

History 201: The Historian's Craft

“Recording Latinx History in Wisconsin”

Department of History | University of Wisconsin-Madison | Fall 2022

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



Part 1: Course Information

Class Meets: Tuesdays, 1:20-3:15 PM | **Location:** 5255 Humanities Building

Office Hours: Thursdays, 3:30-4:30 PM & by appointment

Office: 4126 Humanities Building | **Course Modality:** In-person

COURSE DESCRIPTION

This course invites students to think, research, and write as historians. To do so, we will examine the history of Latina/Latino/Latinx communities in Wisconsin. We will be learning from assigned readings, professor- and student-led discussions, guest lectures, museum exhibits, archival research, hands on activities, and oral histories collected by students. The course is divided into three sections. During the first part of the course, we will explore what it means to “think like a historian.” Then, we will learn about different types of primary sources, including photographic analysis, archival materials, newspapers, museum exhibits/public history, and oral history. Students will conduct research at the Wisconsin Historical Society during the second part of the class. The third part of the course shifts from learning the history of Latinxs in Wisconsin to putting students’ newly acquired skills into practice. Students will be trained in oral history and archival research methodologies throughout the semester and will be conducting and transcribing their own original oral history. The collected oral histories will be donated to the Wisconsin Historical Society, which is partnering with the Wisconsin Latinx History Collective, to expand their Latinx primary sources to retrofit Latinx communities into the Wisconsin historical narrative.

¹ Header Art: [Wisconsin Art on Square Canvas, Wisconsin Map Canvas Art](#)

CREDIT HOURS

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course's learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), dedicated online time, reading, writing, field trips, individual consultations with the instructor, and other student work as described in the syllabus. The expectation is that you will work at least 2 hours outside of the class for every hour in the classroom.

REQUIRED TEXTS

- **Course reader:** A series of articles that have been compiled into a reader. The reader will be posted in the course's Canvas page.
- **Optional Book:** Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston and New York: Bedford/St. Martins, 2018). A helpful writing guide to assist with your assignments for this course.

GRADING

Class Participation & Attendance	10%
Homework Assignments (10 x 3)	30%
Collected Oral History	25%
Transcribed Oral History	25%
Presentations (2 x 5)	10%

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	

Part 2: Course Learning Objectives & Outcomes

Students will learn to conduct primary research, critically analyze sources, write a research paper, and orally present your research findings about Latina/Latino/Latinx communities in Wisconsin. This course meets the Communications B requirement and is also a gateway class for the History Major. As such, you will not be tested during midterms and finals, instead the expectation is for you to learn to think, research, write, and present as a historian. The five main learning objectives and outcomes for students in this class are as follows:

- **Outcome 1:**
Learn how to critically think as a historian through an analysis of the diverse Latinxs experiences in Wisconsin.
- **Outcome 2:**
Build an intersectional critical lens of race, ethnicity, gender, sexuality, and class as it relates to Latinxs communities in Wisconsin.

- **Outcome 3:**
Develop historical research tools and methodological approaches to study the experiences of Latinxs in Wisconsin and in the United States in general.
- **Outcome 4:**
Ability to critically engage in public debates pertaining to Latina/o/x communities.

Part 3: Course Requirements, Expectations, and Guidelines

PARTICIPATION

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

It is extremely important to attend lectures because this course is designed to build on each assignment from one class meeting to the next to culminate in a final research paper based on your collected and transcribed oral history. Missing classes will make students fall behind in the course material and their research paper. 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.

HOMEWORK ASSIGNMENTS

Homework assignments will assist students to prepare for the final research paper. Assignments will not be accepted after the due date, unless an agreement has been made with the professor in advanced to the due date. There are **10 assignments and two presentations**, throughout the semester to assist you develop a strong final paper for this course. See the schedule of readings for details about each assignment. More information about assignments will be provided in lecture and uploaded to the course's Canvas page.

FINAL RESEARCH PAPER

Students will learn how to employ oral history methodology and archival research during lectures, assigned readings, and workshops in preparation to conduct primary research for the final research paper.

Criteria:

Select a Latina/Latino/Latinx person who has or currently resides in Wisconsin to conduct an oral history with them. The professor will provide a list of oral history narrators whom you can interview if you do not have a person in mind. The criteria for selecting a narrator are as follows:

1. A Latina/Latino/Latinx person who has or currently resides in Wisconsin
2. Their life story must speak to the general topics of the course
3. Must be at least 21 years of age or older

PRESENTATIONS

Students will deliver two oral presentations for this course. The first presentation will cover the preliminary research findings of your primary search. The second, will be a presentation based on your final research paper. Each presentation will **be 5-minutes**. You will be graded on the details of your search findings, analysis of primary data, presentation style, time, and discussion.

