page, table of contents, endnotes, and bibliography.

(Essay Exams) Students will take four written essay exams. One exam each will be provided on each of the four major texts to be read during the semester. Students will have 80 minutes to complete their exams. The final exam is not cumulative, and students have up to 120 minutes to complete it. Students will exercise choice by answering only one of two essay questions offered in each of the exams.

I look forward to an interesting semester of reading, writing, learning, and discussion and hope you find your experience challenging, interesting, and instructive.

Grading:	<i>Class Attendance & Participation</i>	10%
	<i>Exams (4 X 15%)</i>	60%
	<i>Research Essay</i>	30%

Course Outline & Readings:

Introduction

Week 1: January 20

SYLLABUS: Discuss course objectives and syllabus.

FILM #1: TBD.

GUTIÉRREZ, WALLS & MIRRORS

Week 2: January 27

DEMOGRAPHIC DATA: [Pew Hispanic Center Website](#)

READ: Gutiérrez, "Introduction," 1-11; Gutiérrez, Chapter 1: "Legacies of Conquest," 13-38; Chapter 2: "Economic Development and Immigration, 1890-1920," 39-68.

Week 3: February 3

READ: Gutiérrez, Chapter 3: "The Shifting Politics of Ethnicity in the Interwar Period," 69-116; Chapter 4: "The Contradictions of Ethnic Politics, 1940-1950," 117-151; Chapter 5: "Ethnic Politics, Immigration Policy, and the Cold War," 152-178.

Week 4: February 10

READ: Gutiérrez, Chapter 6: "Sin Fronteras? The Contemporary Debate," 179-205; "Epilogue," 207-216.

Week 5: February 17

FIRST EXAM: GUTIÉRREZ.

FILM #2: TBD.

GONZÁLEZ, CULTURE OF EMPIRE

Week 6: February 24

READ: González, "Introduction," 1-13; Chapter 1: "The Economic Conquest and Its Social Relations," 15-45; Chapter 2: "American Writers Invade Mexico," 46-70.

Week 7: March 3

READ: González, Chapter 3: "The Imperial Burden: The Mexican Problem and Americanization," 71-102; Chapter 4: "The Peaceful Conquest and Mexican Migration within Mexico and to the United States," 103-127; Chapter 5: "The Transnational Mexican Problem," 128-152.

Week 8: March 10

READ: González, Chapter 6: "Empire, Domestic Policy and the Education of Mexican Immigrants," 153-183; "Conclusion," 184-191.

SECOND ESSAY EXAM: GONZÁLEZ.

MARTÍNEZ, CROSSING OVER

Monday, March 16-Sunday, March 22—Spring Break/No Classes!

Week 9: March 17

READ: Martínez, "Prologue," 1-18; "Book One: Points of Departure," 21-191.

Week 10: March 24

READ: Martínez, "Book Two: Another Country," 195-325; "Epilogue," 327-328.

Week 11: March 31

READ: Lecture and discussion on Martínez, "Book Two: Another Country," 195-325; "Epilogue," 327-328.

FILM #3: *Beyond the Border: Más Allá de la Frontera*. Color, 60 minutes, Dos Vatos Productions, Inc., 2001. Director and producer: Ari Luis Palos.

Week 12: April 7

THIRD ESSAY EXAM: MARTÍNEZ.

GUEST LECTURE AND/OR FILM: TBD.

MOLINA, HOW RACE IS MADE IN AMERICA

Week 13: April 14

READ: Molina, Introduction, 1-16; Part One: Immigration Regimes I: Mapping Race and Citizenship: Chapter 1: “Placing Mexican Immigration within the Larger Landscape of Race Relations in the United States,” 19-42; Chapter 2: ““What Is a White Man?”: The Quest to Make Mexicans Ineligible for U.S. Citizenship,” 43-67; Chapter 3: “Birthright Citizenship Beyond Black and White,” 68-88.

Week 14: April 21

READ: Molina, Part Two: Immigration Regimes II: Making Mexicans Deportable: Chapter 4: “Mexicans Suspended in a State of Deportability: Medical Racialization and Immigration Policy in the 1940s,” 91-111; Chapter 5: “Deportations in the Urban Landscape” 112-138; Epilogue, 139-152.

Week 15: April 28

READ: Michael A. Olivas, “The Political Economy of the DREAM Act and the Legislative Process: A Case Study of Comprehensive Immigration Reform,” *The Wayne Law Review* 55 (2009): 1757-1810; and, Michael A. Olivas, “Dreams Deferred: Deferred Action, Prosecutorial Discretion, and the Vexing Case(s) of DREAM Act Students,” *William & Mary Bill of Rights Journal* 21:2 (2012): 463-547.

FILM #4: TBD.

Pre-finals Week: Saturday, May 2-Friday, May 8

Week 16: May 5

READ: Review and discussion.

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FINALS EXAM WEEK: Saturday, May 9-Friday, May 15

FOURTH & FINAL ESSAY EXAM: MOLINA (Thursday, May 14, 10:30 a.m.-12:30 p.m., Wooten Hall 215).

SATURDAY, May 15-16: Spring Commencement—Graduate & Undergraduate.

