

**Latino American History**  
**Hist 291 • Fall 2017**  
**University of Wisconsin-Stevens Point**

**Lectures: Mondays 1:00 to 1:50 p.m., 227 CCC**  
**All other classwork: Online**

Instructor:	Dr. Anju Reejhsinghani	Office Hours:	Mon., 11:00 a.m. to 12:30 p.m.,
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### **Course Description**

This hybrid survey course provides a critical introduction to the national and transnational histories of Latino Americans in the United States. No prior background in history is required.

As of 2016, Latino Americans (also known as Latinos/as, Latin@s, Latinx, Hispanics, and Hispanic Americans) constituted nearly 18% of the U.S. population – a percentage that may double in a few decades. While belonging to an incredibly diverse coalition comprised of all major U.S. racial categories, they are collectively considered to be the most populous “minority” group in the country. Even so, they remain at the margins of the U.S. political system, for reasons we consider.

Though individuals of Hispanic heritage were long present in the continental U.S., the issue of migration is central to our understanding of Latino American history. We begin with the mid-19th-century annexation of former Spanish territories – including Florida, Texas, New Mexico, Arizona, and California – and the second-class citizenship offered to these new U.S. citizens. The turn-of-the-20th century annexation and colonization of Puerto Rico and military occupation of Cuba and the Dominican Republic further increased the Latino American presence. As the U.S. became a global power, it has attracted new migrants and refugees. With them have come tighter restrictions, culminating in today’s calls to “build the Wall” and reshape immigration laws and policies.

Beyond pinpointing the causes of their or their forebears’ initial migration, this course examines challenges faced by multiple generations of Latino Americans, such as electoral disenfranchisement, civil rights violations, and their struggle for inclusion in the educational system. How Latino Americans have met and continue to meet these challenges is a central concern. Finally, we evaluate the fluidity of the community itself and its ability to build coalitions with non-Latino populations.

### **Goals and Objectives**

This course has several aims, including but not limited to the following:

- To explore the national incorporation of Latino Americans into the United States through conquest, colonization, and migration;
- To develop a historically contextualized understanding of regional and national efforts to impede or enhance the growth of the Latino American population (including transnational labor flows) and to consider Latino American responses to such efforts;

- To offer students practical training in modern historical practices, including how to form and develop arguments that marshal evidence from primary and secondary source material.

### Grading

Grading in this course is based on the following:

Lecture Attendance	20%
Ten Short Film Responses	20% (2% each)
Three Papers (5-6 pages each)	60% (20% each)

There are no grade curves in this class. Course grades are determined based on the above criteria and are determined according to the following point system:

92.5 points and above	A	72.5 to 76.4 points	C
89.5 to 92.4 points	A-	69.5 to 72.4 points	C-
86.5 to 89.4 points	B+	66.5 to 69.4 points	D+
82.5 to 86.4 points	B	59.5 to 66.4 points	D
79.5 to 82.4 points	B-	59.4 points and below	F
76.5 to 79.4 points	C+		

### Required Texts

Texts for purchase (available at the UWSP University Store)

- Ray Suarez. *Latino Americans: The 500-Year Legacy that Shaped a Nation*. New York: Celebra, 2013.
- Timothy J. Henderson. *Beyond Borders: A History of Mexican Migration to the United States*. Malden, MA: Wiley-Blackwell, 2011.
- Óscar Martínez. *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*. New York: Verso, 2014.

Text for rental (available at the UWSP University Store)

- David G. Gutiérrez, ed. *The Colombia History of Latinos in the United States since 1960*. New York: Columbia University Press, 2004.

Additional reading (available on D2L)

- Alejandro Portes and Aaron Puhmann. "A Bifurcated Enclave: The Economic Evolution of the Cuban and Cuban American Population of Metropolitan Miami." *Cuban Studies* 23 (2015): 40-63.

## **Required Films**

Students will screen films on their own devices nearly every week; most are under an hour long. We will be watching the films in the following order. (The six *Latino Americans* films accompany the Suarez book; I have also posted an episode guide on our web site.)

- *Foreigners in Their Own Land (1565-1880)*. Latino Americans: 500 Years of History, Episode 1. Films Media Group. 2013.
- *Empire of Dreams (1880-1942)*. Latino Americans: 500 Years of History, Episode 2. Films Media Group. 2013. 53 min.
- *To Conquer or Redeem: Manifest Destiny*. Films Media Group. 2010. 89 min. (We will watch this film over two weeks.)
- *War and Peace (1942-1954)*. Latino Americans: 500 Years of History, Episode 3. Films Media Group. 2013. 53 min.
- *The New Latinos (1946-1965)*. Latino Americans: 500 Years of History, Episode 4. Films Media Group. 2013. 53 min.
- *Chicano! History of the Mexican American Civil Rights Movement*. Episode 2: "The Struggle in the Fields." NLCC Educational Media. 1996. 53 min.
- *Pride and Prejudice (1965-1980)*. Latino Americans: 500 Years of History, Episode 5. Films Media Group. 2013. 53 min.
- *Peril and Promise (1980-2000)*. Latino Americans: 500 Years of History, Episode 6. Films Media Group. 2013. 53 min.
- *The Fence*. Films Media Group. 2012. 35 min.
- *Lost in Detention: The Hidden World of Immigration Enforcement*. PBS Frontline. 2011. 55 min.
- *The State of Arizona*. PBS Independent Lens. 2014. 84 min.

