Course Syllabus

Welcome to Latin@ Studies 101: Introduction to Latin@ Studies! In this course we will examine the varying definitions, experiences, and contributions, historical and contemporary, of Latin@s in the United States, be they of Mexican, Caribbean, or Latin American descent. We will explore the intersections of identity, place, history, and social justice activism to:

- Examine the ways that Latin@s have been defined in the United States, as well as the ways they have been perceived and accepted, rejected, and/or simply quietly tolerated by mainstream U.S. society

MW 9:30-10:45
Bolton Hall B56
Dr. Hernandez
Office: Holton 387
Office Hours: MW 12:30-1:30, or by appointment
Contact: hernandk@uwm.edu (email contact only)
• Explore the varied Latin@ experience in the United States, including self-identification; family and community structure and maintenance; the quest for upward social mobility; the quest for social and economic justice; and contributions to the host society, culture, and economy

• Employ the terms, concepts, and methods required in Latin@ Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration and immigrant residence status, educational, artistic, and literary

• Critically analyze and discuss sources; share findings; debate the strengths and weaknesses of points raised in scholarly sources and the merits and shortcomings of policies and practices (current and historical); express our views clearly and concisely in carefully developed written form

Required Readings
Additional readings posted to our course D2L

Class Format
This class is structured to incorporate a mix of: lecture; reading analysis and class discussion; film viewing, analysis, and discussion; and student presentations. Your active participation is essential to maintaining an engaging, dynamic classroom environment and to maximizing the quantity and quality of your and your colleagues’ learning. For this reason participation and written reading responses comprise a substantial proportion of your overall grade. It goes without saying that regular attendance is compulsory.

There will be no midterm exam; instead content knowledge will be assessed with four discreet brief quizzes and a final exam. The final exam will be also be discreet except for one essay question that asks you to consider a specific theme over the course of the semester. You will receive an exam study guide well ahead of time, which will include potential essay questions as they will appear on the exam. We will also take time in class for review in preparation for the exam.

Additionally, you will write two short papers that will require some research: 1) a brief (4-pg) reflective paper for those of you whose experience and/or backgrounds allows you to reflect personally on a specific topic related to our course. Those who might not relate personally to any of the topics introduced and those who might but choose not to (for whatever reason) may choose a topic to research more thoroughly (even reflective papers will require some research to link your reflection to scholarship); and (2) a brief (2-3 pg) paper exploring some aspect of the intersection of U.S. immigration and naturalization policy and the Latin@ experience in the United States. You might ask yourself any number of questions (and virtually any question you wish). For example: “What are options under current U.S. immigration law to allow for legal migration to the U.S. from Mexico and/or Latin American countries?”; “Why do some of those who emigrate to the United States choose to do so without authorization?”; “How has U.S. immigration policy changed over time?” “To what effect for Mexican and Latin American immigrants?”; “What does it take to legalize residency status?” “To become a citizen?”; “What incentives are there to naturalize for those who are able?” “Do Latin@s tend to take advantage of
options for achieving permanent residency status and/or naturalizing?” “Why or why not?”; “What, if any, immigration policy initiatives are currently pending?”; “What are some groups trying to do to forward policy initiatives and/or to aid immigrants currently residing in the United States?” Your findings for both papers will be presented in class. We will receive research instruction with an information technology specialist at Golda Meir Library to assist with these projects.

Weight of Graded Components

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Written Responses</td>
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<td>Quizzes (4)</td>
<td>20%</td>
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<tr>
<td>Short Reflective/Research paper</td>
<td>20%</td>
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<tr>
<td>Immigration Project</td>
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<td>Final Exam</td>
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Grade Breakdown

- A 94-100
- A- 90-93
- B 84-86
- B- 80-83
- C 74-76
- C- 70-73
- D 64-66
- D- 60-63
- D+ 67-69
- F 59 and below

Academic Honesty

I encourage you to work with your colleagues to get the most out of this course. However, any student discovered plagiarizing materials runs the risk of receiving a failing grade and facing disciplinary action that may lead to academic probation or even expulsion from the university. Plagiarism is the use of someone else’s work as your own. This is in violation of university policy and absolutely unacceptable. When you use someone else’s ideas or language, you must cite her/him using appropriate citations. When you quote a source directly, you must use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source must also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/resource/589/01/