EXTRA CREDIT

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

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 to emails within 48-72 hours of your original message.

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT

The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university’s full teaching and learning [data transparency statement](#).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATMENT

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [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, except for sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

DIGITAL COURSE EVALUATIONS

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

STUDENT'S RULES, RIGHTS, & RESPONSIBILITIES

[Rights & Responsibilities](#)**DIVERSITY & INCLUSION STATEMENT**

[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.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison 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), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

[Academic Calendar & Religious Observances](#)

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.

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 & how to schedule an appointment on their website: <http://www.writing.wisc.edu/index.html>.

Part 4: Schedule of Readings & Assignments

Week 1: Introductions

Thursday, September 8, 2022:

- ☐ Introductions
- ☐ Icebreaker activity: Thinking as a historian to recognize conscious & unconscious biases
- ☐ Review course syllabus

Week 2: Techniques for Critical Reading & Analysis: *What is the Role of a Historian?*

Thursday, September 15, 2022:

Tim Parks, "[A Weapon for Readers](#)," *New York Review of Books* blog, December 3, 2014.

- What does it mean to "think like a historian"?
- Why focus on Latina/o/x communities in Wisconsin?

Week 3: Sources Analysis I – Museum Exhibition Analysis: Public History

Thursday, September 22, 2022: Different Meeting Location, see below for details

Mireya Loza, "From Ephemeral to Enduring: The Politics of Recording and Exhibiting Bracero Memory," *The Public Historian* 38, no. 2 (2016): 23-41.

Gabriela Spears-Rico, "[Embracing Nepantla Amidst Midwestern Borderscapes in the Time of #45](#)" in *Latinx and Black Lives Matter: Latinx Talk Mini-Reader #1*

Different Meeting Location:

- ☐ Meet me outside the Chazen Museum of Art (750 University Ave) at 1:20 PM sharp. We are visiting the [Chazen Museum of Art](#) to tour the exhibit "[Sifting & Reckoning: UW-Madison's History of Exclusion and Resistance](#)" organized by the [Public History Project](#)
- ☐ **Due Wed. 9/28th at 11:59 PM – Assignment #1:** In 250 words or less, *summarize* Loza's and Spears-Rico's arguments in their respective essays assigned for this week in relation to the "Sifting & Reckoning: UW-Madison's History of Exclusion and Resistance" exhibit.
 - **Do not** repeat word by word or analyze the argument, simply provide a synopsis.
 - Post your response on the course's Canvas page

Week 4: Primary Sources Analysis II: Media Documents (online sources & documentaries)

Thursday, September 29, 2022:

Primary source: “[The Eugenics Club at the University of Wisconsin](#).” Public History Project.

- ☐ Visit the [Public History Project](#)’s [Eugenics Movement and UW-Madison](#) page and read through the links
- ☐ In-class, we will watch selections from the documentary, *No Más Bebés*
- ☐ **Guest Lecture (First ½ of the class):**
Kacie Luchhini Butcher, Public History Project Director
- ☐ **Due Wed. 10/5th at 11:59 PM – Assignment #2:** In 250 words or less, *summarize* the arguments in today’s assigned article and the film *No Más Bebés*, in relation to the guest lecture by Kacie Luchhini Butcher, Public History Project Director
 - **Do not** repeat word by word or analyze the argument, simply provide a synopsis.
 - Post your response on the course’s Canvas page

Week 5: Primary Sources Analysis III – Archival Research at the Wisconsin Historical Society

Thursday, October 6, 2022: Different Meeting Location

Sergio M. González, *Mexicans in Wisconsin* (Madison: Wisconsin Historical Society Press, 2017), 1-32. Posted in Canvas.

