

## HISTORY 109-3: Introduction to U.S. History “Latina/Latino/Latinx History”

Department of History | University of Wisconsin-Madison | Fall 2019

**Professor: Marla A. Ramírez, Ph.D. | E-mail: ramireztahua@wisc.edu**



### Part 1: Course Information

**Class Meets: Tuesdays & Thursdays, 11-12:15 pm | Location: Engineering Hall 3355**

**Office: Humanities Building, Room 4126 | Office Hours: Wednesdays, 9–11 A.M.**

#### COURSE DESCRIPTION

This course examines the historical, social, and legal experiences of Latinas/Latinos/Latinxs in the United States since the mid 1800s with emphasis on the history of Mexican migrations. Latinas/Latinos/Latinxs is an umbrella term for people with origins in Latin America: including people from South America, Central American, and North America as well as some Caribbean countries such as Puerto Rico, the Dominican Republic, and Cuba. Recently, Latinx was introduced as a gender-neutral term to refer to Latinas and Latinos in the United States. Latinas/os/xs are a significant sector of the U.S. population. According to a 2016 study by the Pew Research Center, as of 2018, Latinas/Latinos/Latinxs represent 18% of the U.S. population. That is, 59.9 million people in the country are Latinxs as of 2018. It is thus not surprising that Spanish is the second most spoken language in the country, only surpassed by English. Latinas/os/xs are the largest minority group in the country and in many states, they are the

<sup>1</sup> Header Art (from top left to bottom right): *Santa Anna Surrender* (2000) by Sergio Hernandez; *Repatriados en Terrón* (1931) by Diego Rivera; *Margaret F. Stewart: Our Lady of Guadalupe* (1978) by Yolanda López; *El Muro/The Wall* (2016) by Patricia Espinosa; *La Causa* (2014) by El Moises; *Courageous and Responsible* (2012) by Julio Salgado; *La Dreamer* (2009) by Nico of Los Poets del Norte; and *La Flag* (2012) by Salvador Arreola.

majority minority. The need to understand their history in the United States is thus of paramount importance.

Latinas/os/xs became an important part of the United States population through western expansion, conquest, and immigration. For instance, in 1848 as part of the Treaty of Guadalupe Hidalgo, which concluded the Mexican American War (1846-1848), approximately half of former Mexican territory was annexed into the United States becoming today's U.S. southwest states. A selected number of Mexicans living in those territories were granted U.S. citizenship. Only fifty years later, in 1898 during the Spanish-American War, the U.S. invaded Puerto Rico, which became a possession of the United States and still remains an incorporated territory. While Puerto Ricans were granted U.S. citizenship since 1917, they have limited political rights: they cannot vote in federal elections, yet the U.S. federal government regulates the territory with full jurisdiction. These historical territorial incorporations and historical legal contradictions will be examined closely in this course.

Many other Latinas/os/xs have immigrated to the United States for a multitude of reasons. Early Mexican immigrants, for instance, escaped the 1910-1920 Mexican Revolution by seeking refuge in the United States. People from El Salvador, Guatemala, and other Central American countries also immigrated to the United States to escape civil wars in their native countries. These migrant groups are known as *political refugees* as they migrate to seek safe haven from life-threatening circumstances in their countries of origin. Many other Latinas/os/xs, including Mexicans, Central Americans, South Americans, and people from the Caribbean have immigrated to the United States in search of economic opportunities and are known as *economic immigrants*. Others have been recruited by U.S. employers and governmental agencies during times of labor shortages and are referred to as *temporary migrants*. The Bracero Program (1942-1964) is an example of a U.S. program that recruited thousands of Mexicans to fill the labor shortages during World War II since U.S. citizen men were leaving the country to fight in the war. Puerto Ricans and Central Americans have also been recruited as temporary migrants both informally and formally, the former to work in the fields and the latter to work as domestic workers.

The experiences of Latinas/os/xs are as broad as the term used to describe them. For instance, not all Latinas/os/xs are foreign born, some are monolingual English speakers while others are multilingual, they have diverse levels of educational achievements, they identify with an array of sexual and gender identities, their ethnicities are diverse, and their racial phenotype is wide in scope. This course serves as an introduction to the varied experiences of Latinas/Latinos/Latinxs in the United States in order to understand their histories.

