

HIST 267-202/LATINO 267-202 (Course #50104/#50183)

The History of Latinos in the United States

Course Syllabus



Photograph of young couple riding together on a horse in Charro Days parade, Brownsville, Texas, 1942. The young lady is wearing the traditional *china poblana* dress; the young man is wearing the traditional *charro* suit. Source: Library of Congress (photograph attributed to Arthur Rothstein Photography).

TR 11:30-12:45 Synchronous Online

Dr. Kimberly Hernandez

Virtual Office Hours: MWR 1:00-2:00 or by appointment

Contact: hernandk@uwm.edu (email contact only)

Teaching Assistant: Jarrod Showalter

Virtual Office Hours by appointment

Contact: showalt3@uwm.edu (email contact only)

Course Description & Objectives

Even before the U.S. existed as a republic, people from “Hispanic” and Indo-America have been incorporated into the culture, history, life, and occupational fabric of the United States. Yet, various forces in American society have frequently perceived Latin American heritage people as members of an “alien” culture. This course will examine how people from Mexico, Puerto Rico, Cuba, and other Latin America nations became “American,” while still remaining a racial or cultural “other” to many mainstream Anglo Americans. We will also examine how “Spanish,” “Hispanics,” “Chican@s,” “Latinx” adjusted, integrated, assimilated, resisted, and adapted to the many political, cultural, social, and economic forces that affected their lives in the U.S. and how they created new ethnic, racial and local identities in the process. By studying the experience of

U.S. Latinx and Latin American immigrants with an eye toward patterns of citizenship, identity formation, political mobilization, ethnic culture, community maturation, labor struggles, and social mobility, we will map out the heterogeneous mosaic of Latin American and Caribbean diasporas in the U.S.

Required Readings

Ray Suarez, *Latino Americans: The 500-Year Legacy That Shaped a Nation* (Celebra/Penguin Books, 2013)

Laura R. Barraclough, *Charros: How Mexican Cowboys are Remapping Race and American Identity* (University of California Press, 2019). This book is also available electronically through UW-Libraries:

<https://ebookcentral.proquest.com/lib/uwm/detail.action?docID=5742556> (sign in with your Panther ID)

Additional readings posted to Canvas

Class Format

This course is structured to incorporate a mix of lecture, reading, film, discussion, and analysis. This class is synchronous online, sessions will be held via Collaborate Ultra every Tuesday and Thursday from 11:30 am-12:45 pm. Course materials beyond our two required books (additional readings, film links, webpages), Discussion Boards, and assessments will be found in weekly modules on our course Canvas page.

Content knowledge will be assessed through Discussion Board posts (altogether worth 20% of your overall grade) and through four quizzes (altogether worth 20% of your overall grade). Quizzes are discreet, covering only the content since the last quiz. We will review for quizzes and take time during Collaborate Ultra for you to take quizzes, just as would be the case in a face-to-face class. I will provide feedback immediately after you have taken the quiz during our Collaborate Ultra session.

Additionally, content knowledge will be assessed through a midterm exam and a final exam, each worth 15% of your overall grade. The midterm exam will focus on coverage and materials during the first half of the semester; and the final exam will focus on coverage and materials during the second half of the semester. You will receive exam study guides well ahead of time and will take during our Collaborate Ultra sessions for review.

Finally, we will read and review Laura R. Barraclough's *Charros: How Mexican Cowboys are Remapping Race and American Identity* in two parts via discussion and quizzes; each review is worth 15% of your overall grade. Book review quizzes will be preceded by class discussion in our Collaborate Ultra session one week prior to the scheduled written review. Your grade for each review will be based on your preparedness and participation for the scheduled discussion (15%) as well as the written review itself (85%).

Grade Breakdown

| | |
|------------------------|-----|
| Discussion Board Posts | 20% |
| Quizzes | 20% |
| Midterm Exam | 15% |

| | |
|---------------------|-----|
| Charros Reviews (2) | 30% |
| Final Exam | 15% |

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 94-100% | B+ 87-89% | C+ 77-79% | D+ 67-79% |
| A- 90-93% | B 84-86% | C 74-76% | D 64-66% |
| | B- 80-83% | C- 70-73% | D- 60-63% |

Anything below 60% is a failing grade.

