

HISTORY/CHICAN@ & LATIN@ STUDIES 153: Latina/Latino/Latinx History

University of Wisconsin-Madison | Fall 2020



Part 1: Course Information

Professor: **Marla A. Ramírez, Ph.D.** | **E-mail:** ramireztahua@wisc.edu
Office: Via BlackBoard Collaborate | **Office Hours:** Thursdays, 11 am - 1 pm

Lectures: Tuesdays & Thursdays, 9:30-10:45 am | **Location:** Online, synchronously
Discussion Sections: Thursdays, 1:20-2:10 pm & 2:25-3:15 pm | **Location:** Online
Thursdays, 5:40-6:30 pm | **Location:** 1217 Mosse Humanities
Thursdays, 6:45-7:35 pm | **Location:** 1131 Mosse Humanities

Teacher Assistant (TA): **Bree Romero** | **E-mail:** bromero2@wisc.edu
Office: Via BlackBoard Collaborate Ultra | **Office Hours:** Tuesdays, 3-5 pm

COURSE DESCRIPTION

This course examines the historical, social, and legal experiences of Latinas/Latinos/Latinxs in the US since the mid-1800s with emphasis on Mexican migrations history. Latina/o/x is an umbrella term for people with origins in Latin America: including people from South America, Central America, and North America and some Caribbean countries such as Puerto Rico, the Dominican Republic, and Cuba. Recently, Latinx was introduced as a gender-neutral term. Latina/o/xs are a significant sector of the US population, 59.9 million people as of 2018. Not surprisingly, Spanish is the second most spoken language in the country, only surpassed by English. Latina/o/xs are the largest minority group in the US and in many states, they are the majority-minority. Understanding their history in the US is thus of paramount importance. This is a fully online course with synchronous live meetings, we will connect via Black Board Collaborate (BBC): <https://us.bbcollab.com/guest/0293a8a9874445b99e320810c3f5c575>.

¹ Header Art (from top left to bottom right): *Santa Anna Surrender* (2000) by Sergio Hernandez; *Repatriados en Terrón* (1931) by Diego Rivera; *El Muro/The Wall* (2016) by Patricia Espinosa; and *La Flag* (2012) by Salvador Arreola.

COURSE ATTRIBUTES

4 Credits | Elementary Level | No Requisites | Online Instruction
Ethnic Studies Requirement | Humanities or Social Science Breadth

CREDIT HOURS

This 4-credit online course consists of 4 hours of instruction per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion as 1 hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour of instruction. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, conducting original research, preparing for discussions, and/or studying for quizzes for this course.

MODE OF INSTRUCTION & COURSE MEETING DETAILS

The mode of instruction for this course will be online. Here is the link for our synchronous Black Board Collaborate Ultra (BBCU) lectures on Tuesdays and Thursdays from 9:30-10:45 am:

<https://us.bbcollab.com/guest/0293a8a9874445b99e320810c3f5c575>

Most Thursday lectures will be reserved for group and individual work so that you can make steady weekly progress on your oral history group project and individual research paper, see schedule of readings and assignments for details.

OFFICE HOURS

Office hours will also be synchronous via BBCU on Tuesdays from 11 am – 1 pm. Office hours are optional, but you are encouraged to attend office hours when you have questions about any assignment or anything related to our course. Use this link to connect to office hours:

<https://us.bbcollab.com/guest/fe5023ed5cba4a2ba3f449877c1263bd>

CANVAS COURSE URL

You can find all course materials and information on our Canvas Course website, here:

<https://canvas.wisc.edu/courses/221052>

DISCUSSION SECTIONS

There are four discussion sections for this course, two are synchronic via BBCU and two are in-person with a hybrid approach. Refer to your TA, Bree Romero's syllabus for details.

REQUIRED TEXTS

- **Course Reader:** A series of articles and book chapters compiled into an electronic reader posted on Canvas.

