



HISTORY-CHICAN@ & LATIN@ STUDIES 153-001: LATINA/LATINO/LATINX HISTORY

Department of History and Chican@ & Latin@ Studies Program
University of Wisconsin-Madison | Fall 2024



Part 1: Course Information

Professor Marla A. Ramírez

e-mail: ramireztahua@wisc.edu

Lecture: Tuesdays/Thursdays, 11:00 AM–12:15 PM | **Location:** 1641 Mosse Humanities

Office: 4126 Mosse Humanities Building | **Office Hours:** Tuesdays, 1:00–3:00 PM

Julia do Prado, Teacher Assistant

e-mail: doprado@wisc.edu

Office: 4271 Mosse Humanities Building | **Office Hours:** 2:00–4:00 PM

Discussion Sections: Thursdays, 3:30–4:20 PM | **Location:** 2121 Mosse Humanities

Thursdays, 4:35–5:25 PM | **Location:** 2131 Mosse Humanities

Fridays, 8:50–9:40 AM | **Location:** 2131 Mosse Humanities

Fridays, 9:55–10:45 AM | **Location:** 2111 Mosse Humanities

COURSE DESCRIPTION

This course examines the historical, social, and legal experiences of Latina/Latino/Latine/Latinxs in the US since the mid-1800s with emphasis on Mexican migrations. Latine/xs became an important part of the US population through western expansion, conquest, and immigration. We will learn about the three main Latine groups in the US: Mexicans, Puerto Ricans, and Cubans, but will also learn about other Latine/x communities. We begin with an examination of conquest

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.

by studying the Treaty of Guadalupe Hidalgo that annexed roughly half of former Mexican territory and the Spanish-American War that resulted in the possession of Puerto Rico. Then, we will review the history of Latine/x immigration to understand the experiences of Mexicans, Central Americans, South Americans, and people from the Caribbean who have immigrated to the US in search of economic opportunities and political asylum. This course serves as an introduction to the varied experiences of Latine/xs in the US to understand their unique histories.

COURSE ATTRIBUTES & MODE OF INSTRUCTION

4 Credits | Elementary Level | No Requisites | In-person 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.

CANVAS COURSE URL

Find all course info on our Canvas course website, <https://canvas.wisc.edu/courses/427711>

DISCUSSION SECTIONS

There are four discussion sections for this course. Make sure to attend the discussion section for which you are registered. Refer to your TA, Julia do Prado's syllabus for details.

REQUIRED TEXTS

Course Reader (Price: \$41.60): Buy readers from the *Copy Center in Social Science Building*.

Address: William H. Sewell Social Sciences Building, 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 (600 N. Park Street). You can check out the reader for 2-hours at the time.

GRADING

Participation & Attendance	10%
Discussion Section Grade	20%
Weekly Quizzes	10%
Group Assignments	30%
Group Evaluations	5%
Individual Final Paper	20%
Final Presentation	5%

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, and review recorded lectures and notes. You need to attend Tuesday lectures with all readings completed for the week.				
Lecture		Lecture 11:00 AM-12:15 PM 1641 Humanities Bldg.		Lecture 11:00 AM - 12:15 PM 1641 Humanities Bldg.			
Oral History Project				Group work for oral history project			
Office Hours (optional)		Office Hours, TA Julia do Prado (optional) 2-4 PM, 4271 Humanities Bldg.		Office Hours, Prof. Ramírez (optional) 1-3 PM, 4126 Humanities Bldg.			
Discussion Sections (attend the one you are signed up for)				Discussion Section: 3:30-4:20 PM, 2121 Humanities Bldg. 4:35-5:25 PM, 2131 Humanities Bldg.	Discussion Section: 8:50-9:40 AM, 2131 Humanities Bldg. 9:55-10:45 AM, 2111 Humanities Bldg.		
Assignments (See syllabus for details and specific due dates)	Assignments: Most will be due on Monday by 11:00 PM						



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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 office hours to discuss their final projects. For the final research paper, honors students will incorporate an archival research component by using sources from the Library of Congress' online newspaper database, [Chronicling America](https://www.loc.gov/rr/news/). As such, honors final papers will be 3-pages longer for a total of 10-pages.

RESOURCES FOR STUDENTS

DoIT Help Desk – For technical questions *do not* contact your TA or professor. Instead, if you have questions about Canvas, 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.

Part 2: Course Learning Objectives & Outcomes

Students will learn to critically analyze, write, and orally present the histories of 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 US Latinxs.
- **Outcome 2:** Build an intersectional critical lens of race, ethnicity, gender, sexuality, and class as it relates to Latinx communities.
- **Outcome 3:** Develop historical research tools and perspectives to discuss the experiences of US Latinxs.
- **Outcome 4:** Awareness of history's impact on the present. This awareness will allow you to recognize and question assumptions about race, ethnicity, class, gender, and sexuality as related to Latinx communities in the US.

