Course Syllabus

Immigrant Rights Demonstration, Los Angeles, 2006

TR 11:00-12:15
Bolton B60
Dr. Hernandez
Office: Holton 387
Office Hours: MWR 12:30-1:30, or by appointment
Contact: hernandk@uwm.edu (email contact only)

Course Description and Objectives
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**
All readings are posted to our course D2L under the Content tab

**Highly Recommended**

**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 3% extra credit toward your overall grade.

There will be twelve written reading responses and one topics & source list assignment (for your papers), which together will comprise 20% of your overall grade. Written responses must be typed/word processed and turned in at the end of class on the day the reading is discussed. Refer to the course schedule to maintain your reading and written response work. Each reading and the questions for your written responses can be found in the class day prior to the day due (for example, reading and response due for Tuesday, Jan. 29\(^{th}\), can be found in the schedule for the previous Thursday, Jan. 24\(^{th}\)).

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 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 4-pg. reflective/research paper that allows you to consider some aspect of your own experience related to a specific topic of course in light of scholarship. Or, you may simply choose a topic of interest to you to research more thoroughly than covered in class; and (2) a 2-3 pg. paper exploring an example of Latinx experience and/or activism in historical perspective. You might interview an older relative, neighbor, or friend whose personal experience you can place in historical perspective. You might research a Latinx-specific agency or organization and write about its mission, the reasons why the agency and its work are needed, and the agency’s historic and/or contemporary achievements. You might consider a development or historical event of interest to you that we’ve covered in class in greater depth. 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.

My late policy for papers is down 1/3 grade per calendar day assignment is late. For example, one day late on an A paper (95%) would result in a grade of A- (92%); two days late would result in a grade of B+(89%). Save and backup your work (in more than one place) frequently.
“My computer crashed” is not an acceptable excuse for not having your paper ready to turn in on the day it is due.

**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 3%
- Written Responses 20%
- Quizzes (4) 20%
- Reflective/Research Project 20%
- Historical Perspective 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 94-100%
- A- 90-93%
- B+ 87-89%
- B 84-86%
- B- 80-83%
- C+ 77-79%
- C 74-76%
- C- 70-73%
- D+ 67-79%
- D 64-66%
- D- 60-63%

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
Jan 22  Introductions & Course Overview
Jan 24  Race as a Social Construct in the U.S.
       Film: Race: The Power of an Illusion, Pt. 1
       Assignment for Monday: Read “How Immigration Changes Concepts of Race” in Wendy D. Roth, Race Migrations: Latinos and the Cultural Transformation of Race (Stanford University Press, 2012) and write a response: From what Roth has determined through her research, how has immigration changed perceptions of race for people she’s interviewed? How does this reading make you think differently about race?

¿“Latino/a”? ¿Qué eso?

Week 2
Jan 29  Race as a Social Construct in Latin America and the Caribbean
       Discuss Reading
       Selections from Film: Latin Beat: Latino Culture in the United States
       #Turn in written response #1
       Assignment for Wednesday: Read Ennis, Ríos-Varga, and Albert, “The Hispanic Population, 2010,” Census Briefs, May 2011 (U.S. Census Bureau) and write a response: How does the census define the terms Hispanic and/or Latino? Which countries are represented by the U.S. Latin@ population? Which countries represent the majority for U.S. Latin@s? What are some significant trends noted
by the authors about the growth and distribution of the Latin@ population in the U.S.? What did you find most interesting? What questions do you have?

Jan 31 Latin@s in the United States: Socially Constructed Geographies and U.S. Latin@s
#Turn in written response #2

Assignment for Monday: Read Mario T. García, “Introduction: The Chicano Movement and Chicano Historiography” in The Chicano Movement: Perspectives from the Twenty-First Century (Routledge Press, 2014) and write a response: What was the Chicano Movement? What is the historical context in which it emerged? What were major objectives and significant outcomes? What do you find most interesting? What remaining questions do you have?

“Latin@ Studies?” ¿Qué eso?

Week 3
Feb 5 Introduction to the Chicano Movement
#Turn in written response #3

Feb 7 La Raza Unida: Cultural and Political Unity

Week 4
Feb 12 “Blow Outs”: Education Reform
*Quiz #1
Assignment for Wednesday: 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.