GRADING

Participation & Attendance	10%
Discussion Section Grade	20%
Weekly quizzes (12 quizzes)	15%
Group Assignments (interview guide, interview, transcription)	20%
Group evaluation of each member	10%
Individual Assignments & Term Paper (paper outline with thesis statement and term paper)	25%

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

LETTER GRADES BREAKDOWN

92-100% A	87-91.9% AB	82-86.9% B	77-81.9% BC
72-76.9% C	67-71.9% D	0-66.9% F	

WEEKLY COURSE RHYTHM

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Learning Material			Complete all readings for the week, work on and submit assignments, view media, and review recorded lectures and notes. You need to attend Tuesday online synchronous lectures with all readings completed for the week.				
Lecture		Synchronous lecture (9:30-10:45 am)		Synchronous lecture (9:30-10:45 am)			
Oral History Project				Group work for oral history project: during lecture time on Thursdays, 9:30-10:45 am			
Weekly quizzes		Weekly quiz on assigned readings: During lecture (9:30-10:45 am)					
Office Hours (optional)		Office Hours, TA Bree Romero (optional): 3-5 pm		Office Hours, Prof. Ramirez (optional): 11 am – 1 pm, virtually via BlackBoard Collaborate			
Discussion Sections (attend the one you are signed up for)				Discussion Section: 1:20-2:10 pm, online 2:25-3:15 pm, online 5:40-6:30 pm, 1217 Hum. 6:45-7:35 pm, 1131 Hum.			
Assignments (See syllabus for details and specific due dates)							Assignments: Most will be due on Sunday by 11:59 pm sharp

HONORS STUDENTS: ADDED EXPECTATIONS

Students who enroll in this course to receive honors credit will have added responsibilities. Honors students are required to meet with the professor during the second week of the semester, a week before the paper is due, and in preparation to donate the oral histories. For the final research paper, honors students will incorporate an archival research component using primary newspaper sources from the Wisconsin Historical Society and the Library of Congress. As such, honors final papers will be three-pages longer. Additionally, they will work with the professor and TA to arrange collected oral histories in the course for donation to the Wisconsin Historical Society as a way to learn about the process of contributing new data to an archive.

RESOURCES FOR STUDENTS

DoIT Help Desk – For technical questions **do not** contact your TA or professor. Instead, if you have questions about Canvas, BBCollaborate, bandwidth issues, or other platforms supported by UW, please contact the DoIT Help Desk: <https://it.wisc.edu/services/help-desk/>.

Design Lab – Located in College Library, Design Lab provides one-on-one help for students working on digital assignments. By appointment. <https://designlab.wisc.edu/>. In many situations, our history TAs in the History Lab will also be able to help students with their digital history assignments as well.

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 four main learning outcomes for students in this class are as follows:

- **Outcome 1:**
Develop a critical understanding of the diverse experiences of Latinas/Latinos/Latinxs in the United States.
- **Outcome 2:**
Build an intersectional critical lens of race, ethnicity, gender, sexuality, and class as it relates to Latina/Latino/Latinx communities.
- **Outcome 3:**
Develop historical research tools and perspectives to discuss the experiences of Latinas/Latinos/Latinxs in the United States.
- **Outcome 4:**
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 these communities today.

Part 3: Course Guidelines as Related to COVID-19

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building.

The History Department has directed instructors to halt the class and, if necessary, leave the classroom if anyone in the room is not wearing a properly fitted mask.

Face Coverings During In-person Instruction

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the

anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Other Requirements

- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the [COVID-19 Symptom Tracker](#) daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more [information on testing](#) including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.

Privacy of student records and the usage of audio recorded lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for HIST/CHICLA 153 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Part 4: Course Requirements, Expectations, and Guidelines

PARTICIPATION & ATTENDANCE: 10% OF FINAL GRADE

You are expected to attend the online lectures and discussion sections (online or in-person) **AND** actively participate in our discussions. Students will earn participation points by engaging in class discussions and supporting their points by using the assigned readings and their primary sources. See the rubric below for more guidance on how participation will be evaluated. It is important to attend the synchronous online lectures and discussion sections (in-person or online) as we will cover important information for quizzes, assignments, and the research paper. Missing class meetings will cause students to fall behind in the course material and their research paper. Your grade will be subtracted participation and attendance points for each day you miss.

Excellent (90-100)	Good (80-90)	Competent (70-80)	Inadequate (60-70)	Fail (0-60)
-Mastery over readings and previous discussion -Explores questions rigorously -Comes to class with interpretations and questions -Engages others	-Knows readings well -Consistent preparation and involvement -Offers analysis of texts in class	-Basic grasp of reading -Mostly offers facts or surface-level interpretations -Contributes when called upon but not actively engaged	-Insufficient command of reading -Attempts to contribute facts or interpretations when called but unable to offer substance	-Uninvolved -Unexcused -Disruptive

WEEKLY QUIZZES: 15% OF FINAL GRADE

There will be 12 weekly short quizzes to assess your understanding of the assigned readings, lectures, and other course material. The multiple-choice quizzes will be posted on Canvas and I will allocate class time for you to complete them. It is important to keep up with the readings and take notes as you complete them.