### **CREDIT HOURS**

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This 3-credit course meets as a group for 3 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

**REQUIRED TEXTS**

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- **Course Reader:** A series of articles and book chapters compiled into a reader. You can purchase the course reader from the *Copy Center in the Social Science Building*.
  - **Address:** Sewell Hall, Room 6120, 1180 Observatory Dr. Madison, WI 53706
  - **Phone Number:** 608-262-5396
  - **Email:** copycenter@ls.wisc.edu
  - **Reserved Copy:** There will be a reader on reserve at the College Library
  
- **Book:** Fernando Saúl Alanís Enciso, *They Should Stay There: The Story of Mexican Migration and Repatriation During the Great Depression* (Chapel Hill: University of North Carolina Press, 2017).
  - **Purchase Location:** Available at the University Book Store
  - **Address:** 711 State Street, Madison, WI 53706
    - On library Mall, west of Lake Street, across from Memorial Library
  - **Phone Number:** 608-257-3784 | 608-993-2665
  - **Website & Hours Info:** <https://www.uwbookstore.com/StoreHours>
  - **Reserved Copy:** A copy of the book will be on reserve at the College Library

**GRADING**

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Participation & Attendance	20%
Midterm Exam	20%
Source Analysis	20%
Term Paper	20%
Final Exam	20%

*Additional information on course assignments is included below, under the “course requirements, expectations, and guidelines” section.*

**LETTER GRADES BREAKDOWN**

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A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D+ = 68 – 69	F = 59 – 0
A = 94 – 97	B = 84 – 87	C = 74 – 77	D = 64 – 67	
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	D- = 60 – 63	

## Part 2: Course Learning Objectives & Outcomes

Students will learn to critically analyze, write, and orally present the histories of Latinas/Latinos/Latinxs in the United States through class discussion. The five main learning outcomes for students in this class are as follows:

- **Outcome 1:**  
Students will gain a critical understanding of the diverse experiences of Latinas/Latinos/Latinxs in the U.S. by conducting a close examination of assigned readings through assignments, lectures, presentations, and in-class discussions.
- **Outcome 2:**  
Built a critical lens of race, ethnicity, gender, sexuality, and class by engaging in analytical essay writing that incorporates the assigned readings and primary research in the archives at the Wisconsin Historical Society.
- **Outcome 3:**  
Develop sociological tools and perspectives to discuss the experiences of Latinas/Latinos/Latinxs in the U.S. through in-class oral presentations based on the research conducted for the final paper.
- **Outcome 4:**  
Students will be able to critically engage in public debates about policies pertaining to Latinas/Latinos/Latinxs in the U.S. and be able to make informed decisions by learning about historical social and legal issues surrounding Latina/Latino/Latinx communities that continue to impact Latinxs today. This, through the assigned readings, original research, and data presented in lectures.
- **Outcome 5:**  
The critical understanding of Latinas/Latinos/Latinxs gained from partaking in all four areas listed above will allow students to have meaningful engagements with coworkers, employees, employers, political leaders, neighbors, friends, and community members of the largest minority group in the United States: Latinas/Latinos/Latinxs.

## Part 3: Course Requirements, Expectations, and Guidelines

### PARTICIPATION

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You are expected to attend lectures **AND** actively participate in discussion. Students will earn participation points by engaging in class discussions and supporting their points by using the assigned readings and their primary sources.

### ATTENDANCE

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It is extremely important to attend lectures as we will cover important information for exams and research paper. Missing classes will cause students to fall behind in the course material and their research paper. If you have four or more unexcused absences, your final paper will be **deducted ten points**. Your grade will also be subtracted participation and attendance points for each day you are absent. You can miss three class meetings, no questions asked. If you must miss class, make sure to complete the readings, assignments, and obtain class notes from a classmate.

### TERM RESEARCH PAPER

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Students will write a 4-5 pages research paper. You will learn how to conduct archival research and analyze primary data during lectures, assigned readings, and workshop at the Wisconsin Historical Society.

Students will use the archives housed in the Wisconsin Historical Society pertaining to Latinas/Latinos/Latinxs. The criteria for this option are as follows:

1. Attend the Wisconsin Historical Society's archives information sessions
2. The archival sources must be about a topic covered in class.
3. You will conduct your analysis for the term paper on at least one primary source
4. Secondary sources have to be incorporated, at least two.

### SOURCE ANALYSIS

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Students will be asked to complete a formal primary source analyses during the semester. In your 250-word analysis, discuss who created the source you selected, explain what is the purpose of the source, what does the document can tell us about the past, and make direct connections to other primary sources from the Wisconsin Historical Society or the selected sources assigned under week 3 of the course. This assignment will allow students to develop critical thinking and analysis skills that are crucial in the field of history, but can be applied to any field.

