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 will be 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 3% extra credit toward your overall grade.

There will be twelve written reading responses, which 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 Monday, January 29th, can be found in the schedule for the previous Wednesday, January 24th).

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 brief (4-pg) reflective paper for those of you whose experience and/or backgrounds allows you to reflect personally on a specific topic related to our course. Those who might not relate personally to any of the topics introduced and those who might but choose not to (for whatever reason) may choose a topic to research more thoroughly (even reflective papers will require some research to link your reflection to scholarship); and (2) a brief (2-3 pg) paper exploring some aspect of the intersection of U.S. immigration and naturalization policy and the Latin@ experience in the United States. You might ask yourself any number of questions (and virtually any question you
wish). For example: “What are options under current U.S. immigration law to allow for legal migration to the U.S. from Mexico and/or Latin American countries?”; “Why do some of those who emigrate to the United States choose to do so without authorization?”; “How has U.S. immigration policy changed over time?”; “To what effect for Mexican and Latin American immigrants?”; “What does it take to legalize residency status?”; “To become a citizen?”; “What incentives are there to naturalize for those who are able?”; “Do Latin@s tend to take advantage of options for achieving permanent residency status and/or naturalization?”; “Why or why not?”; “What, if any, immigration policy initiatives are currently pending?”; “What are some groups trying to do to forward policy initiatives and/or to aid immigrants currently residing in the United States?” 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%
Immigration 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:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100%</td>
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<tr>
<td>A-</td>
<td>93-96%</td>
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<tr>
<td>A</td>
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<td>B</td>
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<td>B+</td>
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<td>63-66%</td>
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<td>D</td>
<td>60-62%</td>
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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/](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_Discrimina_duct_Policy.pdf](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](http://www4.uwm.edu/secu/docs/other/S28.htm)

**Course Schedule**

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<thead>
<tr>
<th>Week 1</th>
<th>Jan 22</th>
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<tr>
<td><strong>Introductions &amp; Course Overview</strong></td>
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<tr>
<td>Assignment for Wednesday: Reflect on and research the question: “What does it mean to be Latin@?&quot; Bring your written reflection, citing your sources, to class to share your thoughts during class discussion and to turn in at the end of class</td>
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Jan 24

¿“Latino/a”? ¿Qué eso?

Discussion: Share findings, “What does it mean to be Latin@ in the United States?”

Selections from Film: *Latin Beat: Latino Culture in the United States*

Presentation: Socially Constructed Geographies: “America” and “Latin America”
Assignment for Monday: Read, 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 2

Jan 29

Discuss reading

Film segment from Dan Banda, *After the Immigrant*
https://www.youtube.com/watch?v=Wy7GdjB6zW0

Presentation: U.S. Latino@s: Identified, Quantified, Qualified (Pt. 1)

#Turn in Reading Response #1

Assignment for Wednesday: Read Laura Pulido, “Race and Political Activism,” in *Black, Brown, Yellow & Left: Radical Activism in Los Angeles* (University of California Press, 2006) Reflect on Pulido’s thoughts and experience of trying to make sense of race and her own place within our nation’s racial hierarchy. What is this hierarchy? Her experience dates back to the late 1960s and 1970s. Do you think the racial hierarchy she describes still exists? Why or why not? Provide examples to support your views.

Jan 31

Discuss reading

Film segment *Latino America* “Peril and Promise”

Presentation: U.S. Latino@s: Identified, Quantified, Qualified (Pt. 2)

#Turn in Reading Response #2

Assignment for Monday: Read (all) of *The Latino/a Condition*, Pt. I and Adelaida R. Del Castillo, “Mexican Gender Identity.” Select three of the readings on which to write a response reflecting on the social and cultural constructions of race, ethnicity, and/or gender. Which readings did you identify with or find relevant? Why? Cite from each reading in your response.

Week 3

Feb 5

Discuss reading

PPT: Indigenous, Mestizo, Gente de Razón

*Quiz #1

#Turn in Reading Response #3

for Latin@s in the United States? What questions do you have after reading this chapter?

Feb 7
Film segment: Latino Americans, “Foreigners in their Own Land”
#Turn in Reading Response #4
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 Kathy Bowes.

Week 4
Feb 12
Information Literacy Tutorial with Information Science Specialist Kathy 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)

Feb 14
Research tutorial discussion
Presentation: Whose Destiny was Manifest?
No new reading for Monday. Work on Topics and Source Lists

Week 5
Feb 19
DUE: Topics and Source Lists for Reflective/ Research and Immigration papers
“White Man’s Burden”…and its Discontents
Film: selection from Latino Americans, “Empire of Dreams”
Reading for Monday: Read 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?