GROUP EVALUATION OF EACH MEMBER: 10% OF FINAL GRADE

It is imperative for each member of your assigned research team to do their part to make the oral history interview guide, interview, and transcription a success. To ensure that all members are stepping up to help, every student will evaluate their team members. If one member receives consistent low rankings, I will meet with that person and their team members individually. Then, I will decide if that student gets a full grade deduction for their final grade. To avoid a drastic grade deduction, make sure to be a good team player!

DISCUSSION SECTIONS: 20% OF FINAL GRADE

Your TA, Bree Romero, is in charge of all four discussion sections. The sections are designed to further discuss the assigned readings in a small group setting. They help students further grasp the course material so that they can do well in the class. See her section syllabus for more details about the grade breakdown.

GROUP ASSIGNMENTS: 20% OF FINAL GRADE

Students will work in groups to conduct and transcribe an oral history interview. The interviews and transcriptions will be donated to the Wisconsin Historical Society housed on campus to assist them in building their Latina/o/x archival collections. As such, you will be contributing to the recording and preservation of history! Your interviews and transcriptions will be used by students and scholars for generations to come.

1. Construct an oral history interview guide with your assigned group (5-6 peers): 5%
 - You will learn the method in class
2. Select an interviewee and conduct the interview with your assigned group: 10%
 - We will provide a list of available participants
 - But, if the group decides on someone they know, that will be permitted
3. Transcribe the oral history as a group: 5%
 - Each group member will have an assigned section to transcribe
 - Meet as a group, listen to the interview and confirm full transcription accuracy

INDIVIDUAL ASSIGNMENTS & RESEARCH PAPER: 25% OF FINAL GRADE

Each student will write a 5-page research paper based on the oral history interview collected in their group. Research papers are an individual assignment. There will be short-written individual assignments in preparation for the final paper.

1. Construct a strong thesis statement and paper outline, 1-page: 5%
 - Provide a strong thesis statement draft (a sample will be provided)
 - Select three (3) themes from the interview transcription to analyze
 - List the secondary sources you will use to support your analysis of each theme
2. Final research paper 5-pages: 20%
 - A detailed set of instructions and grading breakdown for the final research paper will be listed on the course's Canvas page.

E-MAIL ETIQUETTE

Please be reminded that emails are not equivalent to text messages. When writing an email to the professor or TA 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 Ramirez or Dear TA Bree Romero), 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.

**Always contact your TA directly with any questions. Bree Romero will communicate with me, if any clarification is needed before she replies to you.*

ACADEMIC INTEGRITY

Plagiarism and cheating are not tolerated in this course. If you are struggling with the course material or an assignment, please see your TA or professor during office hours or schedule an appointment. As your professor and TA, we are invested in your academic success and available to assist you with the course material. Please note, that 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 turning it in as yours without proper citation). For detailed information about the university's policies on academic integrity, visit: http://writing.wisc.edu/Handbook/QPA_plagiarism.html.

WRITING ASSISTANCE RESOURCES:

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. Appointments during the fall semester will be remote. Please refer to the History Lab website: <https://history.wisc.edu/undergraduate-program/the-history-lab/>

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>.

ACCESS AND ACCOMMODATIONS

If you have a disability documented through the UW McBurney Disability Center and need special accommodations, please talk to Professor Ramirez and your TA 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/>

DIVERSITY & INCLUSION

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background –people who as students, faculty, and staff serve Wisconsin and the world.” (Source: <https://diversity.wisc.edu>)

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student conduct.