### EXTRA CREDIT

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There *might* be opportunities to earn extra credit throughout the semester by attending campus events (guest lectures, film screenings, and conferences). Extra credit events will be announced in lecture and through email. You must write a one-page double space reflection of the event to receive extra credit.

### E-MAIL ETIQUETTE

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Please be reminded that emails are not equivalent to text messages. When writing an email to the professor use full sentences, appropriate grammar, and spelling. Also, be respectful in your tone. Compose your email along these lines: Open with a formal salutation (Dear Professor Ramírez), explain the purpose of your email, close with a “Thank you” or “Best wishes,” followed by your name. Please expect reply emails within 48-72 hours of your original message.

### ACADEMIC INTEGRITY

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Plagiarism and cheating are not tolerated in this course. If you are struggling with the course material or an assignment, please see me during office hours or schedule an appointment. As your professor, I am invested in your academic success and am available to assist you with the course material. The university also takes academic dishonesty seriously and there are consequences for cheating and plagiarism (taking credit for someone else’s work by copying and pasting someone else’s work into a word document and turn it in as yours without proper citation). For detailed information about university’s policies on academic integrity, visit: [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html).

### WRITING ASSISTANCE RESOURCES:

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**THE HISTORY LAB:** A resource center where experts (Ph.D. students) will assist you specifically with your history related courses and papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab> or drop by Humanities 4255.

**THE WRITING CENTER:** Another writing resource on campus that provides one-on-one consultations with students to assist them with writing assignments. The writing center is open to all courses (not only history related ones). You can find more information about hours and how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

### DISABILITIES

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If you have a disability documented through the UW McBurney Disability Center and need special accommodations, please talk to Professor Ramírez during the first two weeks of the semester to ensure you have the needed accommodations for this course. If you need assistance with a disability or diagnosis, consult with the McBurney Disability Center, more information can be found in their website: <http://www.mcburney.wisc.edu/>.

<p><b>Important Note:</b> Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.</p>
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## Part 4: Schedule of Readings & Assignments

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### Week 1: *Introduction to the Course*

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**Thursday, September 5, 2019:** Overview of the course and introductions

*No readings this week*

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### Week 2: *Historical Overview of Latinxs in the US: The Case of Mexico, Cuba, & Puerto Rico*

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**Tuesday, September 10, 2019:** Ramón A. Gutiérrez, “The Latino Crucible: Its Origins in Nineteenth-Century Wars, Revolutions, and Empire.” in *The New Latino Studies Reader: A Twenty-First-Century Perspective* 2016 eds., Ramón A. Gutiérrez and Tomás Almaguer (Berkeley: UC Press, 2016), 89-107.

**Thursday, September 12, 2019:** Lorrin Thomas, “Puerto Ricans, Citizenship, & Recognition” in *Puerto Rican Citizen: History and Political Identity in Twentieth-Century New York City* (Chicago: University of Chicago Press, 2010), 1-21.

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### Week 3: *The Creation of the US-Mexico Border*

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**Tuesday, September 17, 2019:** Francisco E. Balderrama and Raymond Rodríguez, “Documents,” in *Decade of Betrayal: Mexican Repatriation in the 1930s* (Albuquerque, University of New Mexico Press, 2006), 25-34, 59-62, 83-88, 113-118, 152-158, 186-194, 227-234, 260-264, 289-298, 319-326.

- Different Meeting Location:** Today we will meet at the Wisconsin Historical Society to learn about how to conduct archival research. *TBD*.

**Thursday, September 19, 2019:** Anna Pegler-Gordon, “The Imaginary Line: Passing and Passports on the Mexican-U.S. Border, 1906-17,” in *In Sight of America: Photography and the Development of U.S. Immigration Policy* (Berkeley: University of California Press, 2009), 174-191.

- In-class activity:** Learn to analyze primary documents.

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**Week 4:** *The History of Mexicans in Wisconsin*

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**Tuesday, September 24, 2019:** Sergio M. González, *Mexicans in Wisconsin* (Madison: Wisconsin Historical Society Press, 2017), 1-32.

- Different Meeting Location:** Attend the “Immigrant Journeys from South of the Border: ¡Mi travesía hasta Wisconsin!” / (My travesty to Wisconsin!) exhibition.
  - **Address: Madison Public Library, 201 W. Mifflin Street, Madison** (near campus, 1 mile from Humanities Building).
  - Produced by the partnership of The Wisconsin Humanities Council and Centro Hispano of Dane County.
  - You can find more information here:  
<https://wisconsinimmigrantjourneys.org/>

**Thursday, September 26, 2019:** Independent Research Day

- Research Day, No Class Today:**  
Students Conduct Research at the Wisconsin Historical Society Archives on their own in preparation for term paper.

