

# Minority Movements, Social Progress, and Resistance

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**Office Hours:** Wednesdays 1:00 p.m. - 3:00 p.m. Bunche 3288

<http://doodle.com/poll/rzf6m8ykr9qkg8c8>

## COURSE DESCRIPTION

The story of racial and ethnic politics in the United States from the 20th century through today is one of struggle, resistance, and change. In this course, we will cover the role of the state as well as Asian, black, Latino, and other non-European groups' involvement in the changing face of American politics and society. What goals did they seek? When did they succeed or fail, and what can we learn from their stories? How were they resisted, and why? From Asian exclusion, landmark immigration reform in 1965, and roving across the modern era from the Puerto Rican movement in New York, through anti-immigrant sentiment in the 1990's, up to the very challenges we still face today, we will cover the political challenges minorities faced, changing laws, and social movements undertaken to improve their political standing.

This course is designed to make students think critically about the challenges minorities face in society, due to issues of race, immigration, and identity in the United States. Students will learn to engage with material and facilitate discussion in true seminar style. In addition to leading discussion and posing thoughtful questions in a respectful manner, students will also work on conducting original research. The course assignments are built to help students learn to write a research paper that puts forward original ideas while rooting their work within the scholarly literature.

## GRADING

Annotated bibliography (**Due week 5**).....15%  
Draft of final paper (**Due week 7**).....15%

Final paper.....	30%
Seminar facilitating.....	15%
Reflection papers.....	15%
Participation.....	10%

## COURSE SCHEDULE

### Week 1 - April 2nd Introduction to race and identity

- Listen to The World from March 24th. For class Egypt's Mubarak freed, returning to Palmyra, reporting abuse when you're undocumented. Can be found here <http://www.npr.org/podcasts/381444246/pri-s-the-world>.
- In class video Race the Power of an Illusion "The House we Live in"
- Introduction to UCLA library online resources

### Week 2 - April 9th Latino American History

- Marquez, B., & Jennings, J. (2000). Representation by Other Means: Mexican American and Puerto Rican Social Movement Organizations. *PS: Political Science and Politics*, 33(3), 541-546. doi:10.2307/420856
- Watch Latino America PBS documentary Episode 2 Empire of Dreams <http://www.pbs.org/latino-americans/en/watch-videos/#2365076018>

### Week 3 - April 16th Asian American History

- Nakanishi, D. T., & Lai, J. S. (2003). Asian American politics: Law, participation, and policy. Rowman & Littlefield. Intro to Historical forms of civic engagement and Protest (20-22) and cases 1.2 and 1.3 (pg. 29-40)
- Junn, J. (2007). From coolie to model minority. *Du Bois Review: Social Science and Research on Race*, 4(02), 355-373.
- Daughter of Civil Rights Icon Fred Korematsu Reflects on Internment, Executive Orders. KQED News. January 28, 2017. <https://ww2.kqed.org/news/2017/01/28/daughter-of-civil-rights-icon-fred-korematsu-reflects-on-internment-executive-orders>

**Week 4- April 23** Theories of race and identity

- Omi, M., & Winant, H. (2014). *Racial formation in the United States*. Routledge. (Chapter 4)
- Masuoka, N., & Junn, J. (2013). *The politics of belonging: Race, public opinion, and immigration*. University of Chicago Press. (Intro- Chapter 2)

**Week 5- April - 30** Immigration Law (**annotated bibliography due**)

- Nakanishi, D. T., & Lai, J. S. (2003). *Asian American politics: Law, participation, and policy*. Rowman & Littlefield. (Part 2 The Impact of Immigration Laws on Asian America (47-88))
- Sierra, C. M., Carrillo, T., DeSipio, L., & Jones-Correa, M. (2000). Latino immigration and citizenship. *PS: Political Science & Politics*, 33(03), 535-540.

**Week 6 - May 7th** The Chicano and Puerto Rican Movement

- Garcia, I. M. (1997). *Chicanismo: The forging of a militant ethos among Mexican Americans*. University of Arizona Press. (selections)
- Sanchez, J. R. (2007). *Boricua power: A political history of Puerto Ricans in the United States*. NYU Press.(selections)

**Week 7- May 14th** Chicano and Puerto Rican Movement cont. Labor Movement **Outlines Due**

- Beltran, C. (2010). *The trouble with unity: Latino politics and the creation of identity*. Oxford University Press on Demand. (Chapter 1 El Pueblo Unido)
- Ferriss, S., Sandoval, R., & Hembree, D. (1997). *The fight in the fields: Cesar Chavez and the farmworkers movement*. Houghton Mifflin Harcourt. (selections)