Part 5: Schedule of Readings & Assignments

Week 1: Introduction to the Course

Thursday, September 3, 2020: Overview of the course

- Assignment #1 - Due Sept. 3:** Carefully read the syllabus prior to the first class meeting
 - Quiz #1:** There will be a quiz about the syllabus on our first day of class
 - Bring at least one question you might have about the course

**No readings this week, besides the syllabus. No discussion sections this week.*

Week 2: Oral History Methodology

Tuesday, September 8, 2020:

The Smithsonian Folklife and Oral History Interviewing Guide (Smithsonian Institution)

https://folklife-media.si.edu/docs/folklife/interviewing_guide/InterviewingGuide.pdf

- Guest Lecture by Troy Reeves, Head of Oral History Program, University Archives**
- Quiz #2:** Based on assigned readings
- Assignment #2 - Due Sept. 13th:** Record a 30-second video introducing yourself
 - Share: Your name and something interesting about you
 - Upload your video to our course page by 11:59 pm on Sunday, September 6, 2020
 - Instructions on how to record and upload videos to Canvas:
<https://www.youtube.com/watch?v=rLNSmpQkBDk>
- Assignment #3 - Due Sept. 15th:** Watch your peers' introduction videos

Thursday, September 10, 2020:

Oral History Best Practices – Oral History Association:

<https://www.oralhistory.org/best-practices/>

- Discussion Sections:**
 - **Sign-up for Oral History group project:** 6 students per group
 - **Activity:** Meet with your oral history project group and discuss if you want to interview a person from your networks. It must be a person of Latina/o/x immigrant background and over 18-years of age.
 - **Note:** Your TA and professor will provide a list of narrators who volunteered for our course, in case you do not have a person in mind.

Week 3: Historical Overview of Latinxs in the US: The Case of Mexico, Cuba, & Puerto Rico

Tuesday, September 15, 2020:

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.

Lorin 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.

Quiz #3: Based on assigned readings

Thursday, September 17, 2020:

During class time, meet with your Oral history project group: Read list of oral history participants and their introduction paragraphs. In your small groups, decide who you want to interview for the oral history project. Complete the required sections for assignment #4 during your group meeting.

Assignment #4 - Due Sept. 20:

- Select a person in your small group to send an email introducing your group members to the oral history narrator you’ve selected (CC all group members in the email to the narrator).
- As a group draft the email and edit it, include the following:
 - Explain that interviews will take place sometime between Monday, October 12th and Friday, October 23rd. Ask when they are available.
 - Ask your selected narrator to share a bit more about their immigration to Wisconsin history to assist you in preparing the interview guide.
 - Ask your narrator to select a date for the interview that works best for them between October 12-23rd. Interviews will be recorded via Canvas and take place virtually.
 - Attach the consent form for them to read and sign in preparation for the interview.
 - Explain to your narrator that you will be in touch again on October 8th to confirm the meeting for the interview.

Discussion Sections – Discuss the following questions:

1. How did Mexicans become a significant part of the U.S. population?
2. What are the rights guaranteed under the Peace Treaty of Guadalupe Hidalgo?
 - a. Did Mexicans in the annexed territories benefit from these rights? Why?
3. For Puerto Ricans, what does it mean to have a symbolic citizenship?
4. Why are Puerto Ricans divided between full integration as a state of the U.S. and independence from it?
5. How have Puerto Ricans and Mexicans been racialized in the U.S.?

Week 4: The Creation of the US-Mexico Border & the Oral History Interview Guide

Tuesday, September 22, 2020:

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.

- Quiz #4:** Based on assigned readings

Thursday, September 24, 2020:

Valerie Raleigh Yow, “Interviewing Techniques,” in *Recording Oral History: A Guide for the Humanities and Social Sciences* (New York: Altamira Press, 2005), 92-116.

- In-class activity:** Learn how to construct an interview guide
- Assignment #5 - Due October 4th:** In your oral history project groups, create an interview guide. Follow the instructions and best practices outlined in today’s lecture. The interview guide must include at least 5 themes and 15-20 questions under each theme.
 - *Use the background information your narrator shared via email about their immigration trajectory to Wisconsin*
 - *Follow up with your selected narrator if they have not replied to your Sept. 20th email*

- Discussion Sections – Work on Interview Guide:**

Exchange your interview guide draft with another group to receive feedback. Work within your group to provide collective feedback to the other group’s interview guide. Use Thursday, 9/24th lecture slides as you revise the interview guide. Pay close attention to open-ended vs. closed-ended questions, leading questions, and that the questions correlate to the theme.

Week 5: Mexican Repatriation

Tuesday, September 29, 2020:

Francisco E. Balderrama and Raymond Rodríguez, “Welfare: El Condado,” in *Decade of Betrayal: Mexican Repatriation in the 1930s* (Albuquerque, University of New Mexico Press, 2006), 89-112.

Kevin R. Johnson, “The Forgotten Repatriation of Persons of Mexican Ancestry and Lessons for the War on Terror.” *Pace Law Review* 26, no. 1 (2005): 1-25.