## **Course Requirements (Lecture Attendance, Short Film Responses, and Papers)**

### **Lecture Attendance:**

Regular attendance at and participation in lectures consists of 20% of the course grade. To achieve a lecture attendance grade of 85 (B), students must have zero unexcused absences, arrive on time and remain for the duration of class, sign the attendance sheet each week (no retroactive signatures are permitted), silence and stow all electronic devices (tablets, laptops, phones, etc.) for the duration of lecture, actively listen and/or take handwritten notes, and otherwise be respectful of your instructor and peers. Points are docked for students who pull out phones, talk in a disruptive manner, or doze off in class.

Students who wish to earn a lecture attendance grade above 85 should meet all of the above requirements and do the following: constructively contribute relevant questions and/or commentary as opportunities arise, and/or complete up to two extra-credit opportunities to bolster their lecture attendance grades (see the extra-credit policy below).

To assist you with notetaking, I upload lecture outlines to D2L by 9 p.m. Sundays. I also display lecture outlines at the start of class, though you are responsible for printing out your own copies. As the live lecture component is an important part of this hybrid class, lectures are not recorded or screened online, and students may not make their own audio or visual recordings (see the electronic device policy below).

Should you have a doctor's appointment or other valid reason for missing lecture, I require documentation to excuse the absence (see the excused absence and extension policy below). If you do not have such documentation, your absence shall remain unexcused, but you may increase your lecture attendance grade through extra credit.

One last note. I realize that lectures are near lunchtime. Because of their brevity, however, try to avoid eating in class (having something appropriate to drink is fine). If you must have a snack, eat it as quietly as possible, clean up after yourself, and bring something that is not overly pungent to those around you. I do not dock points for eating unless it's disruptive.

### **Short Film Responses:**

There are ten required short film responses in this course. Each response of between 150-200 words is worth 2% of your grade; collectively, they are worth 20% of your course grade.

The Guidelines to Short Film Responses are on D2L. As they indicate, beginning in Week 2, students are asked to respond briefly to one of three weekly discussion questions related to assigned films. In addition to the films, you may use assigned readings, lecture notes, and other class materials to compose your answers. Discussion questions are posted on D2L by 9 p.m. Sunday, with responses due by 9 p.m. the following Sunday. There are no short film responses assigned during Thanksgiving week and shortly before our paper deadlines.

### **Papers:**

Three papers (each between 1,250 to 1,500 words, or roughly 5 to 6 double-spaced pages) are due in this course. Each is worth 20% of the course grade; together they comprise 60%.

Each paper prompt offers a choice of three topics. The prompt for Paper #1 is distributed three weeks before its deadline; the other prompts are distributed two weeks before their deadlines. (Paper #3 is due during our final exam period in lieu of a final exam.) Papers are required to provide Chicago Manual of Style citations, which we will go over in class.

While papers are not cumulative, the historical knowledge you gain from earlier lectures, films, and readings may be of use in writing Papers #2 and #3. This is yet another reason to keep up with lecture attendance and to submit your short film responses on time.

## Readings, Films, Excused Absences and Extensions, Extra Credit, and Accommodations

**Readings.** Since lectures are on Mondays, students should have completed the week's reading by the start of the week, not the end of it – i.e., finish the Week 2 reading by 1 p.m. on Monday, September 11 and the Week 3 reading by 1 p.m. on Monday, September 18. There is no assigned reading in Week 1, and we have shorter assigned readings in Weeks 2 and 3.

**Films.** Unlike the readings, watch required films after lectures, not before – i.e., watch the Week 2 film during the week of September 11-17 and the Week 3 film during the week of September 18-24. Reading the relevant material and attending lecture will together provide you with a clearer sense of each film's context. Remember, short film responses are due by 9 p.m. Sundays.

**Excused Absences and Extensions.** Should there be significant reasons outside of your control (major personal or family issues, major illness or injury, bereavement) that prevent you from coming to lecture or completing an assignment in a timely manner, please contact me immediately. I require relevant documentation for excused absences and assignment extensions. Oversleeping, forgetting a deadline, vacation plans, or the loss of a pet other than a service animal are not acceptable reasons to obtain an excused absence or extension. Please be aware that I limit documented excused lecture absences to two per student per semester barring the involvement of the Office of the Dean of Students, which usually only applies in serious cases.