**Week 8- May 21st** Asian American Social Movements

- Umemoto, Karen. "On Strike!" *San Francisco State College Strike, 1968-69: The Role of Asian American Students.* *Amerasia Journal* 15.1 (1989): 3-41.
- (Another reading will be added here)

### **Week 9 May 28th Immigrant Backlash**

- Barreto, M., & Segura, G. (2014). Latino America: How Americas Most Dynamic Population is Poised to Transform the Politics of the Nation. PublicAffairs. (Chapter 9 the prop 187 effect)
- Abrajano, M., & Hajnal, Z. L. (2015). White backlash: immigration, race, and American politics. Princeton University Press. (selections)

### **Week 10 - June 4th Arab Americans**

- Jamal, A. A. (2008). Race and Arab Americans before and after 9/11: From invisible citizens to visible subjects. Syracuse University Press. (chapter 3 and 4)

## SEMINAR FACILITATING & REFLECTION PAPERS

Students are expected to finish all assigned readings and be prepared to actively participate in discussion. To help motivate participation, students are expected to turn in a one page reflection on the readings every other week. The class will be divided between group A and group B, to find out your group assignment please check the course website. Group A will turn in reflection papers on even weeks, and group B on odd weeks. Reflection papers count for 15% of your overall grade.

Everyone will be required to sign up and lead discussion at least once during the quarter, providing a brief overview of a reading, highlighting it's key concepts, connecting to the larger theme of the course, and posing discussion questions to the class. Each presentation should aim for about 20 to 30 minutes. I will provide you with a general format to follow. Students may wish to print out handouts for the class. If you have a handout please email me the night before and I will make copies for the class.

## FINAL PAPER

This course has no midterm or final. In seminar form, the course will have a final research paper that will serve as the largest component of your grade. This paper should be a minimum of ten but no more than twelve pages in length. Students are required to do

outside research using the UCLA library resources to inform your argument. **The annotated bibliography** of five outside sources will be due at the beginning of class week five. Students must submit a hard copy. A **5-7 page draft of your paper** will be due week 7 in class. I will hand back your drafts in class week 8. The final paper will be due the day of our final exam. A more detailed description of what is required for the three writing assignments can be found on the assignment handout.

## ATTENDANCE POLICY

Seminar attendance **mandatory**. Excused absences will be granted for medically documented emergencies or illnesses (this requires a doctor's note) or a note from a UCLA administrator explaining your extenuating circumstances. Absences are unexcused for all other reasons. Everyone gets **one free unexcused absence** from seminar. After your first unexcused absence, each unexcused absence will lower your overall grade by half a letter. In addition to being present, it is also important that you are **on time**. Anyone who is more than 10 minutes late will be marked as absent.

## RULES AND GUIDELINES

- **Late policy.** If you fail to turn an assignment in on time you are welcome to submit it after the deadline. The assignment in question will be marked down 5% for each day it is late.
- **Office Hours.** Office hours will be held in the TA room in Bunche Hall Room 3288. Please sign up for a 15 minute time slot using the doodle poll on the course webpage. If my office hours do not work for you, feel free to email me and set up an appointment.
- **Emails.** When emailing me, please include your last name and section number (or time) in the subject line of your email. Emails should start with a greeting and my name, have at least one body paragraph, a closing, and your signature. Below is an example of proper email format.

**subject line: “Garcetti Section 1J set up an appointment”**

Hi Angie,

I was wondering if it would be possible to set up an appointment to discuss the course material. Are you available anytime Monday morning between 8:00 am and 10:30am?

Thanks,

Eric Garcetti

I will do my best to respond within 24 hours to your emails, however on the weekend it may take up to 48 hours. Please note that emails should not ask for a summary of concepts covered in class, or if I could read your paper before you turn it in. I would be happy to discuss material and ideas with you during office hours.

- **Electronics.** You are welcome to use your laptops in class so long as they do not serve as a distraction. This means **no Facebook, iChat, Gchat, Twitter, ESPN, etc.** Allowing the use of computers is meant for note taking and to reference previous notes. If it becomes a problem I will ask you to put your computers away. I also ask that you place your phones away and on silent during class time in order to minimize disruptions.

## ACADEMIC HONESTY

Your work should consist of your own ideas and your own words. Quotations and ideas used from other authors must be properly cited. If you are unfamiliar with the University’s policy on academic dishonesty and associated penalties, see <http://www.deanofstudents.ucla.edu>. Plagiarism or any other form of academic dishonesty will be reported to the Dean.

## FINAL REMARKS

I cannot stress enough the importance of communicating with me should problems arise during the quarter. It is better to be proactive about situations than wait until it is too late to come up with a solution.