Feb 14 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)

Week 5
Feb 19 DUE: Papers topic(s) and source lists
Historia: Indigenous, Mestizo, Gente de Razón
Assignment for Wednesday: Richard Delgado and Jean Stefancic, eds., The Latino/a Condition (New York University Press, 2011) 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?

Feb 21 Whose Destiny was “Manifest?”
Film segment: Latino Americans, “Foreigners in their Own Land”
#Turn in Response #4

Week 6
Feb 26 “White Man’s Burden”…and its Discontents
Film: selection from Latino Americans, “Empire of Dreams”
Reading for Wednesday: Juan Gonzalez, “Banana Republics and Bonds: Taming the Empire’s Backyard (1898-1950)” from Harvest of Empire. What do we learn from this reading about U.S. expansion and interference abroad? What questions do you have after reading this chapter?

#Turn in Response #5

Feb 28 Helping our “Little Brown Brothers”: Treaties, Amendments, and Protector-ship

*Quiz #2

Week 7

Mar 5 **DUE: Reflective/Research Paper**
Class discussion: share on reflective/research papers

Mar 7 Class discussion: share on reflective/research papers

Reading for Monday: 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) 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 8

Mar 12 Ambiguous Neighbors: Refugees, Laborers, Allies

#Turn in Response #6

Reading for Wednesday: Charles Ramírez Berg, “A Crash Course on Hollywood’s Latino Imagery” in Latino Images in Film: Stereotypes, Subversion, Resistance (University of Texas Press, 2002). Consider media stereotypes analyzed by Charles Ramírez Berg, find and analyze two examples of these stereotypes in the media, connecting them to the readings. Be prepared to share your findings in class discussion.

Mar 14 Cultural Stereotypes

#Turn in Response #7

*Spring Break March 17-23*

Week 9

Mar 26 World War II and its Effects

Film: selection from Latino Americans, “War and Peace”

*Quiz #3

Assignment for Wednesday: Matt S. Meier & Feliciano Ribera, “Heroes Second Class,” in Mexican Americans/American Mexicans: From Conquistadors to Chicanos (Hill & Wang, 1994). What does this reading tell us about Mexican American contributions to the war effort during WWII? How did the Mexican American military experience compare with the lived experience back home?

Mar 28 Post-WWII Political Mobilization

Film: selection from Latino Americans, “War and Peace”

#Turn in Response #8

Week 10

Apr 2 **DUE: Historical Perspective Paper**
Classroom Shares: Latinx Experience in Historical Perspective

Apr 4

Week 11

Apr 9
Reforming Immigration Reform, and its Consequences
*Reading for Wednesday: Juan Gonzalez, “Free Trade: The Final Conquest of Latin America” in Harvest of Empire. What comes to your mind when you hear the words “free trade?” How does this reading make you think differently? How has “free trade” between the U.S. and Latin America affected the lives and livelihoods of Latin Americans?*

Reading for Wednesday: Juan Gonzalez, “Free Trade: The Final Conquest of Latin America” in Harvest of Empire. What comes to your mind when you hear the words “free trade?” How does this reading make you think differently? How has “free trade” between the U.S. and Latin America affected the lives and livelihoods of Latin Americans?

Apr 11
“Banana Republic” Refugees
#Turn in Response #9

Week 12

Apr 16
Film: Roy Germano, The Other Side of Immigration
*Quiz #4

Reading for Wednesday: 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 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?

Reading for Wednesday: 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 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?

Apr 18
Caribbean ‘Guests,’ Eastern & Midwestern Colonias
#Turn in Response #10

Reading for Wednesday: Audrey Singer, “Immigrant Workers in the U.S. Labor Force.” 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.

Reading for Wednesday: Audrey Singer, “Immigrant Workers in the U.S. Labor Force.” 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.

Week 13

Apr 23
Immigrants “Take Our Jobs and Resources” and Other Nativist Myths
#Turn in Response #11


Week 14

Apr 25
Anti-immigrant Measures at the State Level

Week 14

Apr 30
DREAMs and Nightmares: From Family Reunification to “Chain Migration”
#Turn in Response #12
May 2  “Sanctuary” Reprise
   *Hand out: Final Exam Study Guide*

**Week 15**

May 7  State of the Latin@ Union: Voting Trends in Recent Elections

May 9  *Review*

**Final Exam 3:00-5:00 pm Wednesday, May 15th in Bolton B60**