

HIS 350R / AMS 370 / MAS 374:
Latino History since WWII
John Mckiernan-González
Monday 600pm-900pm
BUR 128

Office: Garrison 108
Office Hours: MWF, 11:00-12
e-mail: tulua@mail.utexas.edu
phone: 512 475 7260



The origins of the contemporary Latino experience lay in World War II and the social movements that followed in its aftermath. Between World War II and the present, Latinos went from being a majority rural to majority urban population, Spanish-speaking to bilingual, farm-workers and ranch-owners to wage earners, from segregated barrios to multi-racial suburbs, from junior high-school to college graduates. People even moved from being Mexican American to being Chicano. This seminar course will require students use archival sources – from radio recordings to personal papers – to explore the many cultural dimensions of this vast American social transformation.

This is a writing intensive seminar in history, with an emphasis on social and cultural history. You will be required to use the Onda Latina radio database in conjunction with other archival material for your final paper and presentation. You will develop your interpretive skills through your weekly participation in seminar. You will build your research skills through work with the Nettie Lee Benson archives, the Center for American History, the LBJ archives and/or the Austin History Center, as well as online databases available through our library. Your presentations will involve one response to a specific author, one response to an Onda Latina broadcast and one presentation of your research project. Your writing will involve a thematic review, a historical comparison, and an extended research paper. You will be asked to share various parts of your research project.

This seminar will provide an opportunity for you to apply your interpretive skills, your research skills, your writing skills, and your presentation skills to the creation of a historically original research paper from material available in local archives. Your paper, your project, and your final paper will examine the ways Latinos and Latinos shaped – and were shaped by – key dimensions of the American experience.

I. Grading	
Participation:	15%
Attendance:	5%
Thematic Review:	15%
Historical Comparison:	10%
Onda Latina Presentation:	5%
Author Response Presentation:	5%
Research Presentation:	5%
Research Drafts:	10%
Research Paper:	30%
Total:	100%

Grades will be determined as follows.

94-100= A	90-93=A-	87-89=B+	83-86=B
80-82=B-	77-79=C+	73-76=C	70-73=C-
67-69=D+	63-66=D	60-63=D-	59-01=F

II. Required Texts:

- David Montejano, *Quixote's Soldiers: a local history of the Chicano Movement, 1966-1981*, (Austin: University of Texas Press, 2010)
- *Onda Latina*: [http://www.laits.utexas.edu/onda_latina/]
- Maggie Rivas Rodriguez and Emilio Zamora, ed, *Mexican Americans and World War II*, (Austin: University of Texas Press, 2005)
- Gina Perez, *The Near Northwest Side Story: Puerto Rican Families, Migration and Displacement*, (Berkeley: University of California Press, 2004)
- Frank Gurdy, Gina Perez, and Adrian Burgos, *Beyond el Barrio: Everyday Life in Latino/a America*, (NY: NYU Press, 2010)
- Maria Elena Cepeda, *Musical ImagiNation: U.S. Colombian Identity and the Latin Music Boom*, (NY: NYU Press, 2010)

These are available at the University Coop as well as the Resistencia Bookstore in South Austin [www.resistenciabooks.com].

III. Learning Content Objectives

Students will examine the ways Latinos and Latinos shaped – and were shaped by – key dimensions of the American experience.

Civil Rights

By examining the Chicano Civil Rights movement in San Antonio, students will look at the way Mexican Americans participated in 1960s freedom movements. In WWII, the predominant Latino social movements like the GI Forum emphasized citizenship over ethnic identity. In the 60s and 70s, the Chicano social movement emphasized cultural community over citizenship and nationality, a politics that emerged in politically conservative San Antonio. Students will also see the ways the creation of an alternative American political identity helped include some working-class men and exclude other working-class women and men. The section ends with the ways these community activists helped elect Henry Cisneros, the first Mexican American Mayor of San Antonio since Juan Seguin, and how this experience transformed Chicano men and women's relationship to politics and citizenship.

