

**Latino American History**  
**HIST 291 • Spring 2016**  
**University of Wisconsin-Stevens Point**  
**Mondays and Wednesdays 12:35 to 1:50 p.m., CPS 228**

Instructor:	Dr. Anju Reejhsinghani	Office Hours:	Mon., 5-7 p.m., Tu., 3:30-4:30
Office:	457 CCC		p.m., or by appointment
Email:	areejhsi@uwsp.edu	Office Tel.:	(715) 346-4122

**Course Description**

This 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 2013, Latino Americans (known variously as Latinos/as, Latin@s, Latinx, Hispanics, and Hispanic Americans) constituted approximately 17% of the U.S. population – a percentage that may double in a few decades. Latino Americans are an incredibly diverse ethnic group comprised of all major racial categories, yet collectively they are considered to be the most populous “minority” group in the country. Even so, their stories remain largely out of the mainstream – and in some cases are discouraged from being told. Exactly why the Latino American experience remains so politicized is a question that we will consider throughout the semester.

Although individuals of Hispanic heritage had long been present in colonial New Spain, our study begins with the expansion of U.S. territorial control throughout North America. We begin with the 19th-century annexation of former Spanish territories – among them Florida, Texas, New Mexico, Arizona, and California – that incorporated large populations of Hispanic Americans into the national fabric. We then move to the late 19th and early 20th centuries, which witnessed the U.S. annexation and colonization of Puerto Rico and military occupation of Cuba and the Dominican Republic. The increasing U.S. political, economic, military, and cultural presence in Mexico, Central and South America, and the Caribbean precipitated the movement of diverse populations to the mainland, particularly after World War II.

In addition to highlighting migration flows, this course weighs the challenges faced by multiple generations of Latino Americans – such as institutionalized discrimination, widespread prejudice, and pressure to “assimilate” – as well as their responses. We also explore how domestic and worldwide events over the past five decades have impacted the Latino American community. These include, but are not limited to, the Cold War and Red Scare; immigration reform; the War on Terror; changes in U.S. foreign policy toward Latin America; and contemporary electoral politics. Finally, we evaluate the fluidity of the Latino American community itself and its ability to build coalitions with diverse constituencies, such as non-Hispanic African Americans and the LGBT community.

**Goals and Objectives**

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

- To explore the national incorporation of Hispanics already present in the territorial United States as well as the movement of Latin Americans and Caribbeans to the mainland;

- To examine the ways in which individual migrants were occupationally, culturally, and socially defined in specific locations and at specific times by majority cultures, and how they resisted or negotiated those definitions;
- To analyze the intersections of Latino American with U.S., Latin American/Caribbean, and global history, i.e., the ways that larger historical currents affected Latin American and Caribbean migration, settlement, and community life and the impacts that Latino Americans had upon political, economic, social, and cultural developments in the U.S.; and
- 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:

Attendance/Participation	15%
Map Quiz of the Americas	5%
Four Papers (4-5 pages each)	80% (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.
- Sonia Nazario. *Enrique's Journey*. Revised and updated ed. New York: Random House, 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.

Book chapters/excerpts and scholarly articles (available on D2L)

- Timothy J. Henderson. *A Glorious Defeat: Mexico and Its War with the United States*. New York: Hill and Wang, 2007. Chapter 6: “The Annexation Crisis,” pp. 133-156.
- Aviva Chomsky, Barry Carr, and Pamela María Smorkaloff, eds. *The Cuba Reader: History, Culture, Politics*. Durham, NC: Duke University Press, 2003. Excerpts.
- Eric Paul Roorda, Lauren Derby, and Raymundo González, eds. *The Dominican Republic Reader: History, Culture, Politics*. Durham, NC: Duke University Press, 2014. Excerpts.
- 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

The following required films are part of the six-part PBS “Latino Americans: 500 Years of History” series and accompany the Suarez book (additional films may be shown as circumstances permit):

- “Episode One: Foreigners in Our Own Land (1565-1880).”
- “Episode Two: Empire of Dreams (1880-1942).”
- “Episode Three: War and Peace (1942-1954).”
- “Episode Four: The New Latinos (1946-1965).”
- “Episode Five: Pride and Prejudice (1965-1980).”
- “Episode Six: Peril and Promise (1980-2000).”

Course Requirements (Attendance/Participation, Map Quiz, and Papers)

**Attendance/Participation.** To earn a high attendance/participation grade, worth 15% of the course grade, you must have regular attendance and participate in scheduled class discussions. This includes signing the daily attendance sheet, being on time, and remaining for the duration of class. It also includes attending the four evening events that have been scheduled in lieu of regular classes (which are marked in bold on the course schedule). Should you need to arrive late or leave early, please inform me ahead of time. On days before scheduled lectures, I will upload lecture outlines to D2L/Content by 9 p.m. I will also display lecture outlines at the start of class.