Quiz #5: Based on assigned readings

Thursday, October 1, 2020:

Film: *My Family / Mi Familia* (2009)

Discussion Sections – Revise Interview Guide:

In your oral history project groups revise your interview guide based on your TA, Bree Romero’s feedback.

Week 6: History of Mexicans in Wisconsin

Tuesday, October 6, 2020: Sergio M. González, *Mexicans in Wisconsin* (Madison: Wisconsin Historical Society Press, 2017), 1-32.

Quiz #6: Based on assigned readings

Thursday, October 8, 2020:

In class, we will discuss any questions you may have about the process to conduct and record your oral history interview. You will then work with your oral history project group on assignment #6.

Assignment #6 - Due Oct. 11th (but could be sent at the end of lecture on Oct. 8th): In your small groups, draft an email to follow-up with your selected narrator to finalize scheduling the interview based on their availability provided on your Sept. 22nd email.

- Interviews should take place in week 7 or 8 (no later than October 22nd)
- Upload signed consent form to Canvas to prove assignment completion.

Discussion Sections – Discuss the following questions:

1. What is the history of Mexican immigration to Wisconsin?
2. When did Mexicans begin immigrating in larger numbers to Wisconsin?
3. Why was Mexican immigration to WI delayed as compared to the U.S.’s southwest?
4. Have Mexican immigrants been welcome and integrated in Wisconsin? Why?

Week 7: U.S. Citizenship as a Gendered, Classed, and Racial Construct

Tuesday, October 13, 2020:

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

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.

Quiz #7: Based on assigned readings

Thursday, October 15, 2020: Independent Research Day

Work with your oral history project group to conduct the interview with your narrator

Discussion Sections – Discuss the following questions:

1. What does it mean to be an “alien citizen” according to Mae Ngai’s article?
2. Historically who has been excluded from U.S. citizenship? Why?
3. What is the difference between *jus soli* and *jus sanguinis* in citizenship law?
4. How and why did citizenship law in the U.S. classified women as property?
5. According to Helen Irving, what was the process of gaining full U.S. citizenship rights for women?

Week 8: Forced Sterilization of Latina Women

Tuesday, October 20, 2020:

Virginia Espino, “Woman Sterilized As Gives Birth: Forced Sterilization and Chicana Resistance in the 1970s” in *Las Obreras: Chicana Politics of Work and Family* ed. Vicki L. Ruiz (Los Angeles: Chicano Studies Research Center Publications, University of California, 2000).

Midterm Evaluation: Will be conducted during class time

Thursday, October 22, 2020: Independent Research Day – No lecture or section today.

Work with your group to finish conducting the oral history interview with your selected narrator.

Week 9: Sexuality, Citizenship, & U.S. Immigration Policy

Tuesday, October 27, 2020:

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.

Yosimar Reyes, “Mi Viejito,” Things I’ll Never Say.

Quiz #8: Based on assigned readings

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 29, 2020:

In lecture, you will learn about the transcription process.

In your oral history project groups divide the interview audio into six equal time segments. Each group member will transcribe one segment from audio to writing. Begin transcribing interview during class meeting.

Assignment # 7 – Due November 5th: *You need to have your transcription draft ready for next Thursday’s lecture.*

Discussion Sections – Discuss the following questions:

1. What are the different personal identities that have historically been used to exclude people from immigrating to the U.S.?
2. What are the different ways that queer people been excluded in immigration law?
3. How are queer and gender non-conforming immigrants discriminated against in their home country and in the United States?
4. What the inter-family conflicts faced by queer and gender non-confirming people?

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

Tuesday, November 3, 2020:

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.

Vicki L. Ruiz, “Una Mujer sin Fronteras: Luisa Moreno and Latina Labor Activism” in *Pacific Historical Review* 73, no. 1 (February 2004): 1-20.

Quiz #9: Based on assigned readings

Thursday, November 5, 2020:

During class time, meet with your group, use your **Assignment # 7** to make sure each group member is following the correct transcription process. Spend 15 minutes providing feedback to each other. Then, continue working on your individual transcriptions in preparation for full submission next week.

- Discussion Sections – Discuss the following questions:**
 1. Historically, what has been the role of women in labor organizing?
 2. Why were Luisa Moreno’s organizing techniques effective?
 3. How did Luisa Moreno come to be known as *una mujer sin fronteras* / (a women without borders)?
 4. Discuss the past-present comparisons of women in the labor force based on this week’s readings and lecture.
 5. How has immigration and deportation altered labor organizing in the United States?