World War II

Students will grapple with the way World War II catalyzed Latino participation in American national politics, from putting their bodies on the line for a nation that officially ignored their presence in American society, to working in the military industrial complex as riveters or braceros, as well as by creating an oppositional *pachuco* subculture among working-class Latinas and Latinos. By comparing the experiences of men and women, braceros and U.S. born Latinas and Latinos, students will see how the war catalyzed the creation of new civil rights organizations and new forms of

enfranchisement while creating sharper political and cultural distinctions within Mexican American communities.

Chicano Legacies

The next section will look at the way the Chicano movement meant and means different things to men and women. Students will explore this process in Austin directly, using *Onda Latina* digital radio archive. By listening closely to the hosts and the men and women who graced the *Mexican American Experience* radio show, students will hear the ways Chicano students and faculty sought to recast the university-community relationship in Austin. As the hosts were Rosalinda Fregoso and Gloria Contreras, students will see how young feminist theorists engaged questions about the Mexican American Experience. Here, students will research different dimensions of the barrio, as well as the way the first generation of Chicano faculty were approaching problems in Chicano History, politics and culture.

Latin American Migrations, Latino Cultures

The final section will focus on the ways the movement of Latin Americans into the United States complicates the understandings of the barrio as a shared ethnic space, citizenship as one national experience, work as a stable promise, and popular culture as a place of labor. Students will read case studies that examine the complications of everyday life in Latino communities. The first case study focuses on the relationship between Puerto Rico and Chicago, and looks at the creation of barrio life in one of America's major cities. The second part of this section looks at the relationship of recent settlement to the already settled communities in the United States.

At the end of the class, the combination of class discussion, written material, presentations, and research projects will bring students to a deeper understanding of policy, citizenship and American mass culture. In the process, students should have an expanded idea of the ways gender has shaped the experience of race and citizenship in this country.

IV. Learning Process Objectives:

Format and Procedures

There are many different learning styles in a given classroom. Some students require time and writing to listen and reflect on the ideas in the readings, discussion and lecture. Other students do best in a loud debate over complex issues. Some students do their best writing in an in-class exam situation; other people prefer the time to write and edit their presentations. The structure of the class emphasizes both everyday participation and written reflection. Hopefully, this will expand this diversity of learning styles.

Because this course's spine is the discipline of history, there will be a certain amount of independent research, writing and revising. For the purpose of creating a community of students, I would like students to share their research insights with their colleagues in the class. This will occur in a variety of forms, including but not limited to presentations, rough drafts and informal group work.

The assignments will develop and evaluate skills that will be new and/or familiar to everyone in the classroom. If you have any questions regarding the assignments, please get in touch with me.

Participation:

Your success in this class depends on your active participation. You should come to section not only having read, but also having reviewed your notes and thought about the material so that you are prepared with questions, topics and insights for discussion.

Regular participation in class discussion is crucial. Your understanding of the assigned material will help your fellow students grapple with the themes of this course. I strongly encourage comments that initiate an informed understanding of the lectures and the weekly readings. Active listening, informed questions, and brief observations on Blackboard or in class are crucial to full participation. Hence, you should make an effort to cover a substantial portion of the assignment for each section.

Students need to become comfortable within different forms of participation. I will encourage written and oral participation over the span of the semester. Written participation will include short response papers as well as in-class quizzes and short essay "exams." Oral participation may include group presentations as well as class discussion.

Some students' abilities may pose difficulties for different kinds of participation. Please arrange to let me know privately during the first week of class to discuss accommodations. Please bring a current **Letter of Accommodations** from the Office of Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student's **Letter of Accommodation**. For more information, please check the Office of Disability Services: <http://deanofstudents.utexas.edu/ssd/services.php>

It is my hope that differences in interpretation will appear in this class. This should not be a surprise, as we are all invested in different ways in the history of the United States. Thus, it is important for discussion that each student not only share his or her insights but also respect and engage the efforts of other students to grapple with the course material in section. Obviously, I do not expect the same interpretation from all students. I do expect that each participant in the class be treated with courtesy and respect.