**Map Quiz.** This tests your knowledge of the geography of the Americas. A study map and list of topics are on D2L. You will have 10 minutes to match 10 given geographical names (nations, territories, or bodies of water) to letters on a map. The quiz comprises 5% of the course grade.

**Papers.** Four short papers (each 1,000 to 1,250 words, or about 4 to 5 double-spaced pages excluding citations) are assigned throughout the semester. For each paper, you will choose one out of three possible topics. For the first three papers, prompts will be distributed at least one week before the deadlines. The prompt for the fourth paper, due during our final exam period, will be distributed two weeks before its deadline. Each paper is worth 20% of the course grade;

thus, the four papers together constitute 80% of the total course grade. Please note that while papers are not intentionally cumulative, the historical knowledge that you have gained in earlier classes, earlier readings, and earlier papers will be of use in framing your responses to later classes, later readings, and later papers.

### **Reading, Make-Ups and Extensions, Extra Credit, and Accommodations**

**Reading.** You are expected to finish each day's reading assignment before class that day.

**Make-Ups and Extensions.** Should there be significant reasons outside of your control (major personal or family issues, major illness or injury, or bereavement for the loss of a close human friend or family member) that prevent you from completing an assignment in a timely manner, please contact me immediately and we shall discuss your situation. I require documentation prior to scheduling a make-up or extension. Oversleeping, forgetting an assignment deadline, vacation plans, or the loss of a pet are NOT acceptable excuses to obtain a make-up or extension.

**Extra Credit.** Extra-credit opportunities bolster students' attendance/participation grades and are limited to three per student per semester. Each makes up for one unexcused absence. Those with perfect or near-perfect attendance and strong regular participation may earn extra credit to achieve attendance/participation grades in excess of 100 points (105 points maximum). Please note that four evening events (scheduled in place of four classes) are required for this class and count toward regular attendance/participation grades. I will post extra-credit opportunities to D2L periodically throughout the semester and announce them in class. These are specific to attendance/participation grades and are not applicable to any other coursework in this class. Extra-credit opportunities must be completed by the end of the last class day (May 11).

**Accommodations.** Students with learning and/or physical disabilities requiring special accommodations must provide appropriate documentation to UWSP Disability Services (609 Learning Resource Center, tel. (715) 346-3365, TTY (715) 346-3362, <http://www.uwsp.edu/disability/Pages/students/studentinformation.aspx>) at the start of the semester. Disability Services staff will work directly with the instructor to provide suitable learning accommodations.

### **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, and other forms of student academic misconduct will not be tolerated in this class. They are a mark of disrespect to your peers, your instructor, your university, and yourself. 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. Please consult Chapter 14 of the Wisconsin Administrative Code, "Student Academic Standards and Disciplinary Procedures" (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>), for 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 myPoint until the end of the business day on Wednesday, February 3. After that, students withdrawing from this course no later than Friday, April 8, will receive a "W" on their transcripts. After Friday, April 8, drops 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 assignment, deadline, or other item, I will strive to give you adequate notice.

## Course Schedule

### General Notes:

- Required additional class events are marked in **bold**.
- Assignments due or pending are in boxes.
- There are no regularly scheduled classes on Monday 2/8, Monday 3/14, Monday 3/28, and Wednesday 4/20 in order to make up for our four mandatory evening events on Tuesday 3/1, Tuesday 3/15, Tuesday 3/29, and Monday 4/4. (You will have class on Monday 4/4 as well as an evening event that day.) Please plan accordingly.

### Week 1: Introduction

- M 1/25      Introduction to the Course  
Reading: None
- W 1/27      Lecture 1: Who Is a Latino American?  
Reading: Columbia History, Preface and Introduction

### Week 2: From Mexican to Mexican American

- M 2/1      Lecture 2: From the Mexican Northwest to the U.S. Southwest  
Reading: Suarez, Introduction & Chapter 1
- W 2/3      Film screening and class discussion: “Foreigners in Our Own Land (1565-1880)”  
Reading: “The Annexation Crisis” (on D2L)

### Week 3: The Early Caribbean Diaspora

- M 2/8      No class meeting today (to make up for our evening film viewing on 3/1)
- W 2/10      Lecture 3: Colonials, Nationals, or Citizens? Cubans and Puerto Ricans  
Reading: Suarez, Chapter 2, pp. 39-74

#### Assignments:

- The map quiz will be held at the start of class.
- We will discuss the paper guidelines/grading rubric, which will apply to all four papers submitted for this course. Your first paper prompt will be distributed on Monday.

### Week 4: Mexican Americans and Mexican Migration

- M 2/15      Lecture 4: Mexican Americans and Institutionalized Racism, 1848-1923  
Reading: Suarez, Chapter 2, pp. 74-84 and Henderson, Introduction & Chapter 1

Assignments:

- The Paper #1 prompt will be distributed in class.

