Course Description
This course provides an introduction to, and comparative analysis of, the development and maintenance of Latin@ Milwaukee and Los Angeles. Focusing first on Los Angeles, we will trace the origins of this Spanish pueblo through Mexican and then American takeover to the modern American metropolis it is today. In the process we will follow migration and immigration patterns; note varying forms of community building, civic engagement, and social justice activism; and consider the significance of the city’s Spanish and Mexican past for public memory, civic culture, and tourism. We will then direct our attention to migration patterns north from the American southwest to the American Midwest and, specifically, to Milwaukee, where a growing Mexican and Mexican American community was joined by the middle of the twentieth century by immigrants from Puerto Rico and Cuba. We will see how these groups built and maintained a distinctive community with supportive institutions from which they joined their counterparts in Los Angeles and cities across the nation to mobilize for civil rights and social justice.
Course Objectives
1. To familiarize students with the key events, people, and developments in the histories of Latin@ Milwaukee and Los Angeles.
2. To compare and contrast historical developments, migration and immigration patterns, and community-building and maintenance of these two cities.
3. To expose students to a wide range of sources and to familiarize them with local libraries, archives, and community institutions.
4. To develop critical analysis of sources in the context of key questions of Milwaukee’s and Los Angeles’ histories.
5. To improve student communication both written and oral.

Required Readings
All readings will be posted on our course D2L content page.

Class Format and Responsibilities
This course is designed to promote student participation. There will be periods of lecture, but there will also be time reserved for discussion of assigned readings and for student presentations. You should make every effort to attend each class. Your participation grade will reflect your attendance and level of informed engagement. Appropriate documentation is needed in order for absences to be excused.

Graded Components of the Course
- Participation 15%
- Community Institution Assignment 10%
- Midterm Exam 25%
- 4-6 pg. Paper 25%
- Final Exam 25%

Participation will be graded based on: attendance (20%); prepared, engage discussion of the readings (40%); and written reading responses (40%). Readings are written into the course schedule corresponding to the topic for that day. You should have completed that day’s reading and have your written reading response prepared (for your referral during discussion) before coming to class. There will be time devoted to reading discussion during each class meeting. Reading responses will only be collected on Wednesdays—so hang on to your Monday responses and turn them in on Wednesdays. Since the main objective of written reading responses is to generate discussion, you must be present to be eligible for credit on your reading response; emailed or late responses will not be accepted.

For the Community Institution assignment you will pair up with a colleague to research, write, and present a report on a Milwaukee or L.A. Latin@ community institution, selected from a list
of eligible institutions (if you know of an institution you’d like to research and report on that does not appear on the list, see me about pursuing that option). Presentations will take place during the last third of the semester. In this way we will all get to benefit from each other’s research, learn about, and develop a list of institutions we can access or visit. A presentation sign-up sheet will be available for you to select the date of your presentation.

For the paper you have three options: 1) you may conduct research on a relevant topic and write a brief research paper; 2) you may read an approved book on a relevant topic and write a book review; 3) you can dig deeper on a topic covered in class and write a comparative historical analysis (Milwaukee and L.A.). I have lists of books you might consider for the second options; we will also have library and archival orientations to introduce you to sources and familiarize you with how to access them. A paper proposal will be due in class during Week 6; the paper will be due Week 11.

The midterm and final exams will each be discreet (covering ONLY material from each half of the semester) and will consist of two parts: terms to identify (worth 30%), and ONE essay (worth 70%).

**Exams must be taken on the dates given.** Any emergency that causes a missed exam must be documented and brought to my immediate attention in order to take a makeup. In case of emergency that keeps you from finishing coursework, you must be passing the class (up until time of emergency) in order to receive an incomplete.

Anyone who needs special assistance should see me during the first week of classes. This includes anyone who must miss class due to activities such as military service, sporting competitions, and/or religious observance.

Please review university policies on final exams, incompletes, complaints/appeals, accommodations for students with disabilities, absences due to religious observance or military service, sexual harassment, and academic misconduct (i.e. cheating and plagiarism) at: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**A note on plagiarism:** Plagiarism is the use of another’s words, thoughts, or ideas without proper credit or citation; thus presented as one’s own original words, thoughts, or ideas. ANY such representation in your written work will be considered plagiarism. Plagiarism is a serious offense that, once discovered, WILL result in disciplinary action consisting of loss of points AND a formal report to the Dean’s Office, which could lead to academic suspension or expulsion. Please refer to the following link for policies and procedures regarding academic misconduct: [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