Week 11: Brazilians: Assimilation Theories and the Latina/o/xs v. Hispanic Debate

Tuesday, November 10, 2020:

Helen Marrow, “To be or not to be (Hispanic or Latino): Brazilian racial and ethnic identity in the United States” in *Ethnicities* 3, no. 4 (December 2003): 427-464.

Marcelo M. Suárez-Orozco, “Everything You Ever Wanted to Know about Assimilation but Were Afraid to Ask” in *The End of Tolerance: Engaging Cultural Differences* 129, No. 4 (Fall 2000), 1-30.

- Quiz #10:** Based on assigned readings

Thursday, November 12, 2020:

In your groups, combined the individual transcribed sections into a full draft. Listen to the interview to make sure all sections were transcribed. Then, organized the individually transcribed sections in order to create a full transcription.

- Assignment # 8 – Due November 15th: Full transcription of your group interview due**
Upload the full transcription to Canvas. At the end of the transcription, annotate who transcribed each section of the interview (i.e.: Minute 0-15 transcribed by Maria Torres, Minute 15-30 transcribed by Jack Smith, etc).
- Discussion Sections – Draft of your paper’s thesis statement:**
In section, your TA will review the three portions of a strong thesis statement: The “What?” (main argument), the “How?” (roadmap), and the “Why?/So What?” (significance).
 - You will work independently to draft a thesis statement for your final paper.
 - Then, in groups of two, you will engage in peer review to provide constructive criticism to strengthen your thesis statements.

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

Tuesday, November 17, 2020: Cecilia Menjívar, “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States.” Pages 999-1037.

Thursday, November 19, 2020:

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.

- Quiz #11:** Based on assigned readings

- Assignment # 9 – Due November 18th: Revised thesis statement & paper outline, 1 pg.**
Construct a strong thesis statement (use feedback from peer review in section last week) and provide a bullet point paper outline:
 - Provide a strong thesis statement draft
 - Select three (3) themes from the interview transcription to analyze
 - List the secondary sources you will use to support your analysis of each theme

- Discussion Sections – Writing activity:**
In groups of two, provide peer review on full paper outline to help each other make your papers stronger.

Week 13: *Writing Week*

Tuesday, November 24, 2020:

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

- Assignment # 10 – Due Nov. 24th: Group evaluation of each member**
It is imperative for each member of your assigned research team to do their part to make the oral history interview guide, interview, and transcription a success. To ensure that all members are stepping up to help, every student will evaluate their team members. If one member receives consistent low rankings, I will meet with that person and their team members individually. Then, I will decide if that student gets a full grade deduction for their final grade. To avoid a drastic grade deduction, make sure to be a good team player!

Thursday, November 26, 2020: No Class

No class or section on Thursday: Thanksgiving Recess

Week 14: *Chicana/o/x Intersectionality: Sexuality, Gender, Ethnicity, Race, and Class*

Tuesday, December 1, 2020:

Patricia Zavella, “Reflections on Diversity Among Chicanas.” *Frontiers*, Vol. 12, No. 2 (1991): 73-85.

Gloria Anzaldúa, “La Prieta;” AND Cherríe Moraga, “La Güera” in *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa, 198-209 (New York, 1983).

Quiz #12: Based on assigned readings

Thursday, December 3, 2020:

Class time will be reserved to answer any questions about the research paper. Students can request to meet with the Professor and TA during lecture to go over a specific section of your essay draft.

Assignment # 11 – Due Dec. 6th: Research Paper

1. Late papers will NOT be accepted.

Discussion Sections: In groups, outline the different Latina/o/x identities we have discussed in class thus far, including but not limited to: race, ethnicity, class, gender, sexual identity, regional identities, and language.

1. What are the take away points about Latina/o/x diversity?
2. What are the limitations of the Latina/o/x umbrella term?
3. What are the advantages of grouping such a large and diverse demographic under the Latina/o/x umbrella term?
4. Has this course, our readings, assignments, and discussions changed your understanding of Latina/o/xs? Why or why not?

Week 15: *Conclusions*

Tuesday, December 8, 2020: *Evaluations conducted in-class & Course Wrap-up*

Thursday, December 10, 2020: One-on-one meetings with students as needed.

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