

SYLLABUS: SOCIOLOGY OF THE SOUTHWEST
SOC. 130SW, WINTER 2004, T. 4-6:50, PHELPS 3515
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Overview

The Southwest U.S. is one of the most culturally and socially diverse places in the world. It has gone through successive waves of settlement, become peopled over the past 500 years by groups from all over the world, experienced ongoing cycles of conquest and incorporation into the modern world capitalist system, from pre-Colombian times through to the Spanish colonization, to Mexican control and later U.S. invasion and take-over. In recent decades the region has been swept up in rapid social change in the face of globalization.

This is a pilot course, offered for the first time. It is a work-in-progress. The objective is to paint a sociological mosaic of this fascinating region through an exploration of its historical development and diverse topics of contemporary concern. Topics covered include the pre-European era history of the region, the Spanish conquest, Mexican and U.S. cycles of conquest and domination, portraits of the principal population groups (with special attention to Native American and Mexican-American/Chicanos/as), case studies of northern New Mexico, of California, of Western Apache cosmology, an intensive look at migration and the U.S.-Mexico border, and globalization. If there is one underlying theme or emphasis that frames these diverse topics it is the region's relationship, as it has evolved over time to, to the world capitalist system.

Required Readings

- 1) Ramon A. Gutierrez, *When Jesus Came, the Corn Mothers Went Away*.
- 2) Keith H. Basso, *Wisdom Sits in Places: Landscape and Language Among the Western Apache*.
- 3) Tomas Almaguer, *Racial Fault Lines: The Historical Origins of White Supremacy in California*.
- 4) Joseph Nevins, *Operation Gatekeeper: The Rise of the 'Illegal Alien' and the Making of the U.S.-Mexico Boundary*.
- 5) Reading Packet of Selected Articles and Book Chapters, Grafikart, 6550 Pardall Road, Isla Vista. Ph: 968-1485.

Grading and Course Requirements

There are no in-class exams for this course, but you WILL be expected to WORK HARD and to prepare a number of written assignments. If you are not prepared for a lot of reading and effort this course is not for you.

Twenty points will derive from four in-class “pop quizzes” on the readings (five points per quiz). Another 20 points will derive from four in-class exercises. Fifty points will derive from five written “briefs” on course readings and videos. Finally, 10 points will derive from perfect attendance. You will lose 2 points out of these 10 points for each day you are absent. There will be one opportunity for extra credit (TBA).

Four quizzes:	4 x 5: 20
Four in-class assignments:	4 x 5: 20
Four briefs:	5 x 10: 50
Attendance	10
TOTAL	100

Note: I do not accept any assignments sent as an e-mail attachment. I do not accept any assignments turned in late except under circumstances of a medical or family emergency with proper documentation.

You are expected to do ALL the assigned readings and to come to class prepared to discuss these readings. Please bring each week’s reading to class with you. You are encouraged to ask questions, debate, and provide critical commentary on the readings and the lectures.

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. I also ask that you turn off cell phones and beepers while in class.

Please note that attendance is not voluntary; it is required. I may take spot attendance checks at any time. You will lose two points for each absence. The only excused absences are medical and family emergencies, with proper documentation.

Pop Quizzes: There will be four pop quizzes, administered in the first few minutes of class. Each of these four quizzes will be on the readings due on the day the quiz is given.

If you have done the readings you will have no problem answering the question and receiving five points. You will receive a zero if you arrive late to class and miss a quiz.

In-Class Exercises: On four separate occasions I will have the class break up into small groups to collectively discuss course readings and topics. You will receive five points for each exercise in which you participate. Note: if we must skip an in-class exercise for lack of time you will automatically receive 5 points so long as you attended the class for which the exercise was scheduled.

Briefs: You will have to turn in four written briefs on the assigned readings, videos, class lectures and discussions. Each brief should be approximately three-four double-spaced typed pages (name and perm number on top). Each brief should develop an analytical discussion on the particular topic assigned, mentioning the readings for that topic, lectures, videos and discussions. Please refer below to the week-by-week schedule, which will indicate the topic you are to write on and due dates.