If you fall behind, please do not hesitate to reach out to me or Jarrod. We are here to help and will do our best to aid with strategies and find solutions for your success. Office hours will be held via "Course Room" on Collaborate Ultra, meetings are private and on a first-come, first-served basis. (If you try to enter the Course Room while a meeting is already in session, you will see that the room has been “locked.” Please wait a few minutes and try again, just as you would when coming physically to office hours and seeing that a meeting is already taking place.) You can and should also email Dr. Hernandez or Jarrod with concerns or questions. Although each of us reserve time off for ourselves during evenings and weekends (and recommend that you do, also), we each periodically check email in the off hours.

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: https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/

Be aware of plagiarism. 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 UW-Libraries tutorial at: <https://guides.library.uwm.edu/noplagerism> and/or “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/resource/589/01/>

UWM Writing Center

The Writing Center is an excellent source for help with all types of written assignments and at all stages of your project development: <http://www.writingcenter.uwm.edu>

Accessibility Resource Center

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

If you are already working with an advisor at the Accessibility Resource Center (ARC), please provide your document(s) to me as soon as possible. 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, contact ARC: <http://uwm.edu/arc/> (414) 229-6287.

Please see the following links for information regarding:

Accommodations for religious observance: [https://apps.uwm.edu/secu-](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-%20Accommodation%20of%20Religious%20Beliefs.pdf)

[policies/storage/other/SAAP%201-%20Accommodation%20of%20Religious%20Beliefs.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-%20Accommodation%20of%20Religious%20Beliefs.pdf)

Accommodations for military service: <https://uwm.edu/onestop/students-called-to-active-duty/>

Grading and Grade Records:

[https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-11-%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf)

[11-%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-11-%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf)

Discriminatory conduct policies: [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1-%20Discriminatory%20Conduct%20Policy.pdf)

[1-%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1-%20Discriminatory%20Conduct%20Policy.pdf)

Coping with stress: <https://uwm.edu/mentalhealth/>

Health and safety: <https://uwm.edu/health-safety/>

Support specific to Covid-19: [https://uwm.edu/studenthandbook/student-resources/coronavirus-](https://uwm.edu/studenthandbook/student-resources/coronavirus-covid-19/covid-19-related-student-resources/)

[covid-19/covid-19-related-student-resources/](https://uwm.edu/studenthandbook/student-resources/coronavirus-covid-19/covid-19-related-student-resources/)

Campus Resources for Students: [UWM Milwaukee Campus Resources for Students](#)

Course Schedule

Week One

Jan 26 *Introductions*

Jan 28 U.S. Latinx: An Overview
Reading: Matt Barreto and Gary Segura, "Introduction," in Latino America: How America's Most Dynamic Population is Poised to Transform the Politics of the Nation (PublicAffairs Publishing, 2014)

Week 2

Feb 2 Native America

Reading: Greg Wiggan and Jean T. Walrond, "Introduction: Social and Historical Context of the Caribbean" in Following the Northern Star: Caribbean Identities and Education in North American Schools (Nova Science Publishers, Inc., 2013)

Feb 4 Encounters, Conquests, and New Americans
Reading: Juan Gonzalez, Ch. 1 "Conquerors and Victims: The Image of America Forms (1500-1800)" in Harvest of Empire: A History of Latinos in America (Penguin Books, 2011; 2001)

Week 3

Feb 9 El Norte: Searching for Cibola
Reading: Suarez, Introduction-pg. 27; Simon Romero, "Statue's Stolen Foot Reflects Divisions Over Symbols of Conquest" New York Times Sept. 30, 2017

Feb 11 Pueblo Culture: Los Angeles
Reading: Barraclough, Introduction; Douglas Monroy, "The Making of Mexican Culture in Frontier California" and "Richard Henry Dana, Jr., Criticizes the Mexicans in California, 1834"

Week 4

Feb 16 Whose Destiny was Manifest? The Mexican-American War and Shifting Borders
Film segment: *Latino Americans*, "Foreigners in their Own Land"
Reading: Suarez, pp. 27-38; Richard Delgado and Jean Stefancic, eds., The Latino/a Condition (New York University Press, 2011) pp. 59-77

