

## UCLA Chicana/o Studies 10B

Monday & Wednesday  
12:30 p.m. – 1:45 p.m.  
Moore Hall 100

Professor: Matt A. Barreto  
Email: [barretom@ucla.edu](mailto:barretom@ucla.edu)  
Office: Bunche Hall 3345  
Phone: 909-489-2955  
Office Hours: Weds. 11:00 am – 12:30 pm

### Course Description:

This class will examine the history and contemporary role of Chicana/os and Latina/os in the U.S. We begin with a historical analysis of Chicano/Latino presence in the Americas including indigenous, Spanish and African populations, followed by immigration and migration patterns, and then challenges and organizing during the civil rights movement of the 1960s. How did the Chicano Movement emerge and why?

We will next review the more contemporary role of Latinos in the U.S. with a focus on citizenship, registration and voting in the 1980s and 1990s, and finally we address the wave of anti-immigrant policies and attitudes, and how the Latino community reacted. Each student in the class will also complete a project called “Charting Latino Populations” using data from the U.S. Census Bureau and other sources. Each person will focus in on a unique and specific city across the U.S. to document the first Latino populations, the associated industries and occupations, and how the population has grown and changed today. (More details on the very last page)

Grading is based on participation in section, the Charting Latino Populations project, and a comprehensive final exam. Students will access historical data, census population tables, and current electoral records to describe the Latino population of one city in the U.S. Detailed “how-to” instructions will be provided in class.

### Books:

Each week there will be required readings from one or more of these books. Readings should be done for the day they are assigned. For some weeks, the required readings might be posted online.

- Rosales, Arturo. Chicano! The History of the Mexican American Civil Rights Movement
- Barreto, Matt and Gary Segura. 2014. *Latino America: How America's Most Dynamic Population is Poised to Transform the Politics of the Nation*. Public Affairs Press.
- Ilan Stevens and Lalo Alcaraz. *Latino USA! A Cartoon History*.

Grading:

Attendance in section	25 points
Charting Latino populations	25 points
Final Exam	50 points

---

TOTAL 100 points

**Extra Credit:**

Throughout the quarter, there will be opportunities to attend various events, talks, and symposiums on campus that are related to Chicana/o Studies which will count for small, **but important**, extra credit points. You must get permission BEFORE you attend an event that your TA or Professor will count the even as extra credit. After attending, you must write a one-page summary of the event and how it relates to class.

**Weekly Class Agenda**

**Week 1: Introduction**

Jan 7 First Day of Class – Review syllabus  
Jan 9 Americans by Conquest – Chapter 1 of Chicano!

**Week 2: The United States Census and Latinos**

Jan 14 Review current lawsuit against 2020 U.S. Census citizenship question  
Readings posted to course email list and website  
Jan 16 Who are Chicanos? Who are Latinos? How are we counted?  
Unity and Diversity – Chapter 2 of Latino America

**Week 3: Mexicans or Americans?**

Jan 21 NO SCHOOL – MARTIN LUTHER KING JR. HOLIDAY  
Jan 23 From the Mexican Revolution to Mexican Immigrants  
Chapters 2 & 3 of Chicano!

**Week 4: Mexican Americans**

Jan 28 In Defense of *México Lindo* – Chapter 4 of Chicano!  
Organizing *el México de Afuera* – Chapter 5 of Chicano!  
Jan 30 The Mexican American Generation – Chapter 6 of Chicano!

**Week 5: The Chicano Movement**

Feb 4 In Defense of the Workplace – Chapter 7 of Chicano!  
The Struggle in the Fields – Chapter 8 of Chicano!  
Feb 6 In Quest of a Homeland – Chapter 9 of Chicano!  
The Fight for Educational Reform – Chapter 10 of Chicano!

**Week 6: The Chicano Movement and Politics**  
Feb 11 The Chicano Moratorium – Chapter 11 of Chicano!  
The Youth of Aztlán – Chapter 12 of Chicano!  
Feb 13 The Road to Political Empowerment – Chapter 13 of Chicano!  
Now you See Us, Now you Don't – Chapter 4 of Latino America

**Week 7: The Latino vote in recent elections**  
Feb 18 The Prop 187 Effect – Chapter 9 of Latino America  
Feb 20 The 2008 elections – Chapters 5 & 6 of Latino America

**Week 8: The Latino vote in recent elections**  
Feb 25 The 2010 to 2012 elections – Chapters 7 & 8 of Latino America  
Feb 27 The 2014 to 2018 elections – Chapter 10 of Latino America  
Additional readings posted online

**Week 9: Charting Latinos Populations**  
Mar 4 Charting Latinos and the U.S. Census – in class exercise **MUST ATTEND**  
Overview on research project and detailed instructions  
Mar 6 Reserved for special guest speaker

**Week 10: Independent research and review**  
Mar 11 Work on charting Latino populations project  
Mar 13 Work on charting Latino populations project  
Note: Project due March 15 at 11:59pm submitted electronically to your TA  
*Extra Credit: 1-point E.C. if you submit by March 14 at 11:59pm!*

**Finals Week:**  
Mar 20 In-class final exam – 12pm

**Charting Latino populations project:**

Each student will be assigned a city in the U.S. during week 3. You will research and document the earliest Latino population in your city, and then provide official census population statistics starting in 1970, 1980, 1990, 2000, 2010, and then 2017. This data can be easily found on [factfinder.census.gov](http://factfinder.census.gov). In addition to total population counts, you will provide national origin subgroup populations for 1980 and 2017. Using the latest 2017 data, either 1-year ACS or 5-year ACS, you will also provide socioeconomic and demographic data about the Latino population, compared to the overall population of the city for items such as median household income, educational attainment, home ownership rate, nativity, and citizenship, among other data points. Finally, you will examine electoral trends and report how many Latinos have run for city council, mayor or other local offices, and if they have won or loss in recent years.

Detailed instructions on how to find this information will be provided in class, but you are welcome to start browsing [factfinder.census.gov](http://factfinder.census.gov) at any time to collection data and information.