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**Week 5:** *U.S. Citizenship as a Gendered, Classed, and Racial Construct*

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**Tuesday, October 1, 2019:** Mae M. Ngai, “Birthright Citizenship and the Alien Citizen,” *Fordham Law Review*, Vol. 75, issue 5, 2007. Pages 2521-2530.

**Thursday, October 3, 2019:** Helen Irving, “When Women were Aliens: The Neglected History of Marital Citizenship.” *Sydney Law School. Legal Studies Research Paper*, No. 12/47, 2012. Pages, 1-11. Under week Five on iLearn.

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**Week 6:** *Mexican Repatriation*

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**Tuesday, October 8, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 1-30.

**Thursday, October 10, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 31-50.



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**Week 7:** *The Role of the Mexican Government Emigration and Repatriation*

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**Tuesday, October 15, 2019:** Cantú, Lionel Jr. “Border Patrol: Sexuality, Citizenship, and U.S. Immigration Policy” in *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*. Eds. Naples, Nancy A. and Salvador Vidal-Ortiz. New York: New York University Press, 2009. Pages, 39-54.

**Short in-class clips:**

- Tempo Dance Floor in Hollywood, CA
- Yosimar Reyes, “Mi Viejito,” Things I’ll Never Say. Personal Webpage. <http://www.thingsillneversay.org/mi-viejito.html>

**Thursday, October 17, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 51-73.

**Midterm Review:** During lecture

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**Week 8:** *The Repatriation Project (Continued)*

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**Tuesday, October 22, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 74-100.

**Thursday, October 24, 2019:** *In-class Midterm Exam*

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**Week 9:** *Refugees in Mexico and Repatriates from the U.S.*

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**Tuesday, October 29, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 101-126.

**Thursday, October 31, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 127-143.

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**Week 10:** *Latina/Latino Labor: Mexican & Guatemalan Experiences*

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**Tuesday, November 5, 2019:** Patricia Zavella, “Quotidian Struggles with Migration and Poverty” in *The New Latino Studies Reader: A Twenty-First-Century Perspective* 2016 eds., Ramón A. Gutiérrez and Tomás Almaguer (Berkeley: University of California Press, 2016), 235-265.

**Thursday, November 7, 2019:** Vicki L. Ruiz, “Una Mujer sin Fronteras: Luisa Moreno and Latina Labor Activism” in *Pacific Historical Review* 73, no. 1 (February 2004): 1-20. Under week Nine on iLearn.

**Due Today:** Term Paper Draft

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**Week 11:** *Adjustments and Consequences of Mass Removals*

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**Tuesday, November 12, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 144-158.

**Thursday, November 14, 2019:** Fernando Saúl Alanís Encisco, *They Should Stay There: The Story of Mexican Migration and Repatriation During The Great Depression* (Chapel Hill: UNC Press, 2017), 159-195.

**Writing Day:** Students will work on their term paper on their own time.

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**Week 12:** *Central America: Experiences of Salvadorians, Guatemalans, & Maya Peoples*

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**Tuesday, November 19, 2019:** Cecilia Menjívar, “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States.” Pages 999-1037.

**Due Today:** Term Paper | **Late papers will NOT be accepted**

**Film in-class:** *Innocent Voices* (2004)

**Thursday, November 21, 2019:** Alan LeBaron, “When Latinos are not Latinos: The case of Guatemalan Maya in the United States, the Southeast and Georgia” in *The Journal of Latino Studies* 10, No. 1-2 (Spring/Summer 2012), 179-192. Under week Twelve on iLearn.

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**Week 13:** *Past-Present Approaches to Mass Incarceration & Deportation*

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**Tuesday, November 26, 2019:** Kelly Little Hernández, “Caged Birds,” in *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* (Chapel Hill: University of North Carolina Press, 2017), 131-157.

**Short in-class Clip of the Film:** *My Family / Mi Familia* (2009).

**Thursday, November 28, 2019:**

**No class today:** Thanksgiving Recess.

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**Week 14:** *Final Review & Exam*

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**Tuesday, December 3, 2019:** *Final Exam Review*

**Thursday, December 5, 2019:** *In-class Final Exam*

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**Week 15:** *Conclusions*

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**Tuesday, December 10, 2019:** *Course Wrap-up*

**Important Note:** This syllabus, course assignments, and due dates are subject to change. It is the responsibility of the student to check iLearn and attend lectures for corrections or updates to the syllabus. Any changes will be clearly noted on iLearn and announce in lecture as well as through campus email.