- ☐ **Different Meeting Location—Visit the Wisconsin Historical Society to Conduct Archival Research:**
Today we will be meeting at the 4th Floor of the Wisconsin Historical Society on campus (Located in front of Memorial Library).
 - *Please arrive promptly at 1:20 PM*
 - Cynthia Bachhuber, North America History Librarian will be guiding an archival research exercise with selected Latinx collections
- ☐ **Due Wed. 10/13th at 11:59 PM – Assignment #3:**
Write one historical question for your selected archival document:
 - Explain in 2-3 sentences why your question is a good historical inquiry
 - Use the criteria discussed in lecture during weeks 1 and 2 for this assignment
 - Post your response on the course’s Canvas page

Week 6: Primary Sources Analysis IV – Oral History Methodology Best Practices

Thursday, October 13, 2022:

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

Reeves, Troy. “[Beginnings in Oral History: Or How One Man and Two Women Helped Give Birth to an Oral Historian](http://www.jstor.org/stable/3675631).” *The Oral History Review* 29, no. 2 (2002): 93–95.
<http://www.jstor.org/stable/3675631>

☐ **Guest Lecture:**

Troy Reeves, Head of Oral History Program at UW-Madison Archives

☐ **Due Wed. 10/19th at 11:59 PM – Assignment #4:**

Start thinking about who you will be interviewing for the oral history project:

- Review the course’s list of narrators
- Think about someone you might want to interview from your circles
- Post 2-3 names of potential narrators you would like to interview and a bit about who they are. Start contacting narrators to select 1 person and date for interview
- Post your response on the course’s Canvas page

Week 7: Retrofitting Latinxs into the Wisconsin Historical Narrative

Thursday, October 20, 2022:

Arenas, Andrea-Teresa and Eloisa Gómez, “Neda Avila” in *Somos Latinas: Voices of Wisconsin Latina Activists* (Wisconsin Historical Society Press, 2017).

Read and listen to the oral histories in the “[Somos Latinas Oral Histories Online Collection](#)”

☐ Guest Lecture, Dr. Andrea “Tess” Arenas, Wisconsin Latinx History Collective☐ **Due Wed. 10/26th at 11:59 PM – Assignment #5:** In 150 words summarize the article, “Neda Avila” and your selected oral history from the “Somos Latinas” collection in relation to the guest lecture by Dr. Andrea “Tess” Arenas

- **Do not** repeat word by word or analyze the argument, simply provide a synopsis.
- Post your response on the course’s Canvas page

☐ **Due Wed. 10/26th at 11:59 PM – Assignment #6:** Decide who you will interview:

- Provide the following information:

1. Narrator’s full name	2. Their e-mail address
3. Summary of who they are	4. Interview date
- Post your response on the course’s Canvas page
- **Reminder:** Interviews should be conducted no later than week 10

Week 8: *Constructing the Interview Guide*

Thursday, October 27, 2022:

“[The Smithsonian Folklife and Oral History Interviewing Guide](https://folklife-media.si.edu/docs/folklife/interviewing_guide/InterviewingGuide.pdf)” (Smithsonian Institution)
https://folklife-media.si.edu/docs/folklife/interviewing_guide/InterviewingGuide.pdf

- ☐ **In-class exercise:** Start constructing your interview guide
 - Write 5-6 themes that capture the life’s history of your selected narrator
 - Under each theme write at least 10 questions for your oral history interview

- ☐ **In-class Peer-Review exercise:** Exchange your interview guide with a peer for feedback

- ☐ **Due Wed. 11/2nd at 11:59 PM – Assignment #7: Full Interview Guide Draft**
 - Revise and expand the interview guide based on today’s in-class exercises
 - Share your interview guide with your narrator and ask if there are any themes or questions they would like to add
 - Revise interview guide based on your narrator’s feedback
 - Submit interview guide draft to course’s Canvas page
 - Interview guides Must have 5-6 themes with 15-20 questions under each theme
 - **Reminder:** Confirm interview date with your narrator. Interviews should be conducted no later than week 10.

Week 9: *Memory & The Archive: Conducting an Original Oral History Interview*

Thursday, November 3, 2022:

Lynn Abrams, “The Peculiarities of Oral History,” in *Oral History Theory* (New York: Routledge, 2010), 18-32.

