Annotated Bibliography

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The Chicano Movement among Student within Education



What occurred during the Chicano movement for the students & how were they affected throughout the hardships and changes?

Gonzales, Manuel G. *Mexicanos: A History of Mexicans in the United States*. Bloomington: Indiana UP, 1999. Print.

What better source to use than the one gifted to be used and read throughout this course. Within this book, Mr. Gonzales analyzes the Chicano movement among the students within Texas and California specifically being a major source in student involvement for the reasonings behind the youth movement within the 1960s. Mr. Gonzales also touches the subject matter behind many organizations that were created by such movements. This included the rise and falls of such mentioned organizations such as MECha, MASA, UMAS, UFW, LRUP and MASO.

Muñoz, Carlos. *Youth, Identity, Power: The Chicano Movement*. London: Verso, 1989. Print.

This source targets the area of student activism and major influential aspects on a level of what seems to be the focus around racial and gender inequalities, massive protesting and how the youth were the main influential factors during this time. This source exclaims that the youth protests throughout this movement beginning of student’s movements that assisted in shaping much bigger hardships within social and political equalities. These protests were the origin to many other associations, such as the Students Nonviolent Coordinating Committee, the El Movimiento Estudiantil Chicano de Aztlan, MECha and the Chicano political party known as La Raza Unida Party. As well within this book, Mr. Munoz touches the subject of Identity labels among the Mexican people, being one of the most suffered people within this problematic situation.

Rodriguez, Marc Simon. "A Movement Made of "Young Mexican Americans Seeking Change": Critical Citizenship, Migration, and the Chicano Movement in Texas and Wisconsin, 1960-1975." *The Western Historical Quarterly* 34.3 (2003): 274-99. *JSTOR*. Web. 06 May 2014. Scholarly Article. <http://www.jstor.org/stable/10.2307/25047295?ref=search-gateway:782bfcb44159f7f5cd505fb3a301b4ff>.

The reason I found this source to be useful is not only that is a scholarly article, yet it does talk about the events that occurred that involved the Mexican Americans hardships and how the events were affected mostly by the youth, yet it does take place in Crystal City of Texas. This piece revolves around one specifically mentioned individual known as “Angel Jose Guiterrez” as well as other Mexican American youths. Through the compounded network and social connections of the Mexican American immigrant population, the youth was able to connect strategies for civil rights activism, specifically within Texas. This eventually strengthened the civic role of the ethnic community. In other words, the youth, though started out singularly, was able to be influential in a way that spread from small groups into the bigger community of Mexican Americans and the activism that created such plans to be a success when it came to creating organizations such as the La Raza Unida Party.

Website. Keywords: the Chicano student movement 1960-1975 www.dsisd.txed.net/DocumentView.aspx?DID=6456*‎*. Last accessed: May 5, 2014

This source is a written key point outline of analyzing the Era of Activism through the 1960-1975. Across my research, I found that this source focuses on “ethnic minorities seeking equality”. Through the information, the piece talks about the Mexican American’s were undermined and being reduced to poor living conditions within their “enforced” neighborhoods. The Mexican Americans tried to approach a change through political and legal means, such as running for office. This is how the La Raza Unida Party was created, for the benefit of better jobs and housing. And lastly, the Mexican Americans fought for Legal aid which eventually was offered by the Mexican American Legal Defense and Educational Fund. This same organization gave opportunity and motivation for Mexican American youth to become lawyers.

"Chicano Movement." *Wikipedia*. Wikimedia Foundation, n.d. Web. 05 May 2014. <http://en.wikipedia.org/wiki/Chicano\_Movement#Student\_and\_youth\_organizations>

This source includes a section on student involvement and activism throughout the Chicano Movement. The source explains how the Chicanos were after affirm their views on their culture and their status within the United States, specifically within Texas and Southern California. These people were taken to heart what was being taught to them within the educational system. Some situations were so serious that there were many protests that took place during the 1960’s. The student activists expressed their concern and their spirit to fight for their rights by walking out of their high schools, this being a big issue in Los Angeles county and Houston high schools. Eventually, throughout all the organizations being created, the diverse students organizations became the [Movimiento Estudiantil Chicano de Aztlán](http://en.wikipedia.org/wiki/Movimiento_Estudiantil_Chicano_de_Aztl%C3%A1n) (MECHA). The students involved began to be most concerned for educational issues, yet evolved into political status and mistreatment.

"Chicano Movement - Contents, Cultural Context, Ideology, Gender, Universalism, Problems And Achievements, Conclusion, Bibliography." *- Mexican, Political, Social, and Chicana*. N.p., n.d. Web. 05 May 2014 < http://science.jrank.org/pages/7550/Chicano-Movement.html >.

My final source focuses between the era of 1966-1977. Specifically, in the way that the Mexicans were discriminated. They were discriminated through the worst set jobs given to them, one of the lowest levels of income and education. An understanding that due to this way of living, it was still evident that the Mexican American race was still growing, mainly through the Mexican high school and college student. In an effort to fight for their rights, in any means of political and education status, the Mexican Americans range of identity continued to spread and increase slowly, but surely. The rise in political commitment had its consequence of an relations including a specific, “cultural context and contending, contentious social efforts, civic events, and ideological beliefs.”

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WHO: High school or attending school (college) students of various races such as African-American, Mexican, etc. that contributed to such a militant form of protesting and eventually led to formed organizations.These organizations included El Movimiento Estudiantil de Aztlán, or also known as MECHa, the Mexican American Youth Organization or MAYO, and the United Mexican American Students called UMAS.

WHAT: What these students and youth went through was very harsh and at times seemed that their efforts were for nothing. Some arguing perspectives felt that, for example, the black youth protest were not "strong" enough to make their mark on political and social communal evolutionary influences.

WHY: There were so many protests due to the awareness of what the students were having to deal with within the institutions of education. Many, if not most, of the students felt that something had to be done or had to change. However, as much as they pushed and pulled for change and for higher political powers to notice the uprising within the movement, it seemed almost in vain, though on the contrary was making influential changes, hence the many organizations created from such protests and dedication to the issues.

WHERE: The focus among these problems and changes revolved mainly in Texas and California. In the University of Texas, the organization of MASO had it roots and in Southern California, MASA had appeared.

WHEN: The beginnings and further influential protests, even to the destruction or failure of some organizations had begun in 1960's until the 1970's. This era was the focal point of most of these movements. For example, the failure of MECha had gone through a detrimental fall in 1971 and 1973 and in result, it never really was once what it was.