HIST 200-001 (#25081)Fall 2018

Allies, Guests, and “Trespassers”:

Latinx in the United States

MW 11:00-12:15 HOLTON HALL 180

Instructor: Dr. Hernandez
Office Location: Holton 383
Office Hours: MW 12:30-1:30 or by appointment
Email (only contact): hernandk@uwm.edu

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 and Links 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 lectures with reading and film analysis and class discussion. 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 and regular written reading responses comprise 30% of your overall grade.

Content knowledge will be assessed with your written reading responses, a midterm exam, and a final exam. Exams will be discreet, covering only the content and materials from either halves of the semester. You will receive exam study guides well ahead of time. We will also take time in class for review in preparation for the exam.

Additionally, you will write a 5-6 pg. analytical paper on *The Distance Between Us* examining an aspect of of Reyna Grande’s immigrant experience in light of contemporary immigration issues.
Electronic Devices
The use of laptops and other electronic devices during class is not allowed except by special arrangement. Please turn off and put away your phones before class.

Grade Breakdown
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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Analytical Reading Responses</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Reyna Grande paper</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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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** 97-100%=A+
- **A-** 93-96%=A
- **90-92%=A-**
- **B** 87-89%=B+
- **B-** 83-86%=B
- **B-** 80-82%=B-
- **C** 77-79%=C+
- **C-** 73-76%=C
- **C-** 70-72%=C-
- **D** 67-69%=D+
- **D-** 63-66%=D
- **D-** 60-62%=D-

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_Discriminada duct_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminada duct_Policy.pdf)
Grade appeal procedures: [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)