V. University Policies

Use of E-mail for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are

available at <http://www.utexas.edu/its/policies/emailnotify.html>.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VI. Course Requirements:

Class attendance and participation policy:

To make our time together as valuable as possible, we all have to work hard at it.

Consider the following basic principles:

- Every student has the *right* to learn as well as the *responsibility* not to deprive others of their right to learn.
- Every student is accountable for his or her actions.

In order for you to get the most out of this class, please consider the following guidelines:

- Attend all scheduled classes and arrive on time.
- Late arrivals and early departures are very disruptive and violate the first basic principle listed above:

Every student has the right to learn as well as the responsibility not to deprive others of their right to learn.

- I will take attendance. There will be a sign-in sheet distributed. You are responsible for ensuring that your name is on the sign-in sheet.
- If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop.
- If the distraction continues, please let me know. It is often impossible for me to hear such things from my position in the classroom.
- Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.

I am looking forward to working with you this semester.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Course Readings/Materials:

The books for this class are available at the University Co-op and at Resistencia books. Resistencia has *beyond el barrio* and *Quixote's Soldiers* available for sale. Please contact them by phone ((512) 416-8885). You can get a better sense of them through their website [<http://www.resistenciabooks.com/>]. The University co-op has placed the books under American Studies 370. The books are the following:

- David Montejano, *Quixote's Soldiers: a local history of the Chicano Movement, 1966-1981*, (Austin: University of Texas Press, 2010)
- *Onda Latina*: [http://www.laits.utexas.edu/onda_latina/]

- Maggie Rivas Rodriguez and Emilio Zamora, ed, *Mexican Americans and World War II*, (Austin: University of Texas Press, 2005)
- Gina Perez, *The Near Northwest Side Story: Puerto Rican Families, Migration and Displacement*, (Berkeley: University of California Press, 2004)
- Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio: Everyday Life in Latino/a America*, (NY: NYU Press, 2010)
- Maria Elena Cepeda, *Musical ImagiNation: U.S. Colombian Identity and the Latin Music Boom*, (NY: NYU Press, 2010)

Course readings will also be available through Blackboard [<https://courses.utexas.edu>]

In this class I use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu> —to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

I may post a powerpoint outline before seminar on Blackboard. This should be available by class time.

Course Schedule:

Please Note: This schedule is subject to change as needed.

Monday, January 24: *Why since World War II? Why Latinos?*

Assigned Reading

George Sanchez, “*y tu que: Latino History at the new millennium,*” *Latinos: Remaking America*, (Berkeley: University of California Press, 2008), 45-57

Vicki Ruiz, “at loose ends: Twentieth Century Latinos in U.S. History Textbooks,” *Journal of American History*, March 2000, 1689-1698

Susan Douglas, “the zen of listening,” *Listening in: radio and the American imagination*, (Minneapolis: The University of Minnesota Press, 2005)

Introduction:

The first reading by George Sanchez provides an overview of the way historians of Latino experiences have addressed the challenge of multi-ethnic Latino communities. He then compares those approaches to scholars who believe *mestizaje* –or racial mixing – provides a way out of current racial inequalities. This approach leads to fetishizing mixed-race bodies and children, and throws out the political and policy context necessary for gender and racial equality.

The second reading, by Vicki Ruiz, provides an overview of the ways twentieth century textbooks have ignored basic ways Latinas and Latinos could be used as examples of key processes in American history. They discuss the ways Chicanas were suffragettes, that Chicanas could also be Rosie the Riveters, the way rural and urban Chicanos were affected and participated in the suburbanization of the United States, the ways Chicanas and Chicanos were communists and devoted anti-communists, and then the devoted way

the civil rights movements seems to be stubbornly southern story – instead of a national drama. An in either case, Chicanos and Chicanas can provide wonderfully complicated examples of a multi-ethnic civil rights movement.

The third reading, “the zen of listening,” provides an introduction to the almost unacknowledged presence of radio in the making of American identity. She looks at the way radio provided for a shared experience – like FDR’s announcement of the attack on Pearl Harbor. She also looks at the way radio can expand existing differences within communities, like the current proliferation of talk radio demonstrates. Finally, she emphasizes the way radio transmits sound, allowing people to hear and feel like they are part of a larger community of listeners, or participants in a conversation.

