

Special Work: U.S. Latino History
HIST 399 • Spring 2016
University of Wisconsin-Stevens Point

Instructor:	Dr. Anju Reejhsinghani	Office Hours:	Mon., 5-7 p.m., Tu., 3:30-4:30
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Course Description

This independent study 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 have had upon political, economic, social, and cultural developments in the U.S.;
- To interpret primary and secondary sources from a variety of disciplines, including history, sociology, cultural studies, and political science, in order to gain a deeper awareness of the trajectory of Latino American history and to fashion coherent, well-supported arguments about the historical significance of various events and historical trends; and
- To offer the student practical training in methods of researching and writing a scholarly paper, engage her in critical thinking, and serve as a mentor as she hones her writing in the discipline of history and in the humanities more broadly.

Grading

Grading in this course is based on the following:

Map Quiz of the Americas	5%
Discussion/Participation	20%
Research or Historiographical Paper	75%

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:

- “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).”

The last three films will be screened at evening events that you are required to attend, but the first three can be viewed by appointment with the instructor (on your own viewing device).

Course Requirements (Discussion/Participation, Map Quiz, and Paper)

Discussion/Participation. To earn a high discussion/participation grade, worth 20% of the course grade, the student will visit the instructor about once a week during the semester for about 15 minutes at a time to discuss that week’s readings and content. The student’s readiness to discuss the material and comprehension of basic content will be factored in when deciding on this portion of the course grade.

Map Quiz. This tests the student’s knowledge of the geography of the Americas and is worth 5% of the student’s course grade. A study map and list of topics are available on the Hist 291:

Latino American History D2L web site (on which you have viewing access). The student will have 10 minutes to match 10 given geographical names (nations, territories, or bodies of water) to letters on a map.

Paper. A research or historiographical paper on a topic of the student's choosing relevant to the course subject matter (and agreed upon by the instructor) will comprise 80% of the course grade. This paper is expected to utilize at least 200 pages of outside reading material and to be approximately 20 typed, double-spaced pages in length, including citations and bibliography.

Reading, Extensions, and Accommodations

Reading. The student is expected to finish each week's reading assignments before meeting with the instructor on the agreed upon day.

Extensions. Should there be significant reasons that prevent you from completing an assignment in a timely manner, please contact me immediately and we shall discuss your situation. In some cases, I may require documentation prior to scheduling an extension.

Accommodations. A student 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.

Copyright Notice

As an enrolled student in this class, you may download and/or utilize the instructor's Spring 2016 Hist 291 or Hist 399 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.

Student Academic Misconduct

Plagiarism and other forms of student academic misconduct will not be tolerated in this class. 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.

Use of Email for Official Correspondence

Email is an official mode of university correspondence; the student is therefore responsible for reading email for university- and course-related information and announcements and keeping the university informed about changes to one's email address.

Syllabus

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

Course Schedule

Week 1 (January 25-29): Introduction to the Course

Reading: Columbia History, Preface and Introduction

Assignment: Read the syllabus closely, view the Hist 291 D2L site, make a note of all evening events, and meet with the instructor this week.

Week 2 (February 1-5): From Mexican to Mexican American

Reading: Suarez, Introduction & Chapter 1
“The Annexation Crisis” (on D2L)

Screening: “Foreigners in Our Own Land (1565-1880),” shown in the instructor’s office.

Assignment: Meet with the instructor and watch the documentary this week.

Week 3: (February 8-12): The Early Caribbean Diaspora

Reading: Suarez, Chapter 2, pp. 39-74

Assignment: Meet with the instructor and complete the map quiz this week.

Week 4 (February 15-19): Mexican Americans and Mexican Migration

Reading: Suarez, Chapter 2, pp. 74-84
Henderson, Introduction & Chapters 1-2

Assignment: Meet with the instructor this week.

Week 5 (February 22-26): Colonialism, Imperialism, and Transnational Labor

Reading: Excerpts, *The Cuba Reader & The Dominican Republic Reader* (on D2L)
Henderson, Chapter 3

Screening: “Empire of Dreams (1880-1942),” shown in the instructor’s office.

Assignment: Meet with the instructor this week.

Week 6 (February 29-March 4): The New Latinos, 1940s-1960s

Reading: Suarez, Chapters 3-4

Screenings (2): "War and Peace (1942-1954)," shown in the instructor's office.
"The New Latinos (1946-1965)," shown at the DUC Theatre, Tuesday, March 1, 7 p.m.

Assignment: Meet with the instructor this week.

Week 7 (March 7-11): The Politics of Work

Reading: Suarez, Chapter 5
Henderson, Chapter 4

Assignment: Meet with the instructor this week.

Week 8 (March 14-18): Amnesty and Its Discontents

Reading: Henderson, Chapter 5 and Epilogue

Screening: "Pride and Prejudice (1965-1980)," DUC Theatre, Tuesday, March 15, 7 p.m.

Assignment: Meet with the instructor this week.

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

Week 9 (March 28-April 2): Central American Refugees

Reading: Columbia History, Chapter 4

Screening: "Peril and Promise (1980-2000)," DUC Theatre, Tuesday, March 29, 7 p.m.

Assignment: Meet with the instructor this week.

Week 10 (April 4-8): The Ongoing Child Migrant Crisis

Reading: Nazario, Prologue and Chapters 1-6

Reception: Please plan to attend a dinner reception for Sonia Nazario with select faculty, staff, administrators, and students, in the DUC (room TBD) on Monday, April 4, 5-6 p.m. Profs. Reejhsinghani and Collins will also be in attendance.

Lecture: Public lecture on "The Roots of the Central American Child Migrant Crisis," Sonia Nazario, DUC Laird Room, Monday, April 4, 7-8:30 p.m.

Assignment: Meet with the instructor this week if time permits; otherwise, keep up with the reading and we can talk next week.

Week 11 (April 11-15): Emerging Voices

Reading: Nazario, Chapters 7-8, Epilogue, and Afterword
Columbia History, Chapter 1

Assignment: Meet with the instructor this week.

Week 12 (April 18-22): Cuban Americans and the Long Cold War

Reading: Columbia History, Chapter 3
“The Bifurcated Enclave” (on D2L)

Lecture: “Cubans of the North: Migration, Politics, and the Cuban Community,”
presented by Dr. Ernesto Domínguez López, University of Havana, Cuba, to
the Hist 291 class on Monday, April 18, from 12:35-1:50 p.m. in CPS 228.
[This lecture is optional, but I will gladly reach out to your other professor if
you wish to attend Ernesto’s lecture in lieu of your other class.]

Assignment: Meet with the instructor this week if time permits; otherwise, keep up with
the reading and we can talk next week.

Week 13 (April 25-29): Other Diasporas

Reading: Columbia History, Chapters 2 and 6

Assignment: Meet with the instructor this week.

Week 14 (May 2-6): Culture, Sexuality, and Gender

Reading: Columbia History, Chapters 7 and 9

Assignment: Meet with the instructor this week.

Week 15 (April 9-13): Latino American Activism

Reading: Columbia History, Chapters 10-11

Assignment: Meet with the instructor this week.

<p>The Hist 399 final paper is due by 4:45 p.m. (the end of the Hist 291 final exam period) on Wednesday, May 18, 2016.</p>
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