**Extra Credit.** Extra-credit opportunities bolster students' lecture attendance grades and/or make up for unexcused absences and are limited to two per student per semester. Those with perfect or near-perfect lecture attendance and strong lecture participation may obtain extra credit to achieve lecture attendance grades in excess of 100 points (maxing out at 105 points). Extra-credit opportunities are not applicable to any other missed coursework and must be completed by the end of our last lecture day (December 11).

**Accommodations.** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the sixth floor of Albertson Hall (the library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu).

## Policy on Electronic Devices and Copyright Notice

You are not permitted to use laptops, tablet computers, smart phones or other cellular phones, MP3 players, smart watches, video and/or audio recorders, cameras, headphones, or any other electronic devices and accessories during our class meetings, whether for personal reasons or as an aid to your note taking. (Such devices may be brought to the classroom but must be stored among your personal items for the duration of the class period.)

As an enrolled student in this class, you may download and/or utilize the instructor's course materials for your own personal academic purposes outside of class time, although doing so does not in any way infringe upon the instructor's copyright protections. You are not permitted to videotape, audiotape, photograph, digitize, upload to another web site, or otherwise reproduce or distribute any images, data, and other course materials – including syllabus, lecture outlines, and handouts – produced by the instructor.

This electronic device and copyright policy will be strictly enforced. Students who violate this policy will be asked to leave class. Violators may also be subject to Academic Misconduct charges (see below). Exceptions may be made for students with prior written documentation of a disability from UWSP Disability Services and with the instructor's written consent.

### **Student Academic Misconduct**

Plagiarism, cheating, collaborating with others or submitting others' work as your own, submitting previously graded work as original work, and other forms of student academic misconduct will not be tolerated in this class. They are a mark of disrespect to one's peers, instructor, university, and oneself. Students who violate University policy on this matter will be subject to disciplinary penalties, including (but not limited to) the possibility of failing this course.

Chapter 14 of the Wisconsin Administrative Code, "Student Academic Standards and Disciplinary Procedures" (<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11>), provides more information on what types of activities are considered "academic misconduct" and what the disciplinary sanctions are for students who engage in them.

### **Course Drops and Withdrawals**

Students wishing to "clear drop" this course may do so via accesSPoint until the end of the business day on Thursday, September 14. After that, students withdrawing from this course no later than Friday, November 10, will receive a "W" on their transcripts. Drops after that deadline are generally not permitted. See <http://www.uwsp.edu/regrec/Pages/AddDropSchedule.aspx> for information.

### **Emergency Response**

To familiarize yourself with UWSP response scenarios in the case of an emergency, consult the university's Emergency Procedures at <http://www.uwsp.edu/rmgt/Pages/em/procedures>.

### **Use of Email for Official Correspondence to Students**

Email is an official mode of university correspondence; you are therefore responsible for reading your email for university- and course-related information and announcements. You are responsible for keeping the university informed about changes to your email address. Please check your email regularly to stay current with course-related communications, some of which may be time-critical.

### **Syllabus**

This syllabus is subject to change (though major change is unlikely). Should there be a modification of lecture topic, reading or film assignment, paper deadline, or other item, I will strive to give you adequate notice.

## Course Schedule

All times listed below are in Central Standard Time, or CST.  
Assignments due or pending are in boxes.

### **Week 1: Introduction**

No in-class meeting this week, but take the following steps to orient yourself in this hybrid course.

- Pick up the *Columbia History* from Text Rental if you haven't already done so.
- Purchase the other texts from the UWSP bookstore or elsewhere if you haven't yet done so.
- Familiarize yourself with this syllabus and with the course D2L site. Email me if you have questions about course policies or material. We will briefly go over the syllabus at the start of lecture on Monday, September 11, but I will assume you will have already read it.
- Complete the Lecture 1 reading (*Columbia History*, Introduction, pp. 1-29; the endnotes on pp. 29-42 are useful but optional) before the start of class on Monday, September 11.

### **Week 2: Who is a Latino American?**

Monday, September 11

Lecture 1: Latino Americans, Yesterday and Today

Read before lecture      *Columbia History*, Introduction

Watch after lecture      *Foreigners in Their Own Land (1565-1880)*

Assignments:

- Discussion questions for the Week 2 short film responses will be posted by Sunday, September 10, at 9 p.m. Your responses are due by 9 p.m. Sunday, September 17.

### **Week 3: Legacies of War**

Monday, September 18

Lecture 2: From the Mexican Northwest to the U.S. Southwest

Read before lecture      Suarez, Chapter 1

Watch after lecture      *Empire of Dreams (1880-1942)*

Assignments:

- Week 3 short film responses are due by 9 p.m. Sunday, September 24.