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**Course Schedule**

<p>| Week 1 | Introductions |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>January 25</td>
<td>Course Overview/Introduction</td>
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<td><strong>Week 2</strong> From Native Villages to European Outposts</td>
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<td>Feb 1</td>
<td>Furs and Souls: Milwaukee—Contact and Accommodation</td>
<td>Reading: John Gurda, Making of Milwaukee, Ch. 1</td>
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<td><strong>Week 3</strong> El Pueblo de Nuestra Señora la Reina de Porciúncula</td>
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<td>February 10</td>
<td>Californio Los Angeles</td>
<td>Reading: “Richard Henry Dana, Jr., Criticizes the Mexicans in California, 1834”; “Guadalupe Vallejo Reminiscences About the Ranchero Period”</td>
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<td><strong>Week 4</strong> Research Instruction</td>
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<td>February 15</td>
<td>Class meets at Golda Meir Library for catalog orientation (specific classroom location TBD)</td>
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<td>February 17</td>
<td>Archival Research Orientation, the Archives Department &amp; Special Collections</td>
<td>Class meets at Special Collections, 4th floor of Golda Meir Library</td>
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<td>The purpose of this week’s instructional sections is to aid you in determining the type of paper you’d like to write and to identify the resources you will use</td>
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<td><strong>Week 5</strong> “Americanization”</td>
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<td>February 22</td>
<td>DUE: Research Orientation Assignments</td>
<td>From El Pueblo to “Los Angeleses”</td>
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<td><strong>Week 6</strong> Revolution, War, and the “Tribal” Twenties</td>
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<tr>
<td>February 19</td>
<td>DUE: Paper Proposal</td>
<td>Los Angeles: “Mexico de Afuera” and Land of “Limitless Opportunities”</td>
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March 2

Proletarians of the North

**Reading:** Zaragosa Vargas, “Mexican Migration to the Midwest,” in *Proletarians of the North: A History of Mexican Industrial Workers in Detroit and the Midwest, 1917-1933* (Berkeley: University of California Press, 1993)

**Week 7**

**North from Mexico**

March 7

Immigration Restriction and Labor Migration to the Midwest


Review

March 9

Midterm Exam

**Spring Break March 13-20**

**Week 8**

*Depression & “Repatriation”; War & “Braceros”*

March 21

Workers, Scapegoats, and Citizens


March 23

Wartime Opportunities and Midwestern Barrios

**Reading:** Dionicio Nodin Valdez, “Good, Solid Workers” in *Barrios Nortenos: St. Paul and Midwestern Mexican Communities in the Twentieth Century* (Austin: University of Texas Press, 2000) electronically available through UWM library

**Week 9**

*Postwar-era Mexican American Political Mobilization*

March 28

The CSO, MAPA, and the Election of Ed Roybal in Los Angeles

**Reading:** Shana Bernstein, “Interracial Activism in the Los Angeles Community Service Organization: Linking the World War II and Civil Rights Eras,” *Pacific Historical Review* 80:2 (May 2011)

March 30

Mexican American Political Mobilization in Texas and Wisconsin

**Reading:** selections from Marc Rodriguez, *The Tejano Diaspora: Mexican Americanism and Ethnic Politics in Texas and Wisconsin* (North Carolina Press, 2011)

**Week 10**

*Community Amid (and Despite) Urban Redevelopment*

April 4

Los Angeles: From Chavez Ravine to Dodger Stadium


April 6

Milwaukee’s Postwar Southside

**Reading:** TBA
Week 11
April 11  The “New” New Immigration
Due: Paper
The Unintended Consequences of the 1965 Immigration Act
Student Presentations
April 13  More Newcomers to Latin@ Milwaukee
Reading: selections from John Gurda, The Latin Community on Milwaukee’s Near South Side (1976)
Student Presentations

Week 12
April 18  From Brown Power to Immigrant Rights Advocacy
El Movimiento in Los Angeles
Student Presentations
April 20  The Wisconsin Farmworker Movement
Reading: selections from Marc Rodriguez, The Tejano Diaspora
Student Presentations

Week 13
April 25  NAFTA and the new Transnationalism
“Made in Los Angeles”: Immigrant Workers in the Underground Economy
Reading: TBA
Student Presentations
April 27  Milwaukee: (Underground) Machine Shop of the World
Reading: selections from Joseph A. Rodriguez, Bootstrap New Urbanism: Design, Race, and Redevelopment in Milwaukee (Lanham, MD: Lexington Books, 2014)
Student Presentations
Hand-out Final Exam Study Guide

Week 14
May 2  Dilemmas for the New Millennium
Competing Agendas: the Koch Brothers Move to South Milwaukee?
Reading: TBA
May 4  Los Angeles: The “New” Los Angeles?
Reading: TBA

Week 15
May 9  Review

Final Exam 12:30-2:30 Wednesday, May 18th