- ☐ **In-class exercise:** Bring two copies of your full interview guide draft to class
 - Exchange your interview guide with a peer for feedback
 - Exchange your interview guide with a different peer for additional feedback

- ☐ **Due Wed. 11/9th at 11:59 PM – Assignment #7: Final Interview Guide**
 - Revise your interview guide based on today’s peer feedback
 - Submit final interview guide to course’s Canvas page
 - Interview guides Must have 5-6 themes with 15-20 questions under each theme

- ☐ **Reminder:** Oral Histories should be conducted during week 9 or week 10

Week 10: *Interviewing Oral History Narrators*

Thursday, November 10, 2022: Field Work – No Class Meeting

- ☐ **Due Wed. 11/17th at 11:59 PM – Assignment #8: Oral History Interview & Consent Form**
 - **This is the last week to conduct your interviews**
 - **Have your narrator sign the consent form**
 - Use the class time this week to conduct your oral history interview, which can take place in-person or virtually depending on your agreement with the narrator.
 - Upload your interview to the course's Canvas Page

Week 11: *Memory & the Archive II: Learning to Transcribe Oral Histories*

Thursday, November 17, 2022:

In class, students will learn how to transcribe oral history interviews

- ☐ **In-class exercise:** Bring your audio recorded oral history interview to class
 - Begin transcribing interview
- ☐ **Due Wed. 11/17th in class – Oral Presentation #1:** - Each student has 5-minutes to present on their collected oral histories:
 - Students and the professor will engage in each presentation by:
 - Asking questions for each presenter
 - Providing suggestions for the research papers based on each presentation

Week 12: *Thanksgiving Recess*

Thursday, November 24, 2022: No Class Today

Have a wonderful thanksgiving recess!

- ☐ **Assignments:**
 - Finalize your transcription
 - Start drafting your final paper
- ☐ **Due Wed. 11/30th at 11:59 PM – Assignment #9: DRAFT OF FINAL PAPER**
 - Upload a copy to Canvas

Week 13: Editing & Writing Improvements

Thursday, December 1, 2022:*Re-read lecture notes & article from Week 2:*Tim Parks, "A Weapon for Readers," *New York Review of Books* blog, December 3, 2014.

- What does it mean to "think like a historian"?
- Why focus on Latina/o/x communities in Wisconsin?

In class, you will have time to:

- Continue drafting your final paper
- Peer review exercise
- Meet with the professor 1:1 for any questions about your paper

☐ **Due Today, 12/1st in class – Assignment #9 (part II): DRAFT OF FINAL PAPER**

Turn in a hard copy during class (same draft you uploaded to Canvas yesterday)

- Peer review exercise

☐ **Course Evaluations:** Time will be allocated in class today for evaluations

Week 14: Conclusions

Thursday, December 8, 2022: Wrap-up the course & potluck☐ **Due Today, 12/8th: FINAL RESEARCH PAPER**☐ **Course Evaluations:** Time will be allocated in class today for evaluations☐ **Due Today, Oral Presentation #2:** - Each student has 5-minutes to present their final papers:

- Students and the professor will engage in each presentation by:
 - Asking questions for each presenter
 - Providing suggestions for the research papers based on each presentation

☐ **Due Today, Assignment #10: Final Research Paper**

- Late papers will NOT be accepted
- Upload a copy to Canvas by 1:00 pm on December 8th

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

APPENDIX A

THE HISTORIAN'S CRAFT: OBJECTIVES FOR ALL 201 COURSES

1. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.

- a) Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
- b) Ask historical questions to guide individual research.
- c) Pose questions to prompt productive group discussion.

2. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

- a) Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
- b) Take advantage of the range of library resources, including personnel.
- c) Locate printed materials, digital materials, and other objects.
- d) Be aware of, and able to use, interlibrary loan.

3. Evaluate Sources: determine the perspective, credibility, and utility of source materials.

- a) Distinguish between primary and secondary material for a particular topic.
- b) Determine, to the extent possible, conditions of production and preservation.
- c) Consider the placement of sources in relation to other kinds of documents and objects.
- d) Identify the perspective or authorial stance of a source.
- e) Summarize an argument presented in a text.
- f) Distinguish between the content of a source and its meaning in relation to a particular question.

4. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.

- a) Write a strong, clear thesis statement.
- b) Revise and rewrite a thesis statement based on additional research or analysis.
- c) Identify the parts of an argument necessary to support a thesis convincingly.
- d) Cite, paraphrase, and quote evidence appropriately to support each part of an argument.

5. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.

- a) Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
- b) Identify the contribution of an argument to existing scholarship.

6. Communicate Findings Effectively: make formal and informal, written, and oral presentations tailored to specific audiences.

- a) Write a clearly argued, formal academic paper, using appropriate style and bibliographic apparatus.
- b) Deliver a concise, effective, formal verbal presentation with appropriate supporting material.
- c) Contribute constructively to discussion, whether proposing or responding to an idea.