This reading is because one-third of the presentations require that students use the onda latina digital radio archive. It is the hope that this will be the kernel of a research project.

Monday, January 31: *Urban Origins: San Antonio*

Book: David Montejano, “Introduction” & “Part one: the conflict within,” *Quixote’s Soldiers*,

Assigned Reading

- “Introduction,” 1-7
- “The conflict within,” 8-11
- “The leaking caste system,” 13-29
- “Organizing unity,” 30-54
- “A congressman reacts,” 80-99
- “Kill the gringis,” 99-116
- “The Berets Rise Up,” 117-143

This section explores class differences in the ways young men expressed their political identities in the south side and west side barrios in San Antonio. Montejano explores how the brown berets emerged out of social worker circles, and how young unemployed Chicano men came to find meaning in a politics of brotherhood in San Antonio. Montejano then explores the way elected officials found this unexpected political force in the barrios to be deeply threatening – and explores the ways elected Mexican American officials like Henry B. Gonzales pushed back against this (male) youth based political organizations. Students will explore how segregation, education and the perception of criminal movements in Chicano barrios channeled the ways official san Antonio responded to the presence of newly active young Chicanos.

Monday, February 7: *Analyzing Movements: Gender Identity, Power and Difference*

Book: David Montejano, *Quixote’s Soldiers*

Assigned Readings

- Overview: “Part II: Marching together separately,” 144-150
- Gender, “Women creating space,” 151-171
- Respectability, “Batos claiming legitimacy,” 172-190
- Movement fault-lines, “fragmenting elements,” 191-207

This section looks at the ways both women and ‘gang-based’ young men built a politics based on their experiences with segregation, established politics and the biases of the established Chicano movement organizations. Students will begin to see the ways urban space, employment opportunities and wage

differentials, and domestic responsibilities shaped the different issues and political battles that men and women fought in Latino barrios in San Antonio. These will be the ‘fragmenting elements’ that maintained and undermined the Chicano movement in San Antonio.

Monday, February 14: *Chicano Legacies: Community Fragments and Organizational Coalitions*

Book: David Montejano, *Quixote’s Soldiers*,

Assigned Readings

- “After the fury,” 208-212
- “Several Wrong Turns,” 213-236
- “A transformation,” 237-262
- “Interpreting the Chicano Movement,” 263-270

Students will then discuss how and why the ‘fragmenting elements’ discussed earlier managed to come together and elect Henry Cisneros mayor. Students will see how differences can be maintained while temporary coalitions are built to transform official politics to be more representative than before.

- Student Presentations: Onda Latina Broadcasts

One group of students will give individual presentations on individual *Mexican American Experience* broadcasts that look at the politics of the moment between 1966 and 1981.

Monday, February 21: What is a case study: oral histories and the WWII’s historical record

Book: Maggie Rivas Rodriguez and Emilio Zamora, ed. *Mexican Americans and World War II*

Assigned Readings

- Introduction (Maggie Rivas-Rodriguez) , xv-xxiv
- Chapter 1. The Five Sanchez Brothers in World War II: (Sanchez), 1-40
- Chapter 2. The Beating of Private Aguirre: A Story about West Texas (Montejano), 41-66
- Chapter 3. On the West Side: A Portrait of Lanier High School (Noboa), 67-91
- Chapter 4. Lost Momentum: the Education of Hispanos (Getz) , 93-114
- Chapter 5. The Mexican American Dream: A View from the Midwest (Valdés), 115-140

This section will focus on the cultural emergence of an earlier generation of Mexican Americans. Students will seek to understand how this group of people came to emphasize national identity over ethnic identity, and created an American politics based on labor unions, shared experiences with schools, and military service to challenge racial segregation. The book, *Mexican Americans and WWII*, is based on small case studies of world war two. Students will look at the ways these historians found primary sources and crafted arguments about schools, youth and the emergence of mass culture during the early phase of World War II. This will be about gender, as this section focuses on the young Chicanos who had the potential to fully serve in the U.S. military effort. Some of the case studies above look at schools, ideals, and families. The other case studies look at the ways Latino communities responded to the news of service and heroism by their family members abroad. Clearly, women and out gay men could not be official heroes, according to the U.S. military standards of the time.