W 2/17      Lecture 5: From the Mexican Revolution to the Great Depression  
Reading: Henderson, Chapter 2

**Week 5: Colonialism, Imperialism, and Transnational Labor**

M 2/22      Film screening and class discussion: “Empire of Dreams (1880-1942)”  
Reading: Excerpts, *The Cuba Reader* & *The Dominican Republic Reader* (on D2L)

Assignments:

- Paper #1 is due by the start of class.

W 2/24      Lecture 6: The Bracero Era  
Reading: Henderson, Chapter 3

**Week 6: The New Latinos, 1940s-1960s**

M 2/29      Film screening and class discussion: “War and Peace (1942-1954)”  
Reading: Suarez, Chapter 3

**Tu 3/1      Attend the public screening and discussion of “The New Latinos (1946-1965),” DUC Theatre, 7:00 p.m.**

W 3/2      Discussion of “The New Latinos”/Lecture 7: The 1965 Immigration Act  
Reading: Suarez, Chapter 4

**Week 7: The Politics of Work**

M 3/7      Lecture 8: César Chávez and the Labor Movement  
Reading: Suarez, Chapter 5

W 3/9      Lecture 9: The Road to Amnesty  
Reading: Henderson, Chapter 4

Assignments:

- The Paper #2 prompt will be distributed in class.

### Week 8: Amnesty and Its Discontents

- M 3/14 No class meeting today – come to tomorrow’s required film screening instead.
- Tu 3/15 **Attend the public screening and discussion of “Pride and Prejudice (1965-1980),” DUC Theatre, 7:00 p.m.**
- W 3/16 Discussion of “Pride and Prejudice”/Lecture 10: Mexican Migration since 1990  
Reading: Henderson, Chapter 5 and Epilogue

Assignments:

- Paper #2 is due by the start of class.

**\*\*\* ENJOY YOUR SPRING BREAK! (Week of March 21-25) \*\*\***

### Week 9: Central American Refugees

- M 3/28 No class meeting today – come to tomorrow’s required film screening instead.
- Tu 3/29 **Attend the public screening and discussion of “Peril and Promise (1980-2000),” DUC Theatre, 7:00 p.m.**
- W 3/30 Discussion of “Peril and Promise”/Lecture 11: Central American Migration  
Reading: Columbia History, Chapter 4

### Week 10: The Ongoing Child Migrant Crisis

- M 4/4 Discussion of *Enrique’s Journey*  
Reading: Nazario, Prologue and Chapters 1-3
- M 4/4 **Public lecture on “The Roots of the Central American Child Migrant Crisis,” Sonia Nazario, DUC Laird Room, 7:00-8:30 p.m.**  
(evening)
- W 4/6 Discussion of *Enrique’s Journey*, continued  
Reading: Nazario, Chapters 4-6

Assignments:

- The Paper #3 prompt will be distributed in class.



**Week 11: Emerging Voices**

- M 4/11 Discussion of *Enrique's Journey*, continued  
Reading: Nazario, Chapters 7-8, Epilogue, and Afterword
- W 4/13 Lecture 12: The DREAM Act and Latino Youth  
Reading: Columbia History, Chapter 1

Assignments:

- Paper #3 is due by the start of class.

**Week 12: Cuban Americans and the Long Cold War**

- M 4/18 Lecture 13: Cubans of the North: Migration, Politics, and the Cuban Community  
Guest speaker: Dr. Ernesto Domínguez López, University of Havana, Cuba  
Reading: Columbia History, Chapter 3 and “The Bifurcated Enclave” (on D2L)
- W 4/20 No class meeting today (to make up for our evening lecture on 4/4)

**Week 13: Other Diasporas**

- M 4/25 Lecture 14: Uncertain Future: Island and Mainland Puerto Ricans  
Reading: Columbia History, Chapter 2
- W 4/27 Lecture 15: Latinos of South American Descent  
Reading: Columbia History, Chapter 6

**Week 14: Culture, Sexuality, and Gender**

- M 5/2 Lecture 16: Gender, Sexuality, and the LGBT Movement  
Reading: Columbia History, Chapter 7
- W 5/4 Lecture 17: Latino Cultural Representations  
Reading: Columbia History, Chapter 9

Assignments:

- The Paper #4 prompt will be distributed in class.

**Week 15: Latino American Activism**

M 5/9            Lecture 18: The Politics of Language  
Reading: Columbia History, Chapter 10

W 5/11           Lecture 19: Latino Americans and the 2016 Election  
Reading: Columbia History, Chapter 11

**Paper #4 is due by 4:45 p.m. (the end of our final exam period) on Wednesday, May 18, 2016.  
Please see the Paper #4 prompt for submission information.**