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
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

Highly Recommended
Diana Hacker, A Writer’s Reference 5th edition or newer (Bedford/St. Martin’s Press)

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. Regular attendance and engagement are indispensable. Active participation will earn you up to 5% extra credit toward your overall grade. Written reading responses comprise 20% of your overall grade.

There will be no midterm exam; instead content knowledge will be assessed with written reading responses, 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.

Electronic Devices
The use of laptops in lecture and class discussion is not allowed except by special arrangement. The same goes for other electronic devices. Please turn off and put away your phones before class.

Grade Breakdown
Participation Extra Credit up to 5%
Written Responses 20%
Quizzes (4) 20%
Reflective/Research Project 20%
Immigration Project 15%
Final Exam 25%

Grade Guide
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:
A 97-100%=A+ 93-96%=A 90-92%=A-
B 87-89%=B+ 83-86%=B 80-82%=B-
C 77-79%=C+ 73-76%=C 70-72%=C-
D 67-69%=D+ 63-66%=D 60-62%=D-

Anything below 60% is a failing grade.

Academic Honesty
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/
I encourage you to work with your colleagues to get the most out of this course. Be careful, however, not to plagiarize. 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/

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
Accommodations for military service: http://www4.uwm.edu/academics/military.cfm
Incomplete policy: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
Discriminatory conduct policies: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm

Course Schedule

Week 1
Sept 6 Introductions & Course Overview
Assignment for Monday: Briefly research and answer the question, “What does it mean to be Latin@ in the United States?” Write a response that includes your sources as well as your findings (roughly ¾ page single-spaced). When listing your sources identify as much as you can about: the author; the title; the agency/organization; the date of publication.

Unit 1: ¿“Latino/a”? ¿Qué eso?

Week 2
Sept 11 Discussion: Share findings, “What does it mean to be Latin@ in the United States?”
Selections from Film: Latin Beat: Latino Culture in the United States
Presentation: Socially Constructed Geographies: “America” and “Latin America”
#Turn in written responses
Assignment for Wednesday: Read, Audrey Singer, “Immigrant Workers in the U.S. Labor Force.” **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.

Sept 13  
**Discuss Reading**

Film segment from Dan Banda, *After the Immigrant*  
[https://www.youtube.com/watch?v=Wy7GdjB6zW0](https://www.youtube.com/watch?v=Wy7GdjB6zW0)

Presentation: U.S. Latino@s: Identified, Quantified, Qualified (Pt. 1)

#Turn in written responses

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) **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**  
Racialization

Sept 18  
**Discuss Reading**

Race as a “Social Construct” and the Meaning of a “Racialized Society”

Film segment from California Newsreel, “The Difference Between Us: Race, the Power of an Illusion”  

Presentation: U.S. Latino@s: Identified, Quantified, Qualified (Pt. 2)

Assignment for Wednesday: Read *The Latino/a Condition*, Pt. I and Douglas Monroy, “The Making of Mexican Culture in California” **D2L** Write a response: What evidence do these readings provide of race/ethnicity as a social construct for Latin@s in the U.S.? How does Monroy explain the “making of Mexican culture” in California as a similar social and cultural construct?

Sept 20  
**Discuss Readings**

PPT: Indigenous, Mestizo, Gente de Razón

*Quiz #1*

Assignment for Monday: Cluster on proposed research topics and review the Library’s digital information literacy tutorial (link posted under Course Documents and Resources on course D2L Content page) in preparation for our Information Literacy Tutorial with Katherine Bowes on Monday.

**Week 4**

Sept 25  
**Information Literacy Tutorial with Information Science Specialist Katherine 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)**

Assignment for Wednesday: *The Latino/a Condition* pp. 59-77. Write a response.
What do these readings explain about the processes of conquest and immigration for Latin@s in the United States?

Sept 27  
Research tutorial discussion  
Presentation: Whose Destiny was Manifest? (Pt. 1)  
Film segment: Latino Americans, “Foreigners in their Own Land”  
Assignment for Monday: The Latina/o Condition pp. 133-160. Write a response. What do these readings show about the meaning of “Manifest Destiny” from differing perspectives?

Week 5  
Oct 2  
**DUE: topics and source lists for both research projects**  
Presentation: Whose Destiny was Manifest? (Pt. 2)  
Film segment: Latino Americans, “Foreigners in their Own Land”  
Assignment for Wednesday: The Latina/o Condition pp. 106-109; 123-132. What do we learn from these readings about U.S. expansion and interference abroad?

