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

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 indispensible. 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 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: 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.

**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>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Extra Credit up to 5%</td>
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<tr>
<td><em>Historical Analysis</em> Paper</td>
<td>20%</td>
</tr>
<tr>
<td><em>Community Institution/Organization</em> Assignment</td>
<td>20%</td>
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<tr>
<td>Reading Responses</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100%</td>
<td>A-</td>
<td>90-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
<td>B-</td>
<td>80-82%</td>
<td></td>
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<tr>
<td>C</td>
<td>77-79%</td>
<td>C-</td>
<td>70-72%</td>
<td></td>
<td></td>
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<tr>
<td>D</td>
<td>67-69%</td>
<td>D-</td>
<td>60-62%</td>
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</tbody>
</table>

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/](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](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](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_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)
- Grade appeal procedures: [http://www4.uwm.edu/secu/docs/other/S28.htm](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.*

**Week 2**

Sept 11  
**Class discussion: What does it mean to be Latin@ in the U.S.?**

**U.S. Latin@s: Identified, Qualified, Quantified (Pt. 1)**

*Reading for Wednesday: **posted on D2L** Ch. 1-2 of Matt Barreto & Gary M. Segura, Latino America: How America’s Most Dynamic Population is Set to Transform the Politics of the Nation (Perseus Books, 2014); also read the Introductions to Gonzales, *Harvest of Empire* and Meier & Ribera, *Mexican Americans*. Identify three points of interest to you raised in these readings and craft questions based on those points for discussion in class.*
Sept 13  U.S. Latin@s: Identified, Qualified, Quantified (Pt. 2)
Reading for Monday: Gonzalez, Ch. 1; Meier & Ribera, Ch. 1

Week 3

Sept 18  New Spain’s “El Norte” and the U.S. New Republic
Discuss Reading
Film Segment: Latino Americans, “Foreigners in Their Own Land”
*Quiz #1
Reading for Wednesday: Meier & Ribera, Ch. 2-3

Sept 20  The Monroe Doctrine and U.S.-Mexico Trade
Discuss Readings
Film Segment: Latino Americans, “Foreigners in Their Own Land”
Assignment for Monday: Cluster on proposed research 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 on Monday.

Pt. I Allies

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)
Reading for Wednesday: Selections from Richard Henry Dana Two Years Before the Mast (electronically available through UWM libraries); and posted to D2L
Douglas Monroy, “The Making of Mexican Culture in California”

Sept 27  Californio Allies
Discuss Reading
Film Segment: Latino Americans, “Foreigners in Their Own Land”
Reading for Monday: Meier & Ribera, Ch. 4-5

Week 5

Oct 2   DUE: Research Topic and Source List
Tejano Allies
Film Segment: Latino Americans, “Foreigners in Their Own Land”
Reading for Wednesday: Gonzalez, Ch. 2-3

Oct 4   Cuba Libre
Film Segment: Latino Americans, “Empire of Dreams”
Reading for Monday: Gonzalez, Ch. 4-6

Pt. II Guests

Week 6
Oct 9  Presentation: Treaties, Amendments, “Protector-ship”  
**Reading for Wednesday:** Meier & Ribera, Ch. 8-9; (D2L) Dionicio Valdés, “Reckoning with Winter” in Barrios Norteños: St. Paul and Midwestern Mexican Communities in the Twentieth Century (University of Texas Press, 2000), pp. 22-54

Oct 11  Factory Workers and “Factories in the Field”  
**Quiz #2**


**Week 7**

Oct 16  Proletarians “del Norte”  

Oct 18  “Sal de la Tierra”: Mexican@s in Early Twentieth-Century Labor Activism  
Film Segment: “Salt of the Earth”

**Week 8**

Oct 23  **Research Papers DUE**
Class Forum: Sharing Research Findings

Oct 25  Class Forum: Sharing Research Findings  
**Reading for Monday:** Meier & Ribera, Ch. 10; (D2L) George Sanchez, “Where is Home: the Dilemma of Repatriation” in Becoming Mexican American

**Week 9**

Oct 30  Refugees, Laborers, Allies  
**Film Segment:** Latino Americans  
**Reading for Wednesday:** Meier & Ribera, Ch. 11-12

Nov 1  World War II and its Effects  
Film segment: Latino Americans, “War and Peace”  
**Reading for Next Wednesday:** Meier & Ribera, Ch. 14; Gonzalez, Ch. 10

**Week 10**

Nov 6  Class meets at Union East Ballroom to hear Pulitzer Prize-winning author and activist Heather Ann Thompson on the crisis of mass incarceration in the contemporary United States and the importance of campus activism for dismantling the prison-industrial complex. Lunch offered, first-come, first-served. See link to event on the Links tab of our course D2L page. Assignment for Wednesday: Write a response explaining what you learned about mass incarceration, how it affects Latin@s, and what we can do about it.
Pt. III “Trespassers”

Nov 8  
Postwar Political Mobilization: LULAC, the CSO, and MAPA  
Film segment: *Latino Americans*, “War and Peace”  
*Quiz 3*  

Week 11

Nov 13  
¡Si, se puede!  
“¡Huelga!”  
Film segment: *Latino Americans*, “Prejudice and Pride”  
Reading for Monday: Meier & Ribera, Ch. 15 and (D2L) Laura Pulido, “Serving the People and Vanguard Politics: The Formation of the Third World Left,” in Black, Brown, Yellow, and Left: Radical Activism in Los Angeles (*University of California Press*, 2006)

Nov 15  
Brown Power  
Reading for Wednesday: Gonzalez, Ch. 13-14

Week 12

Nov 20  
“Banana Republic” Refugees  
Reading for Monday: Gonzalez, Ch. 11; (D2L) Audrey Singer, “Immigrant Workers in the U.S. Labor Force”

Nov 22  
No class—Thanksgiving Break

Week 13

Nov 27  
“Immigrants Take Our Jobs and Resources” (and Other Myths)  
Reading for Wednesday: Meier & Ribera, Ch. 13

Nov 29  
Reforming Immigration Reform (and its Consequences)  
Reading for Monday: Gonzalez, Ch. 11-12

Week 14

Dec 4  
Estados Divididos: Anti-Immigrant Measures and Pro-Immigrant Countermeasures

Dec 6  
Community Institution/Organization Presentations  
*Quiz 4*

Week 15

Dec 11  
Community Institution/Organization Presentations

Dec 13  
Community Institution/Organization Papers DUE  
Review

Final Exam Holton 190 12:30-2:30 Saturday, December 16th