

Latino American History
Hist 291 • Fall 2018
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., or by appointment
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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.

Latino Americans (also known as Latino/as, Latin@s, Latinx, Hispanics, and Hispanic Americans) constitute 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 vastly 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; 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:

Lecture Attendance	20%
Short Film Responses (8 total)	20% (2.5% each)
2018 Election Project (completed in 2 parts)	20% (10% per part)
Papers (2 total)	40% (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

Available 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.

Available on our D2L site

- 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.
- Douglas S. Massey and Karen A. Pren. “Unintended Consequences of U.S. Immigration Policy: Explaining the Post-1965 Surge from Latin America.” *Population and Development Review* 38:1 (March 2012): 1-29.

Optional 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.

Required Films

Students will screen the following documentary films on their own devices in order to write the short film responses. We will be watching them in the order listed below. In the interests of accessibility as well as quality, all are from Films on Demand (requiring your UWSP login and password) and have transcripts or closed captioning. The six *Latino Americans* films accompany the Suarez book and have an optional episode guide, which I have posted to our 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.
- *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.
- *Harvest of Loneliness: The Bracero Program*. Films Media Group, 2010. 57 min.
- *Prejudice and Pride (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.
- *Lost in Detention: The Hidden World of Immigration Enforcement*. PBS Frontline. 2011. 55 min.

In addition, students are required to watch the following documentary in order to complete the 2018 Election Project:

- *Willie Velasquez: Your Voice Is Your Vote*. Films Media Group. 2016. 53 min.

Course Requirements

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 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 substantive, relevant questions 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. (The Lecture 1 Outline has already been posted to D2L.) I also briefly introduce outlines at the start of lecture but do not provide hard copies in class. 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).

Short Film Responses:

There are eight required short film responses in this course. Each is between 200 to 250 words and is worth 2.5% of your grade; collectively, they equal 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 the start of lectures (Mondays at 1 p.m.) with responses due by 1 p.m. the following Monday. (These will not be provided to you in hard copy except for Week 2.) No film responses are assigned in weeks when other written assignments are due and during Thanksgiving week.

2018 Election Project:

We are experiencing one of the most historic midterm elections in our lifetimes, and it is one in which Latino Americans are increasingly visible as candidates, activists, voters, and sadly, targets of xenophobic and racialized political rhetoric. We will have a break from our usual in-person class meetings on Monday, October 1, so that you may use that time to watch a required film (*Willie Velasquez: Your Voice Is Your Vote*) and begin working on an individual project on Latino Americans and the 2018 election. You will be asked to write a report of 1,000 to 1,250 words (about 4 to 5 double-spaced pages), which will be broken into two parts of roughly equal length. A detailed prompt on both parts of this project, which together comprise 20% of your course grade, will be available on September 24.

Papers:

Two papers (each between 1,000 to 1,250 words, roughly 4 to 5 double-spaced pages) are due in this course. Each is worth 20% of the course grade; together they comprise 40%.

Each paper prompt offers a choice of three topics. Each prompt is distributed three weeks before its deadline, and Paper 2 is due during our final exam period in lieu of a final exam. Papers must include Chicago Manual of Style citations, which we will go over in class, and utilize class materials (reading, lectures, films, etc.) only. These are not research projects.

While papers are not cumulative, the historical knowledge you gain from earlier lectures, films, and readings may be of use in writing Paper 2. 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. Students should complete the week's reading before each Monday's lecture – so finish Week 2 reading by 1 p.m. September 10 and Week 3 reading by 1 p.m. September 17.

Films. Watch required films after lectures, not before – so watch the Week 3 film after class on September 17 and the Week 4 film after class on September 24. Reading the relevant material and attending lecture will together provide you with a clearer sense of each film's context.

Excused Absences and Extensions. Should there be significant reasons outside of your control (e.g., family or personal health crisis, bereavement, deployment) that prevent you from coming to lecture or completing an assignment, please contact me immediately so we can begin documenting and addressing your situation. Oversleeping, forgetting a deadline or daylight savings time, vacation plans, or loss of a pet other than a documented service animal do not qualify as legitimate reasons for excused absences or extensions. Excused absences are restricted to two per student per semester barring the involvement of the Office of the Dean of Students.

Extra Credit. A student may complete up to two extra-credit opportunities per semester, each of which will replace one unexcused lecture absence. Those with perfect or near-perfect attendance may use extra credit to earn attendance grades above 100 (maxing out at 105 points). Extra credit does not replace any other missed work and must be completed by December 14.

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.

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 13. After that, students withdrawing from this course no later than Friday, November 9, 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, assignment, deadline, or other item, I will strive to give you adequate notice.

Course Schedule

All times listed below are in Central Time (Stevens Point's time zone).

Upcoming assignments are delineated in boxes.

Week 1 (September 4-7): Introduction

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

- Purchase the required texts from the UWSP bookstore or elsewhere if you haven't already.
- Pick up our optional rental text, the *Columbia History of Latinos in the United States since 1960*, from Text Rental if you wish to use it for your written assignments.
- Familiarize yourself with this syllabus and with the D2L site, and confirm your access to the two additional required readings and the nine required films. (You don't want to be scrambling to access them the night before short film responses are due.) 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 10, but I will assume you will have already read it.
- Do the Lecture 1 reading and review its outline before the start of our first class.