#### **Week 4: Caribbean Entanglements**

Monday, September 25

Lecture 3: Colonials, Nationals, or Citizens? Cubans and Puerto Ricans

Read before lecture: Henderson, Introduction and Chapter 1  
Suarez, Chapter 2

Watch after lecture: *To Conquer or Redeem*, Segments 1-21

Assignments:

- The paper guidelines and grading rubric, Paper #1 prompt, and Chicago Manual of Style guidelines will be distributed and discussed in class.
- Week 4 short film responses are due by 9 p.m. on Sunday, October 1.

#### **Week 5: Second-Class Citizens**

Monday, October 2

Lecture 4: Mexican Americans and Institutionalized Discrimination

Read before lecture: Henderson, Chapter 2  
Suarez, Chapter 3

Watch after lecture: *To Conquer or Redeem*, Segments 22-45

Assignments:

- Week 5 short film responses are due by 9 p.m. on Sunday, October 8.

#### **Week 6: Transnational Laborers**

Monday, October 9

Lecture 5: The Bracero Era

Read before lecture: Henderson, Chapter 3  
Suarez, Chapter 4

Watch after lecture: *War and Peace (1942-1954)*

Assignments:

- No Week 6 short film response is due, but this film may assist you with Paper #1.



## Week 7: Postwar Transformations

Monday, October 16

Lecture 6: In Pursuit of Equal Rights

Read before lecture: *Columbia History*, Chapter 11

Watch after lecture: *The New Latinos (1946-1965)*

Assignments:

- Paper #1 is due by 1 p.m. on Monday, October 16.
- Week 7 short film responses are due by 9 p.m. on Sunday, October 22.

## Week 8: The Politics of Work

Monday, October 23

Lecture 7: César Chávez and the Migrant Farmworker Movement

Read before lecture: *Columbia History*, Chapter 1  
Suarez, Chapter 5

Watch after lecture: *Chicano! The Struggle in the Fields*

Assignments:

- Week 8 short film responses are due by 9 p.m. on Sunday, October 29.

## Week 9: Cuban Americans and the Political Establishment

Monday, October 30

Lecture 8: Patriots or Counter-Revolutionaries? The Cuban Exile Community

Read before lecture: *Columbia History*, Chapter 3  
“The Bifurcated Enclave” (on D2L)

Watch after lecture: *Pride and Prejudice (1965-1980)*

Assignments:

- Paper #1 grades and comments will be available on D2L by the start of class.
- The Paper #2 prompt will be distributed and discussed in class.
- Week 9 short film responses are due by 9 p.m. on Sunday, November 5.

## **Week 10: Building and Tearing Down Walls**

Monday, November 6

Lecture 9: The 1990s: Border Enforcement and NAFTA

Read before lecture: Henderson, Chapters 4-5 and Epilogue and Conclusion

Watch after lecture: *The Fence*

Assignments:

- No Week 10 short film response is due, but this film may assist you with Paper #2.

## **Week 11: Emerging Youth Movements**

Monday, November 13

Lecture 10: Who Are the Dreamers?

Read before lecture: Suarez, Chapter 6

Watch after lecture: *Peril and Promise (1980-2000)*

Assignments:

- Paper #2 is due by 1 p.m. on Monday, November 13.
- Week 11 short film responses are due by 9 p.m. on Sunday, November 19.

## **Week 12: Legacies of Intervention**

Monday, November 20

Lecture 11: The Cold War and Its Aftermath in Central America

Read before lecture: *Columbia History*, Chapter 4  
Martínez, Foreword and Chapter 1

No film this week because of Thanksgiving break. No assignments due.

## **Week 13: President Obama, “Deporter-in-Chief”?**

Monday, November 27

Lecture 12: The Central American Child Migrant Crisis

Read before lecture: Martínez, Chapters 2-5

Watch after lecture: *Lost in Detention: The Hidden World of Immigration Enforcement*

Assignments:

- Paper #2 grades and comments will be available on D2L by the start of class.
- Week 13 short film responses are due by 9 p.m. on Sunday, December 3.

### **Week 14: The Resurgence of Nativism**

Monday, December 4

Lecture 13: These Divided States: Anti-Immigrant Backlash and Demographic Fears

Read before lecture: Martínez, Chapters 6-9

Watch after lecture: *The State of Arizona*

Assignments:

- The Paper #3 prompt will be distributed and discussed in class.
- Week 14 short film responses are due by 9 p.m. on Sunday, December 10.

### **Week 15: The Promise and Limits of Activism**

Monday, December 11

Lecture 14: Latino Americans in the Age of Trump

Read before lecture: Martínez, Chapters 10-14 and Afterword

No film this week as you prepare to write your final paper. No assignments due.

Assignments:

- Paper #3 is due by 2:30 p.m. (the end of our final exam period) on Tuesday, December 19, 2017.

