**Course Description**
Welcome to History 200! In this course we will examine the invaluable contributions of Latin@s in the United States, even as we explore the ambiguous relationship they have held with the host society over time. From trade relationships and alliances dating back to the late 1700s to contributions of Latin@s incorporated into the United States as the country expanded west,
south, and into the Caribbean, we will see that these partnerships and alliances were crucial elements of nation-building and expansion for the U.S. Through lectures, readings, film, cultural analysis, original research, and class discussion, we will examine this past and consider how vital allies, once they became subjects in the host society, transitioned as “guests” welcomed as laborers, consumers, and entrepreneurs; but also as “trespassers” whenever their presence seemed threatening and/or their contributions were deemed no longer needed (and back again). Even so, as we shall see, Latin@s in the United States have continued to navigate the ever-shifting social, political, economic, and cultural climate they have found themselves in and to organize to maintain their rights and fight for social justice, historically and to the present time.

**Objectives and Skill Development**
The primary objectives for this course are that you will be able to identify major historical events and developments in U.S. Latin@ history, understand how these facts relate to each other in their broader historical and contemporary context, and appreciate more fully the complex diversity within American society and ways in which diverse peoples—across race, ethnicity, class, gender, and political persuasions—shape the American experience. Other objectives are that you will enhance your ability to think critically and historically, to evaluate sources, and to place them in a narrative of your own. In order to achieve these objectives you must be able to read closely, think analytically, and communicate effectively.

**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 are six graded components in this class. You will write two short papers: a research paper on a topic of your choosing; and a paper exploring a community institution, social justice organization, or policy think tank devoted to some aspect of Latin@ community maintenance and/or the maintenance and promotion of Latin@ civil rights and social justice. We will receive research instruction with an information technology specialist at Golda Meir Library to assist with these projects. Your findings from your research will be shared with the class, counting toward your participation grade. Specific assignments will be handed out in class several weeks before each paper is due and we will spend time discussing the readings, writing assignments, and presentation guidelines. Class participation is the third graded component. Your participation assessment will be based on discussion of course readings throughout the semester and on your research presentations. Readings and discussion are meant to enhance our coverage of various
topics and developments; regular attendance is not sufficient (by itself) for a high participation grade. Reading responses (which are meant for your reference to enhance class discussion as well as to be turned in at the end of class as formal written assignments) comprise the fourth graded component. Finally, there will be periodic quizzes on course content and materials and a Final Exam. A study guide with proposed essay questions will be handed out at least two weeks before the exam and we will reserve time for exam review in class.

**Grade Breakdown**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Historical Analysis Paper</td>
<td>15%</td>
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<tr>
<td>Community Institution/Organization Assignment</td>
<td>15%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Reading Responses</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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**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 “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimum 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**

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/](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/](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](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/](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_Discrimina_duct_Policy.pdf](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](http://www4.uwm.edu/secu/docs/other/S28.htm)