Assignments: Student Presentations

Monday, February 28: *Panic and Promise in the World War II Experience*

Book: Maggie Rivas Rodriguez and Emilio Zamora, ed. *Mexican Americans and World War II*

Assigned Readings

- Chapter 6. Zoot Violence on the Home Front: Race, Riots, and Youth Culture (Alvarez), 141-175
- Chapter 7. What a Difference a War Makes! (Maria Eva Flores), 177-200
- Chapter 10. Rosita the Riveter: (Naomi Quiñonez), 245-268
- Chapter 11. On the Nation's Periphery: Braceros and the Pacific Northwest (Gamboa), 269-289
- Elizabeth R. Escobedo, "The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles," *Western History Quarterly* 38, no. 2 (Summer 2007).

This section focuses on the home front. Both young men and young women saw unprecedented employment opportunities in good industrial jobs appear, once 12 million people (mostly men) were mobilized directly by the DOD for the war. This section explores the promise these working-class people saw in the moment, as well as the panic among parts of the established racial order felt when they saw young Mexican men and women with industrial jobs (and economic autonomy) spending their leisure time on their own terms. Here we see the arrival of pachucas, zoot suiters and braceros on the cultural scene in WWII.

Assignments: Student Presentations

Monday, March 7: Listening in on the Chicano Movement: The Onda Latina project

Book: Onda Latina: http://www.laits.utexas.edu/onda_latina/

Assigned Readings:

Susan J. Douglas, "Introduction," *Listening in*

Susan J. Douglas, "Talk Talk," *Listening in: Radio and the American Imagination*

Students will listen in on the chicano movement. Using radio broadcasts from the 70s and 80s, students will apply ideas from previous discussions and scholars and from Susan Douglas to analyze a specific radio broadcast in the *Mexican American Experience*.

Assignments: Student Presentations

Assignments: Historical Comparisons due Wednesday, March 9

This paper will ask students to compare a category of experience across time. They can compare anything, but will be encouraged to look at specific places or experiences (like segregated military service, politics, popular culture) that did change drastically between world war ii and the early 1980s. They can also look for the experiences and racial structures that changed very little after WWII. Hopefully students will begin to see the way economic opportunities closed for Chicanas and Chicanos in the immediate wake of world war two, but the structure of political challenge allowed for some openings for some veterans and middle-class members of the Chicano community.

Monday, March 21: Imagining El Barrio: Puerto Rican Chicago

Book: Gina Perez, *The Near Northwest Side: Migration, Displacement and Puerto Rican families*

Assigned Readings

i. *Introduction, 1-30*

ii. *Fleeing the cane and the origins of displacement, 30-60*

iii. *Know your fellow American citizens from Puerto rican, 61-91*

iv. *Los de afuera, transnationalism, and the cultural politics of identity, 92-126*

This book explores the experience of settlement in Chicago for Puerto Rican families from many vantage points. The first section looks at Chicago. The second section looks at Puerto Rico. This discussion will focus on the ways Puerto Ricans went from being a model minority to a troubling ethnic group in Chicago, as well as the ways Puerto Rican families challenged both stereotypes of their experience in the city of Chicago.

Monday, March 28: living between rural and urban, country and city

Book: Gina Perez, *The Near Northwest Side*

Assigned Readings

- v. *gentrification, intrametropolitan migration, and the politics of place, 127-161*
- vi. *transnational lives, kin work and the strategies of survival, 162-195*
- vii. *conclusion: revisiting the gender, poverty, and migration debate, 196-200*

This discussion will focus on the way the migration to Chicago shaped families in rural San Jose, Puerto Rico. The book focuses on the myriad ways families kept their connections across generations, making Puerto Rico an ever-present possibility for Puerto Rican families on the Westside and Chicago a constant referent for people in Puerto Rico. The book focuses on the ways mothers, daughters and sons experience these constant pulls in Chicago and on the island.