Feb 18 Elusive Protections: The Treaty of Guadalupe Hidalgo in Practice
**Quiz #1*
Reading for Tuesday: Barraclough, Ch. 1-2

Week 5

Feb 23 Discussion Assignment: Barraclough, Introduction-Ch. 2

Feb 25 "White Man's Burden"...and its Discontents
Film: selection from *Latino Americans*, "Empire of Dreams"
Reading: Suarez, pp. 41-74

Week 6

March 2 Barraclough Introduction-Ch. 2 Review Quiz
Helping our "Little Brown Brothers": Treaties, Amendments, Protector-ship

March 4 "We Are Here Because You Were There": U.S. Intervention and Caribbean Newcomers to the U.S. Mainland
Reading: Juan Gonzalez, "Banana Republics and Bonds: Taming the Empire's Backyard (1898-1950)" from Harvest of Empire
**Quiz #2*

Week 7

March 9 Ambiguous Neighbors: Refugees, Laborers, Allies
Film: selection from *Latino Americans*, "Empire of Dreams"
Reading: Suarez, pp. 74-84; George Sánchez, "Where is Home? The Dilemma of

Repatriation,” from Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945 (Oxford University Press, 1993)

March 11 The Watershed of World War II
Film: selection from *Latino Americans*, “War and Peace”
Reading: Suarez, pp. 87-95

Week 8

March 16 Review

March 18 Midterm Exam (Complete in Canvas by 12:45 pm)

Spring Break, March 21-28

Week 9

March 30 The Effects of World War II
Film: selection from *Latino Americans*, “War and Peace”
Reading: Suarez, pp. 95-123

April 1 Postwar Political Mobilization
Film: selection from *Latino Americans*, “War and Peace”
*Quiz #3
Reading for Tuesday: Barraclough, Ch. 3-Conclusion

Week 10

April 6 Discussion Assignment: Barraclough, Ch. 3-Conclusion

April 8 Cultural Inclusion at Mid-20th Century
Film: selection from *Latino Americans*, “The New Latinos”
Reading: Suarez, Ch. 4

Week 11

April 13 Barraclough Ch. 3-Conclusion Review Quiz
Huelga!
Film: selection from *Latino Americans*, “Prejudice and Pride”
Reading: Suarez, pp. 169-188

April 15 Brown Power! The Chicano Movement and the Young Lords
Film: selection from *Latino Americans*, “Prejudice and Pride”
Reading: Mario T. García, “Introduction: The Chicano Movement and Chicano Historiography” in *The Chicano Movement: Perspectives from the Twenty-First Century* (Routledge Press, 2014)

Week 12

April 20 La Raza Unida—and not so much
Film: selection from *A Class Apart*
Reading: Suarez, pp. 189-201

April 22 Immigration “Reform”...and its Consequences
*Quiz #4
Reading: Juan Gonzalez, “Free Trade: The Final Conquest of Latin America” in Harvest of Empire

Week 13

April 27 Seeking Sanctuary: Central Americans in the 1980s and 1990s
Reading: Suarez, pp. 205-225; Terry A. Repack, Introduction-Ch. 2 in Waiting on Washington: Central American Workers in the Nation's Capital (Temple University Press, 1995)

April 29 The Nativist Nineties and Beyond
Reading: Suarez, pp. 225-256

Week 14

May 4 Deportation Nation: The Political Economy of "Crimmigration"
Reading: Daniel Kanstroom, Ch. 3 "The Major Methods of Deportation" in Aftermath: Deportation Law and the New American Diaspora (Oxford University Press, 2012)

May 6 Sanctuary Reprise
Reading: Ana Arana, "How the Street Gangs Took Central America" Foreign Affairs 84:3 (May-June, 2005)

Week 15

May 11 Latinx Americans Today
Reading: 2010 Census Briefs, "The Hispanic Population: 2010"; Bureau of Labor Statistics, "Report 1057: Labor Force Characteristics by Race and Ethnicity, 2014"

May 13 *Review*

**Complete Final Exam in Canvas by 12:00 noon Thursday, May 20th*