Oct 4  
“White Man’s Burden”…and its Discontents  
Film: selection from Latino Americans, “Empire of Dreams”  

Week 6  
Oct 9  
Discussion, readings and film  
Presentation: Helping our “Little Brown Brothers”: Treaties, Amendments, and Protector-ship  
Reading for Wednesday: The Latina/o Condition, pp. 86-91; George Sánchez, “Where is Home? The Dilemma of Repatriation,” from Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945 (Oxford University Press, 1993) D2L 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.

Oct 11  
Discuss readings  
Presentation: Ambiguous Neighbors: Refugees, Laborers, Allies

Week 7  
Oct 16  
**DUE: Reflective/Research Paper**  
Class discussion: share on reflective/research papers  
*Quiz #2*

Oct 18  
Class discussion: share on reflective/research papers  
Presentation: Immigration “Reform” (Pt. 1)  
Reading for Monday: “The Slaves we Rent: Undocumented, Green Carders, Commuters” in Matt S. Meier and Feliciano Ribera Mexican Americans/American Mexicans: from Conquistadors to Chicanos (Hill & Wang, 1994; 1972) D2L Response questions: This chapter explains ways Mexican immigrant laborers continued to work in the U.S. after the end of the Bracero
program, crossing legally and also without authorization. How did employers and immigrant workers continue this process after the Bracero program ended? What were the social, economic, and political effects of increasing numbers of unauthorized immigrant workers?

**Week 8**

*Immigration “Reform” and Cultural Stereotypes*

Oct 23  
Discuss Readings
Presentation: Immigration “Reform” (Pt. 2)

Oct 25  
Film: *The Other Side of Immigration*
Assignment for Monday: *From The Latino Condition*, Pt. IV & X find and analyze two examples of stereotypes in the media, connecting them to the readings. Be prepared to share your findings in class discussion.

**Week 9**

Oct 30  
Discussion: share media examples
Assignment for Wednesday: *D2L* Matt S. Meier & Feliciano Ribera, “Heroes Second Class,” in *Mexican Americans/ American Mexicans: From Conquistadors to Chicanos* (Hill & Wang, 1994). Write a response: What does this reading tell us about contributions made by Latin@s to U.S. victory in WWII?

Nov 1  
Presentation: World War II and its Effects
*Quiz #3*
*Reading for Monday: selections from The Latino/a Condition, Pt. VI and VIII Political and Legislative Activism*

**Week 10**

¡Si, se puede!

Nov 6  
Discuss readings
Film: selection from *Latino Americans*, “War and Peace”
Presentation: Post-WWII Political Mobilization
Assignment for Wednesday: Meier & Ribera, “A New Breed” *D2L* Write a response explaining your understanding of how Cesar Chavez’ movement was both similar to and yet distinctive from Latin@ activist organizations up until this time.

Nov 8  
Presentation: “¡Huelga!”
Film: Selection from *Latino Americans*, “Prejudice and Pride”
*Reading for Monday: 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 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 11**

*Brown Power*

Nov 13  
Discuss reading
Presentation: Brown Power
*Quiz #4*
*Immigration Project*
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<tr>
<th>Date</th>
<th>Day</th>
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<tr>
<td>Nov 15</td>
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<td>Student Presentations</td>
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<td>Week 12</td>
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<td>Student Presentations</td>
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<td>Nov 20</td>
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<td><strong>No Class—Thanksgiving Break</strong></td>
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<td>Nov 22</td>
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<td>Reading for Monday: 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 <strong>D2L</strong> 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?</td>
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<td>Week 13</td>
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<td><strong>Immigrants Fleeing Communism; Immigrants Fleeing Neoliberalism</strong></td>
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<td>Nov 27</td>
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<td><strong>DUE: Immigration paper</strong></td>
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<td>Presentation: Caribbean ‘Guests,’ Eastern &amp; Midwestern Colonias</td>
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<td>Nov 29</td>
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<td>Presentation: Banana Republic Refugees</td>
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<td>Reading for Monday: Julia Preston, “Immigrants Aren’t Taking American Jobs, New Study Finds” New York Times (Sept. 21, 2016) <strong>D2L</strong></td>
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<td>Week 14</td>
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<td><strong>Dec 4</strong> Presentation: Immigrants Take Our Jobs and Resources</td>
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<td>Dec 6</td>
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<td>Reading for Monday: Reforming Immigration Reform, and its Consequences</td>
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<td>Hand out: Final Exam Study Guide</td>
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<td>Week 15</td>
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<td><strong>Building Walls</strong></td>
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<td>Dec 11</td>
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<td>Presentation: Anti-immigrant Measures at the State Level</td>
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<td>Dec 13</td>
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<td>Presentation: “Sanctuary” Reprise</td>
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<td>Review</td>
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<td>Final Exam</td>
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<td><strong>7:30-9:30 am, Wednesday, Dec. 20th, in Bolton B52</strong></td>
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