Course Description:
This course on Chicanx and Latinx social movements in the United States examines the diverse social movements and places from which Chicanxs and Latinxs have launched political, labor, educational and immigrant rights mobilizations. Drawing upon an interdisciplinary list of readings that capture Chicanx Latinx resistance and solidarity in diverse U.S. regions, we will discuss the forms of political consciousness and activism that have emerged out of labor movements, educational justice, international solidarity movements, grassroots organizing, and new social movements that are concerned with feminism, queer rights and migrant rights.

This course is excellent preparation for students who are interested in pursuing academic research in the fields of social movements, political theory, and for those interested in grassroots/community organizing, labor organizing, and electoral politics.

Objectives:
After completing this course, students will be able to:
1.) Identify and explore major themes and ideas related to social movement theory and Latino political theory.

2.) Gain an understanding of the historical and political conditions that give rise to resistance and mobilizations.

3.) Apply historical writing and analytical skills to the study of social movements.
Student Evaluation:

25% Participation/Attendance – Lectures will primarily cover historical context, social movement frameworks, films, guest speakers and reading assignments, so it’s absolutely imperative that students come to class having completed the readings. To facilitate student engagement with the readings students will take turns facilitating discussion. Moreover, students will be responsible to fill out their Social Movement Grid weekly. Your grade thus depends upon your engagement in class, facilitation activity and the thoroughness of your Social Movement Grid.

35% In-Class Midterm (in class, July 17th) – This in-class, blue book exam will be based upon readings and lectures during the first half of the course and will include short identifications and an essay question.

40% Take Home Final (8 -10 pages) - Gender, Queer, Ethnic Studies and Latin American studies scholars have been quick to point out that traditional understandings of social movements, American political participation, and their elements (who participates in political activity and protests, where, why and how actions and mobilizations develop) cannot fully capture the value and energy of movements organized around class-based conflicts to identity-based movements. Analysis of new social movements in the 21st century (such as the Me too, Undocumented Youth Movement, Black Lives Matter) offers one means to better understand the multisided resistance led by Chicanxs, Latinxs and aggrieved communities. Using course texts and your choice of organization (i.e. grassroots, non-profit, political, social media groups) you will be asked to analyze and capture the political strategies and values of an organization. Your organization must be approved by the beginning of week 3.

***Due August 3rd: Final Paper Uploaded to TurnItIn In by 5PM***

Required Texts:

Electronic Resources on CCLE

Course Policies:

Turn off or silent electronic devices This includes cell phones, mp3 players, and any item that may distract your fellow classmates. Laptops are allowed for note-taking only.

Emails: You are required to use email for this class. I will send announcements to your UCLA account. You are responsible for checking it frequently. If you send me an email, expect a response from me within 24 hours. It is important that you practice netiquette when contacting me. Remember to please review the syllabi before you email me with a question.

General Assignment Guidelines: All work must be double-spaced in 12-point Times New Roman font with 1” margins, page numbers inserted, and your name clearly printed on the first page of your paper. Page limits do not include images or the bibliography.
Assignment Assistance: I am happy to offer feedback on assignments during office hours or by appointment. Need more assistance? Such as with breaking down your reading assignments, dealing with writer’s block or understanding the rules for using commas, check out the amazing resources, tools and handouts for students at http://wp.ucla.edu/wc/resources/handouts-for-students/ or http://writingcenter.unc.edu/handouts or http://www.cpo.ucla.edu/src/writing-success-program.

For additional assistance, I encourage you to visit the Undergraduate Writing Center, http://wp.ucla.edu/index.php/home an incredible resource at UCLA. You can make writing appointments or use walk-in appointments to receive one-on-one guidance. They are located in A61 Humanities (M-Th, 10AM to 5PM), Rieber Hall 115 (M & W, 7PM to 9PM). Contact 310-206-1320 or wcenter@g.ucla.edu for more information.

Late Assignments/ Grade Disputes: Assignments are due at the beginning of class. Tardiness will result in a reduction on your assignment score by 5% a day. No late assignments will be accepted nor exams made up without a legitimate, documented excuse. You have one week to dispute a grade. You may submit to me (1) the original graded assignment and (2) a paragraph (no more than a page) describing the reasons for which you are requesting a change of grade on an assignment (academic arguments). Bear in mind that I have the right to raise or lower the assignment’s grade.

Research Help: You are expected to write an original research paper for this course. I highly recommend that you take advantage of UCLA’s amazing libraries, especially UCLA’s Chicano Studies Research Center (CSRC). I recommend you visit the center and get to know their in-house librarian and archivist, Xaviera Flores. Librarians are historian’s best friends. The CSRC was established in 1969 and was the first library in the U.S. to focus on Mexican-descent population. The Library’s holdings consist of monographs, periodicals, dissertations and these, as well as original prints by Chicana/o artists, films, videotapes, audio recordings, slides, monolingual and bilingual English and Spanish newspapers and journals, and over 160 archival and manuscript collections.

In general, UCLA’s libraries host drop-in research clinic or visit a research workshop online at http://www.library.ucla.edu/support/research-help/attend-research-workshop. For more information visit http://www.library.ucla.edu/support/research-help or schedule a research assistance appointment with a librarian.

Plagiarism: You are expected to write your own work for this course. Plagiarism or “Cheating” will not be tolerated. If you are caught committing or aiding other students in academic dishonesty, you will be reported to the University Administration. If you have any questions about plagiarism or do not know if you are plagiarizing, refer to the UCLA Student Conduct Code for specific guidelines.

Accommodations: If you need any accommodation for disability, illness, or other reason please see the instructor so we can create an accommodating plan for success. Also, if you prefer a different name or gender pronoun than what is listed on your records, please let me know.
Reading Schedule:

**Week 1: Interpretive Social Movement Frameworks and Critical Genealogies (1910s – 1920s)**

June 26
- Pérez, E. (1999). The decolonial imaginary writing Chicanas into history Theories of representation and difference. Chapter 3

June 28

**Week 2: Racial Capitalism and Defiant Mexicanos: The fight for Labor Rights and School Desegregation (40s – 50s)**

July 3rd
- **Guest Speaker: TBA**

July 5th

**Week 3: Organizing Barrio Peace and the Chicana/o Student Movement Local Organizing Her/Histories (60s – 70s)**

July 10th
• Guest Speaker: David Flores,

July 12th
• Visit Historical Archives

Week 4: Forging Solidarity Politics and Coalitions for Survival (70s – 80s)
July 17th

*** MIDTERM***

July 19th

Week 5: Spaces of Conflict, Sounds of Solidarity and Legalizing Movidas (1980s -1990s)
July 24th
• Guest Speaker: TBA

July 26th
• Harvest of Empire Film
Week 6: The Attack on Immigrant Rights, Multiculturalism and the Emergence of Youth 
Organizing (1990s) 
July 31st

- A Discussion with Angela Davis and Elizabeth Martinez (1993). “Coalition 
  Building Among People of Color.” University of California, San Diego.
- Martínez, E. S. (1998). De Colores Means all of Us: Latina views for a multi-
  colored century (1st ed.). Cambridge, Mass.: South End Press. Part II, V, 
  and VI

August 1st
  Angeles. Berkeley; Los Angeles: University of California Press. Chapter 8
- Johnson, G. T. (2013). Spaces of conflict, sounds of solidarity: music, race, 
  and spatial entitlement in Los Angeles. Berkeley: University of California 
  Press. Chapter 5 and Conclusion

*** Final DUE***
***Due August 3rd: Final Paper Uploaded to TurnItIn In by 5PM***