Tentative Week-by-Week Course Outline and Schedule of Readings (subject to change)

6 Jan: **Theme:** Introduction to Course: What is the Southwest? Why study the Southwest? The Southwest prior to the European arrival. The Southwest in the World Capitalist System - Cycles of Conquest and Resistance: Spanish, Mexican, Anglo, Part I

No readings this week.

In class exercise #1 today: What is the Southwest? What are your expectations for this course?

13 Jan: **Theme:** The Southwest prior to the European arrival. The Southwest in the World Capitalist System - Cycles of Conquest and Resistance: Spanish, Mexican, Anglo, Part II

Read:

- 1) Iverson, "Taking Care of the Earth and the Sky"
- 2) Spicer, "Introduction – Cultural Frontiers," "the Mexican Program" and "The Anglo-American Program" (in reading packet). You will find

in packet as well “The Spanish Program” which is strictly optional reading.

Topic for brief #1: Summary and analysis of the lecture and readings on this week’s theme. Questions you should address include (but are not limited to): What was the Southwest like before the European arrival? How would you periodize the history of the Southwest and why? Was there anything you learned that surprised or intrigued you?

20 Jan: **Theme:** Native Americans in the Southwest.

Film: Surviving Columbus.

Read:

- 1) *Wisdom Sits in Places*
- 2) Spicer, “Political Incorporation” [pp. 406-420 only] and “Economic Incorporation” (in reading packet)

Brief #1 due today.

27 Jan: **Theme:** Mexican-Americans/Chicanos/as in the Southwest.

Film: *Salt of the Earth*

Read:

- 1) Barrera, “Conquest and Dispossession,” and “The Establishment of a Colonial Labor System” (in reading packet).

3 Feb: **Themes:** Catch-up and Start of Case Study I: Northern New Mexico.

Read: Gutierrez, Read: *When Jesus Came the Corn Mothers Went Away*, Pp. 1-175

Topic for brief #2: Summarize what you learned from Gutierrez’ book. What was new and interesting? What was unclear about the book or what did you not understand? Why does Gutierrez emphasize “honor” and “marriage?” (that is, what is important about these two concepts to the portrait he is painting of the “Kingdom of New Mexico?”).

In-class exercise #2 today.

10 Feb: **Theme:** Conclusion of Case Study I: Northern New Mexico
Film: *The Milagro Beanfield War*

Read: *When Jesus Came*, pp. 176-340

Brief #2 due today.

Topic for brief #3: Discuss and compare the two films *Salt of the Earth* and *The Milagro Beanfield War*. Develop an analysis of these films that relates them to the readings and lectures we have had so far in this course.

17 Feb: **Theme:** Start of Case Study II: California.

Read: Almaguer, *Racial Fault Lines*, pp. 1-104

In-class exercise #3 today: Discussion of *Racial Fault Lines*

Brief #3 due today.

Topic for brief #4: Discuss Almaguer's book: compare and contrast the historical experience of Mexican, Indian, and Asian groups in California. Discuss the relationship between race and class in California's history and Almaguer's analysis of why California society became so racialized and racially diverse.

24 Feb: **Theme:** Conclusion of Case Study II: California
Film: *And the Earth Did Not Swallow Him*

Read: Almaguer, *Racial Fault Lines*, pp. 107-213.

Brief #4 due today.

2 March: **Theme:** The Southwest in the late 20th Century – Social Change and Globalization. Start of Case Study III: The U.S.-Mexico Borderlands.
Film: *Performing the Border*

Read: Nevin, pp. 1-122

Topic for brief #5: What does Nevin mean by the "border region" and what does he mean by the "creation of difference" in this reading. What does he mean by the "Other" as a threat, by the rise of the boundary as a

symbol of protection, and by the “bounding” of the United States? What does all this have to do with globalization?

8 March: **Themes:** The Southwest in the late 20th Century – Social Change and Globalization. Conclusion of Case Study III: The U.S.-Mexico Borderlands.
Course Conclusions: Globalization and the Future of the Southwest

Read: Nevin, *Operation Gatekeeper*, pp. 123-188.

In-Class Exercise #4 today: Evaluation of Course

Brief #5 due today.