For more on UWM Academic Misconduct policy, please see:
http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

UWM Writing Center

The Writing Center is an excellent source for help at all types of written assignments and at all stages of your project development: http://www.writingcenter.uwm.edu; (414) 229-4339

Accessibility Resource Center

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For more information, see: http://uwm.edu/arc/ or call: (414) 229-6287

Please see the following links for information regarding:
Accommodations for religious observance: [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)
Accommodations for military service: [http://www4.uwm.edu/academics/military.cfm](http://www4.uwm.edu/academics/military.cfm)
Incomplete policy: [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)
Discriminatory conduct policies: [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)
Grade appeal procedures: [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)

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**Course Schedule**

**Week 1**

**Jan 23**  
Introductions

**Jan 25**  
¿“Latino/a”? ¿Qué es eso?  
Film: selection from *Latino Americans, “Peril and Promise”*  
Assignment for Monday: Reflect on and research the question: “What does it mean to be Latin@?” Bring your written reflection, citing your sources, to class to share your thoughts during class discussion and to turn in at the end of class.

**Week 2**

**Jan 30**  
U.S. Latino@s: Identified, Quantified, Qualified  
Class discussion: “What does it mean to be Latin@?”  
#Turn in written responses  
Assignment for Wednesday: Read and be prepared to discuss *The Latino/a Condition, Pt. I* and Adelaida R. Del Castillo, “Mexican Gender Identity” (pp. 501-502). Refer to the questions on page 54. Choose THREE for close attention and written reflection. In addition to answering these three questions, consider the question of gender norms. How do the social and cultural construction of gender further complicate questions of ethnic identity? You may answer this question separately or weave it into your answers to the three questions you selected. Refer to your written responses during class discussion and turn in at the end of class.

**Feb 1**  
Class discussion: *The Latino/a Condition, Pt. 1*  
Presentation: “Whose Destiny was ‘Manifest’?” (pt. 1)  
*Quiz #1*  
Assignment for Monday: Read Laura Pulido, “Race and Political Activism,” in Black, Brown, Yellow & Left: Radical Activism in Los Angeles *(University of California Press, 2006) posted to D2L*. Reflect on Pulido’s thoughts and experience of trying to make sense of race and her own place within our nation’s racial hierarchy. What is this hierarchy? Her experience dates back to the late 1960s and 1970s. Do you think the racial hierarchy she describes still exists? Why or why not? Provide examples to support your views.

**Week 3**

**Feb 6**  
Discus reading
Presentation: “Whose Destiny was ‘Manifest?’” (pt. 2)
Film: selection from *Latino Americans, “Foreigners in Their Own Land”*
Assignment for Wednesday: Prepare for the Information Literacy tutorial by considering topic ideas and conducting preliminary research for your reflection/research paper and for your election project. Be sure to document potential sources for possible future reference and for review during the tutorial.

Feb 8
Information Literacy Tutorial with Information Science Specialist Kathy Bowes
Class Meets in Library Instruction Room B in the North Commons of the Daniel M. Soref Learning Commons (first floor, West Wing, of Golda Meir Library, beyond the Grind coffee/commons area)

Week 4
*Impossible Subjects*

Feb 13
**DUE: topics and source lists for Reflective/Research and Immigration papers**
Presentation: “‘White Man’s Burden’...and its Discontents”
Assignment for Wednesday: Read *The Latino/a Condition, Pt. II*. Be prepared to discuss all of the selections. Choose THREE for close attention and written reflection, to which you can refer during class discussion and turn in at the end of class. What are your thoughts and questions about these readings? How do they connect to the film series viewed in class, *Latino Americans*?

Feb 15
Film: selection from *Latino Americans, “Empire of Dreams”*
Discus film and review connections to presentation
Discus readings

Week 5

Feb 20
Assignment for Wednesday: Read *The Latino/a Condition, Pt. III*. Be prepared to discuss all of the selections. Choose THREE for close attention and written reflection, to which you can refer during class discussion and turn in at the end of class.

Feb 22
Presentation: “Refugees, Laborers, Allies”
Discus readings
Write a response that includes your understanding of why repatriation was undertaken in Los Angeles and the impact it had on the Mexican American community.