Feb 21
Discus reading
Presentation: Helping our “Little Brown Brothers”: Treaties, Amendments, and Protector-ship
#Turn in Reading Response #5
Assignment 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 6
Feb 26
Discus reading
Presentation: Ambiguous Neighbors: Refugees, Laborers, Allies
Turn in Reading Response #6
Assignment for Wednesday: No new reading. Complete your Reflective/ Research Paper
Feb 28  **DUE: Reflective/Research Paper**
Class discussion: share on reflective/research papers
*Quiz #2

Week 7

Mar 5  Class discussion: share on reflective/research papers
Presentation: Immigration “Reform” (Pt. 1)
*Reading for Wednesday: “The Slaves we Rent: Undocumented, Green Carders, Commuters” from Matt S. Meier and Feliciano Ribera Mexican Americans/American Mexicans: from Conquistadors to Chicanos (Hill & Wang, 1994; 1972). This chapter explains ways Mexican immigrant laborers continued to work in the U.S. after the end of the Bracero program, crossing legally and without authorization. Write a response that answers the following questions: How did employers and immigrant workers continue this process after the Bracero program ended? What were the social, economic, and political effects of increasing numbers of unauthorized immigrant workers?*

Mar 7  Discuss reading
Presentation: Immigration “Reform” (Pt. 2)
#Turn in Reading Response #7

Week 8

Mar 12  Film: *The Other Side of Immigration*
*Assignment for Wednesday: Read selections from “Racial Construction and Demonization in Mass Culture.” Consider media stereotypes analyzed by Charles Ramirez 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  Discussion: share media examples
*Quiz #3*
#Turn in Reading Response #8
*Assignment for the Break: Matt S. Meier & Feliciano Ribera, “Heroes Second Class,” in Mexican Americans/American Mexicans: From Conquistadors to Chicanos (Hill & Wang, 1994). Write a response: What does this reading tell us about contributions made by Latin@s to U.S. victory in WWII?*

*Spring Break, March 17-24*

Week 9

Mar 26  Discuss Readings
Film selection, *Latino Americans, “War and Peace”*
Presentation: World War II and its Effects
#Turn in Reading Response #9  
No new reading for Wednesday. Work on Immigration projects.

Mar 28  
Discuss reading  
Film: selection from Latino Americans, “War and Peace”  
Presentation: Post-WWII Political Mobilization

Week 10  
Apr 2  
Film: “A Class Apart”  
Assignment for Wednesday: Meier & Ribera, “A New Breed” Write a response explaining your understanding of how Cesar Chavez’ movement was both similar to and yet distinctive from Latin@ activist organizations up until this time.

Apr 4  
Discuss reading  
Presentation: “¡Huelga!”  
Film: Selection from Latino Americans, “Prejudice and Pride”  
*Quiz #4  
#Turn in Reading Response #10

Week 11  
Immigration Project  
Apr 9  
Student Presentations  
Apr 11  
Student Presentations  
Presentation: Brown Power (pt. 1)  
Assignment for Monday: David G. Gutiérrez, ‘‘Sin Fronteras?’: Chicanos, Mexican Americans, and the Emergence of the Contemporary Immigration Debate, 1968-1978,” Journal of American Ethnic History Vol. 10 No. 4 (Summer, 1991), 5-37 and prepare a written response with your observations and questions to refer to during class discussion and turn in at the end of class.

Week 12  
Apr 16  
DUE: Immigration paper  
Discuss reading  
Presentation: Brown Power (Pt. 2)  
#Turn in Reading Response #11  
Reading for Wednesday: Reading for Monday: 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. Write a response answering the following questions: 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  
Discuss reading  
Caribbean ‘Guests,’ Eastern & Midwestern Colonias  
#Turn in Reading Response #12  
Reading for Monday: Bruce Stokes, “Views of NAFTA less positive—and more
partisan—in U.S. than in Canada and Mexico” (PEW Research Center May 9, 2017)

Week 13
Apr 23  Discuss reading
Presentation: Banana Republic Refugees
Reading for Wednesday: Julia Preston, “Immigrants Aren’t Taking American Jobs, New Study Finds” New York Times (Sept. 21, 2016)
Apr 25  Discuss Reading
Presentation: Immigrants Take Our Jobs and Resources

Week 14
Apr 30  Presentation: Reforming Immigration Reform, and its Consequences
Hand out: Final Exam Study Guide
May 2  Discuss reading
Presentation: Anti-immigrant Measures at the State Level

Week 15
May 7  Presentation: “Sanctuary” Reprise
May 9  Review

Final Exam 12:30-2:30 pm Wednesday, May 16th