Monday, April 4: Citizenship, Belonging, and (the Limits of) Latina/o Inclusion

Book: Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio*

assigned readings

- Introduction, 1-25
- "Singing the "Star-Spanglish Banner," (Cepeda) 27-42
- "¡Puuurrrooo MÉXICO!" (Casillas), 44-61
- "Hayandose: Zapotec Migrant Expressions" (Gutierrez-Najera), 63-80
- Latinos, Baseball, and Belonging in El Barrio del Bronx," (Burgos and Guridy), 81-102

This discussion will focus on the ways popular culture shapes public policy in the United States. These four essays use many types of popular culture for their case studies: pop music, Spanish-language talk radio, community celebrations, and youth baseball. The scholars then examine how Latino participation in these aspects of American popular culture becomes a site of conflict, pointing out the way popular culture then sanctioned racial exclusion.

Monday, April 11: Gender, Sexuality, and the Politics of Memory and Representation

Book: Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio*

Assigned Readings

- "Gay Latino Histories/Dying to Be Remembered," (Roque Ramirez), 103-128
- "All About My (Absent) Mother," (Paredes), 129-148
- "Hispanic Values, Military Values:," (Perez), 168-188

These three essays examine the ways sexuality – the expression of gender identity – undermine easy depictions of Latino gender values. By looking at AIDS obituaries in San Francisco, ROTC stories in Chicago's west side or the way Latina moms have been effaced in mass culture depictions of Latinas, these essays explore the power of sexuality to shape public identities in the United States.

Assignment: Research Presentations

Monday, April 18: Latina/o Activisms and Histories: The Beyond el Barrio Project

Book: Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio*

Assigned Readings

- "Youth, Racial Schooling, and Public History," (McKiernan-González), 189-210
- "The Mission in Nicaragua: San Francisco Poets Go to War" (Cordova), 211-231
- "Un/Making Latino/a Barrios in Postwar Chicago" (Fernandez), 233-252
- "Translocal Barrio Politics: Dominican Organizing in New York" (Aparicio), 253-270

These essays explore the ways multi-ethnic Latino youth organized under the Latino label. Two of the four essays explore the different cultural forms some men and women adapted to speak their truths to the public. The other two essays look at the way women became central in the struggle to defend ethnic neighborhoods and neighborhood identities in Chicago and Brooklyn.

Assignments: Research Presentations

Monday, April 25: Symbolically Central, Politically Marginal: Gender, Political identity and the Latin Music Boom

Book: Maria Elena Cepeda, *Musical ImagiNation: U.S. Colombian Identity and the Latin Music Boom*

Assigned Readings

- Intro: Colombian Connections, 1-18
- *La Crisis Colombiana*, 18-34
- *A Miami sound machine*, 35-61
- *Shakira: the Idealized Transnational Citizen*, 61-86
- *Florencia Rockera: Gender and Representation in Latino Rock*, 87-110

This discussion will focus on the impact of the decades long civil war in Colombia on American culture. The first chapter explores the tenuousness of public institutions in Colombia in the face of war and violence. The second and third chapter then explores how two women (and their music) found openings in this tenuousness to create music popular in the US and Colombia (and Latin America). By focusing on Colombians instead of Cubans, this section allows a fuller exploration of foreign policy, migrant labor and the gender dimensions of pop and rock en español in the United States. The essay on Shakira focuses on the ways her Colombian identity – key in her first album – becomes effaced as she becomes a more generalized 'orientalized and eroticized 'transnational citizen' of somewhere south of the United States. The essay on Andrea Echeverri looks at the way she uses the insurgent dimensions of rock culture to interrupt easy depictions of Latinas as traditional, demure and feminine.

Assignment: Student Presentations

Conclusion:

Monday, May 2: Student Presentations

Wednesday, May 4 Final paper due

These texts are available at the Resistencia Bookstore or the University Coop. Please call ahead to confirm. Additional articles will be available through Blackboard. These books are also on physical reserve at the Perry-Castaneda Library

