Course Description
Welcome to History 200! In this course we will examine invaluable Latinx contributions to 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 1700s to Latinx incorporation 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. 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, U.S. Latinx have continued to navigate ever-shifting social, political, economic, and cultural climates and to organize to maintain their rights and fight for social justice, historically and currently.

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. Latinx 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. To achieve these objectives, you must be able to read closely, think analytically, and communicate effectively.

Required Readings

Additional Readings and Links posted to our course D2L

Highly Recommended

Class Format
This class is structured to incorporate a mix of lecture, reading analysis & class discussion, and film viewing & analysis. Your active participation is essential to maintaining an engaging, dynamic classroom environment and to maximizing the quality of your and your colleagues’ learning. Regular attendance and engagement are indispensable. Informed participation, which includes peer-led reading discussion and sharing your research findings with the class, is worth 10% of your overall grade.

Content knowledge will be assessed by quizzes and a final exam. You will receive an exam study guide well ahead of time and we will take time in class for review.

Additionally, you will write two papers related to our two books: *Mexicans in Wisconsin* and *Enrique’s Journey*. Each assignment allows you to combine coverage from the book with independent research to answer one or more questions you have. We will receive research
instruction with an information technology specialist at Golda Meir Library to assist with these assignments.

**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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Mexican@ Wisconsin History Paper (3 pgs.)</td>
<td>15%</td>
</tr>
<tr>
<td><em>Enrique’s Journey</em> Paper (5 pgs.)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</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 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/](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 5  Introductions & Course Overview
Assignment for Monday: Read and be prepared to discuss, “Introduction: Social and Historical Context of the Caribbean,” in Following the Northern Star: Caribbean Identities and Education in North American Schools by Greg Wiggan and Jean T. Walrond (Nova Science Publishers, 2013) D2L Questions for your consideration as you read: What does this reading tell you about Caribbean colonization, Race, and caste? How is it related to U.S. Latinx history? What legacies might be seen in contemporary issues?

Week 2
Sept 10 Western Hemisphere Iberian Roots
Reading discussion
Assignment for Wednesday: Harvest. Introduction. Questions for consideration: What did you know about these demonstrations in the Spring of 2012 before reading this? What were they about? Who participated? What surprised you? How does Gonzalez’ coverage and reflections on these demonstrations and public reaction apply to U.S. society today?
Sept 12  Hispanic America  
Reading discussion  
*Reading for Monday: Harvest, Ch. 1 (DL#1 for Monday)*

Week 3  
*Spanish and Mexican Allies*  

Sept 17  Borders, Threats, and Neighbors in “El Norte”  
Discuss Reading: Discussion Leadership #1  
*Quiz #1  
*Reading for Wednesday: Harvest, Ch. 2 (DL#2)*

Sept 19  Shifting Borders and New Americans  
Discuss Readings: Discussion Leadership #2  
Film Segment: Latino Americans, “Foreigners in Their Own Land”  
*Reading for Monday: Harvest, Ch. 5 and MX WI, pp. 5-34 (DL#3)*

Week 4  
*Mexican and Mexican American Guests, “Trespassers,” Guests Again*  

Sept 24  Guests: Mexicans and Mexican Americans through the 1920s  
Discuss Readings: Discussion Leadership #3  

Sept 26  “Trespassers” and Guests Again: Mexicans and Mexican Americans, 1930s-1950s  
Discuss Readings: Discussion Leadership #4  
*Quiz #2  
*Reading for Monday: Harvest, Ch. 3; José Martí, “To the Editor of the Evening Post: A Vindication on Cuba,” Evening Post March 25, 1889 D2L (DL#5)*

Week 5  

Oct 1  *Caribbean Allies and Guests*  
Discuss Readings: Discussion Leadership #5  
Film Segment: Latino Americans, “Empire of Dreams”  
Assignment for Wednesday: Cluster on proposed paper 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.

Oct 3  Information Literacy Tutorial with Information Science Specialist Katherine Bowes. Class Meets in Library Instruction Room A 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)  
*Reading for Monday: Harvest, Ch. 4, 6-7 (DL#6)*
Week 6
Oct 8  ¿Cuba Libre?: Treaties, Amendments, and “Protector-ship”
Discuss Readings: Discussion Leadership #6
Oct 10  New Americans
Film Segment: Latino Americans, “The New Americans”
*Quiz #3

Week 7
Oct 15  Mexicans in Wisconsin Paper Due
Research presentations
Oct 17  Research presentations

Week 8
Oct 22  Film: Los Lecheros
Reading for Wednesday: Harvest, Ch. 10 (DL#7)
Oct 24  World War II and its Effects
Film segment: Latino Americans, “War and Peace”
Discuss Readings: Discussion Leadership #7

Week 9
“Trespassers”?
Oct 29  Film: A Class Apart
Discuss Reading: Discussion Leadership #8
Oct 31  The ABCs of Mobilization: LULAC, GIF, CSO, MAPA
*Quiz #4

Week 10
Nov 5  “¡Huelga!”
Film: Dolores
Nov 7  El Movimiento
Reading for Monday: Harvest, Ch. 11

Week 11
Nov 12  Reforming Immigration Reform (and its Consequences)
Reading for Wednesday: Harvest, Ch. 13-14
Nov 14  “Banana Republic” Refugees
Reading for Monday: Nazario, Prologue-Ch. 3; Audrey Singer, “Immigrant Workers in the U.S. Labor Force” D2L
Week 12
Nov 19  “Immigrants Take Our Jobs and Resources” (and Other Myths)
Reading for Monday: Nazario, Ch. 4-7
Nov 21  No class—Thanksgiving Break

Week 13
Nov 26  Estados Dividios: Anti-Immigrant Measures and Pro-Immigrant Countermeasures
Reading for Wednesday: Nazario, Ch. 8-Afterword
Nov 28  Enrique’s Journey discussion
*Quiz #5

Week 14
Dec 3  UnidosUS
Dec 5  Enrique’s Journey Paper Due
Research Presentations

Week 15
Dec 10  Research Presentations
Dec 12  Review

Final Exam Holton 180 10:00 am-12:00 noon Thursday, December 20th