Week 2 (September 10-14): Who is a Latino American?

Monday, September 10

Lecture 1: Latino Americans, Yesterday and Today

Read before class: Suarez, Introduction and Chapter 1

Distributed in class: Syllabus
Guidelines for Short Film Responses
Week 2 Film Discussion Questions

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

Upcoming assignment:

- Week 2 short film responses are due by 1 p.m. on Monday, September 17.

Week 3 (September 17-21): From Mexicans to Mexican Americans

Monday, September 17

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

Read before class: Suarez, Chapter 2

Watch after class: *Empire of Dreams (1880-1942)*

Upcoming assignment:

- Week 3 short film responses are due by 1 p.m. Monday, September 24.

Week 4 (September 24-28): Caribbean Entanglements

Monday, September 24

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

Read before class: Suarez, Chapter 3

Distributed in class: 2018 Election Project prompt (Parts I and II)

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

Upcoming assignment:

- Week 4 short film responses are due by 1 p.m. on Monday, October 1.

Week 5 (October 1-5): 2018 Election Project, Part I

There is no in-class meeting and no required reading this week other than your own election research, but there is a required film. Watch the film and do your research before completing Part I of the 2018 Election Project, which is due by the start of next week's lecture.

Watch this week: *Willie Velasquez: Your Voice Is Your Vote*

Upcoming assignment:

- Part I of the 2018 Election Project is due by 1 p.m. on Monday, October 8.

Week 6 (October 8-12): The Uses of Mexican Labor

Monday, October 8

Lecture 4: Mexican Migration and Labor Flows, 1910s-1960s

Read before class: Henderson, Chapter 1, pp. 29-33, and Chapters 2-3

Watch after class: *Harvest of Loneliness: The Bracero Program*

Upcoming assignment:

- Week 6 short film responses are due by 1 p.m. on Monday, October 15.

Week 7 (October 15-19): Writing Historical Papers

Monday, October 15

In lieu of lecture, we will discuss why and how to cite the two papers you will be completing in this course. We will also go over grading rubrics, structure, formatting, and other issues as well as discussing our first paper prompt. This is not a class to miss!

Read before class: Suarez, Chapter 4

Distributed in class: Paper Guidelines and Grading Rubric
Chicago Manual of Style citation examples
Paper 1 Prompt

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

Upcoming assignment:

- Week 7 short film responses are due by 1 p.m. on Monday, October 22.

Week 8 (October 22-26): Mexican Americans and Protest Politics

Monday, October 22

Lecture 5: Chicano and Labor Activism, 1950s-1980s

Read before class: Suarez, Chapter 5
Henderson, Chapter 4, pp. 99-112

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

Upcoming assignment:

- Week 8 short film responses are due by 1 p.m. on Monday, October 29.

Week 9 (October 29-November 2): Caribbean Diasporas

Monday, October 29

Lecture 6: Dominican, Puerto Rican, and Cuban American Communities

Read before class: “The Bifurcated Enclave” (D2L)

Upcoming assignment:

- Paper 1 is due by 1 p.m. on Monday, November 5.

Week 10 (November 5-9): Building Walls

Monday, November 5

Lecture 7: Border Enforcement from Eisenhower to Reagan

Read before class: “Unintended Consequences of U.S. Immigration Policy” (D2L)
Henderson, Chapter 4, pp. 112-117

Watch after class: At least 1 hour of 2018 election-related coverage from multiple sources (keep track of your coverage for your Election Project)

Upcoming assignment:

- Part II of the 2018 Election Project is due by 1 p.m. on Monday, November 12.

Week 11 (November 12-16): Media Representations

Monday, November 12

Lecture 8: Changing Perceptions of Latino Americans in Popular Culture

Read before class: Suarez, Chapter 6

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

Upcoming assignment:

- Week 11 short film responses are due by 1 p.m. on Monday, November 19.

Week 12 (November 19-21): The Roots of the Child Migrant Crisis

Monday, November 19

Lecture 9: The Cold War and Its Aftermath in Central America

Read before class: Nazario, Prologue and Chapters 1-2

Week 13 (November 26-30): Amnesty and Its Discontents

Monday, November 26

Lecture 10: Immigration Reform and Enforcement from Reagan to Obama

Read before class: Nazario, Chapters 3-4
Henderson, Chapter 5

Distributed in class: Paper 2 Prompt

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

Upcoming assignment:

- Week 13 short film responses are due by 1 p.m. on Monday, December 3.

Week 14: Puerto Rico in Crisis

Monday, December 3

Lecture 11: Puerto Ricans and the “Forever Exodus”

Read before class: Nazario, Chapters 5-6

Upcoming assignments:

- Extra-credit reflection papers are due by 11:59 p.m. on Monday, December 10.

Week 15: The Promise and Limits of Activism

Monday, December 10

Lecture 12: Latino Americans in the Age of Trump

Read before class: Nazario, Chapters 7-8
Henderson, Epilogue and Conclusion

Upcoming assignment:

- Paper 2 is due by 10:00 a.m. (the end of our final exam period) on Thursday, December 20, 2018.