Week 6
*Immigration “Reform” and Cultural Stereotypes*

Feb 27
Discus readings
Presentation: “Immigration ‘Reform’”
*Quiz #2*
Assignment for Wednesday: From The Latino Condition, Pt. IV and X find and analyze two examples of stereotypes in the media, connecting them to the readings.

Mar 1 Discussion: share media examples
Review Immigration presentation

Week 7
Mar 6 Film: The Other Side of Immigration
Mar 8 Discuss film
Presentation: “World War II and its Effects”
*Quiz #3

Week 8 Research and Reflection
Mar 13 DUE: Reflective/Research Paper
Class discussion: share on reflective/research papers
Assignment for Wednesday: Read The Latino Condition, Pt. V. Write a response, answering four questions from pg. 274. In each response connect your answer to at least one of the readings.

Mar 15 Discuss readings
Film: selection from Latino Americans, “War and Peace”
Reading for Monday: selections from The Latino/a Condition, Pt. VI and VIII

Spring Break, March 19-25

Week 9 Political and Legislative Activism
Mar 27 Film: selection from Latino Americans, “War and Peace”
Presentation: “Post-WWII Political Mobilization”
Mar 29 Presentation: “¡Huelga!”
Film: Selection from Latino Americans, “Prejudice and Pride”
Assignment for Monday: Read David G. Gutiérrez, “‘Sin Fronteras?’: Chicanos, Mexican Americans, and the Emergence of the Contemporary Immigration Debate, 1968-1978,” Journal of American Ethnic History Vol. 10 No. 4 (Summer, 1991), 5-37 (posted to D2L) and prepare a written response with your observations and questions to refer to during class discussion and turn in at the end of class.

Week 10 ¡Si, se puede!
Apr 3 Presentation: “¡Huelga!” (cont’d)
Discuss reading
Apr 5 Presentation: “Brown Power”
*Quiz #4
Week 11
2016 Immigration Project
Apr 10 Student Presentations
Apr 12 Student Presentations

Week 12
Brown Power
Apr 17 **DUE: Immigration paper**
Presentation: “Reformas de Movimiento Estudiantil”
Assignment for Wednesday: Read pp. 445-458 and 467-488 of *The Latino/a Condition*, use the readings to answer the question: “What went wrong with the Black-Brown Coalition?” Provide support from the readings.

Apr 19 Presentation: “Caribbean ‘Guests,’ Eastern & Midwestern Colonias”
Assignment for Monday: Read pp. 162-178 in Joseph Rodriguez and Mark Shelley, “Latinos and Asians in Milwaukee” from Margo Anderson and Victor Greene, *Perspectives on Milwaukee’s Past* *(posted to D2L)*. Write a response answering the following questions: How did Latin@ community form in Milwaukee? Which groups are represented? How does community organization and activism compare with others we’ve covered and read about?

Week 13
Immigrants Fleeing Communism; Immigrants Fleeing Neoliberalism
Apr 24 Presentation: “Banana Republic Refugees”
Assignment for Wednesday: Read Audrey Singer, “Immigrant Workers in the U.S. Labor Force” *(posted to D2L)*. Write a response in which you consider why Singer contends the U.S. economy needs immigrant labor, determine industries most likely to employ immigrants, and consider skill/education levels. Do you think the immigrants reflected in this paper are working in the U.S. legally, illegally, or both? Explain.

Apr 26 Presentation: “Immigrants Take Our Jobs and Resources”
*Hand out: Final Exam Study Guide*

Week 14
Building Walls
May 1 Presentation: “Reforming Immigration Reform, and its Consequences”
*Reading for Wednesday:* Muzaffar Chishti and Faye Hipsman, “As Congress Tackles Immigration Legislation, State Lawmakers Retreat from Strict Measures” *(Policy Beat May 23, 2013)* *(posted to D2L)*. What thoughts or questions do you have about this reading? Bring them to class to share for discussion.

May 3 Presentation: “Anti-immigrant Measures at the State Level”

Week 15
Minority Majority
May 8 Presentation: “From DAPA and DACA to ‘Sanctuary Cities’: Contesting the Status Quo”

May 10 Review

**Final Exam 10:00-Noon Wednesday, May 17 in Bolton B56**