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

**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 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
Participation Extra Credit up to 5%
Historical Analysis Paper 20%
Community Institution/Organization Assignment 20%
Reading Responses 20%
Quizzes 20%
Final Exam 20%

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:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>97-100%</td>
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<td>A-</td>
<td>93-96%</td>
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<td>B</td>
<td>87-89%</td>
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<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
<td>67-69%</td>
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<tr>
<td>D-</td>
<td>63-66%</td>
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<tr>
<td>anything below 60%</td>
<td>is a failing grade.</td>
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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/](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 Gonzalez, *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”  
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  Allies and Trading Partners  
Discuss Reading  
*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*

Oct 4  Cuba Libre  
Film Segment: *Latino Americans, “Empire of Dreams”*  
*Reading for Monday: Gonzalez, Ch. 3, 4, and 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 Dividios: 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