Part 3: Course Requirements, Expectations, and Guidelines

PARTICIPATION & ATTENDANCE: 10% OF FINAL GRADE

You are expected to attend lectures and discussion sections *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. See the rubric below for more guidance on how participation will be evaluated. It is important to attend lectures and discussion sections as we will cover important information for weekly assignments, the oral history group project, and the final research paper. Missing class meetings and discussion sections will cause students to fall behind in the course material and their final projects. 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: 10% OF FINAL GRADE

You will be required to complete a weekly quiz on the assigned readings. Quizzes will be posted on Canvas and will be due on Mondays by 11:00 PM sharp. The system will not allow students to take the quiz after 11:00 PM on the due date. No extensions will be granted for quizzes, make sure to mark your calendars at the beginning of the semester.

GROUP EVALUATION OF EACH MEMBER: 5% OF FINAL GRADE

It is imperative for each member in your 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, Julia do Prado, is in charge of all four discussion sections. The sections are designed to further discuss the course's readings and assignments in a small group setting. They help students further grasp the course material so that they can do well in the class. Julia do Prado is also in charge of grading all assignments for the course. Thus, if you have any questions about grades, please contact your TA. See Prado's section guidelines (posted on Canvas) for more details about expectations and responsibilities for your discussion section.

GROUP ASSIGNMENTS: 30% OF FINAL GRADE

Students will work in groups to conduct and transcribe an original oral history (OH) interview. The interviews and transcriptions will be donated to the Wisconsin Historical Society housed on campus to assist them in building their Latine/Latinx 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. Decide on an OH narrator, conduct preliminary meeting, and obtain consent form: 5%
 - We will provide a list of potential narrators.
 - But the group is encouraged to interview someone they know (family member, friend, professor, etc.)
 - Conduct the preliminary meeting with the oral history narrator
 - Submit the narrator's signed consent form.
2. Construct an oral history interview guide with your assigned group (3 students): 10%
 - You will learn the method in class
 - Interview Guide Draft = 5%
 - Interview Guide Final Draft = 5%
3. Transcribe the oral history as a group: 15%
 - The oral history interview will be divided into three equal sections. Each group members will transcribe one third of the interview.
 - Meet as a group, listen to the interview, and confirm the accuracy of the full transcription in preparation for submission.

GROUP FINAL PRESENTATION: 5% OF FINAL GRADE

Each group will present on the history shared by your selected oral history narrator. Group presentations must be no more than 4-minutes and no less than 3-minutes. Presentations must be delivered using PowerPoint, Prezi, Canva, or similar program.

FINAL PAPER: 20% OF FINAL GRADE

Each student will write a 7-page research paper based on the oral history interview collected in their group. Honors students will incorporate archival research in their final papers, which will be 10-pages. Research papers are an *individual* assignment. There will be short-written individual assignments in preparation for the final paper. 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

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. *Always contact your TA with any course questions.* Professor Ramírez will defer to Julia do Prado to answer students' email communications.

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

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](#)

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.

STUDENTS' RULES, RIGHTS, & RESPONSIBILITIES

[Rights & Responsibilities](#)

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. 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. 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. They offer both virtual and in-person appointments. Please refer to the History Lab website for more details: <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 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>.

ChatGPT AND AI WRITING TOOLS

The policy of this course allows but strongly discourages the use of ChatGPT and other AI tools for written assignments. If you decide to use this technology, you are required to cite the tool as a source. More importantly, if you use AI tools, do so by always engaging your critical thinking during the revision process. To this end, you must substantially edit any raw ChatGPT or AI produced written material. When submitting written assignments where you used this technology, you must include the raw material produced by the AI program and your

substantially improved writing assignment. Any raw, uncited, and unrevised writing produced by ChatGPT or a similar AI program will be considered academic misconduct (see above section).

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](#))

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>)

EXTRA CREDIT OPPORTUNITY

Login to our course canvas page, under “Week 1” select “Response to Syllabus.” In the text box insert one sentence explaining what you are looking forward to learning in this course. You will only be able to submit your answer between 7:00 AM on 9/4/24 and 10:30 AM on 9/5/24.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

See more information about religious observations and dates here:

[Academic Calendar & Religious Observances](#)

Important Note: Any form of academic dishonesty, including cheating and plagiarism, will be reported to the office of student conduct.
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Part 4: Schedule of Readings & Assignments

Week 1: *Learning to Read Critically and Introduction to the Course*

Thursday, September 5, 2024:

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

Discussion:

- What does it mean to be a critical reader?
- What are some tools you use for critical reading?
- How would you employ Park's recommendations in your reading assignments?

☐ **Ice-breaker Activity:** Recognizing conscious & unconscious biases

☐ **Assignment #1: Due on 9/5/24 by 11:00 AM:**

☐ Read and annotate Parks, "A Weapon for Readers" article. We will engage with the above discussion questions during our first-class meeting.

☐ Carefully read the syllabus prior to our first-class meeting. Make a list of questions or comments you may have about the course for us to discuss.

- You will be rewarded for carefully reading the syllabus. If you know, you know. 😊

☐ **Discussion Sections** – Introductions and review section's guidelines.

Week 2: *Learning to Read Critically and Introduction to the Course*

Tuesday, September 10, 2024:

[*The Smithsonian Folklife and Oral History Interviewing Guide*](#) (Smithsonian Institution)

Reeves, Troy. "[Beginnings in Oral History: Or How One Man and Two Women Helped Give Birth to an Oral Historian](#)." *The Oral History Review* 29, no. 2 (2002): 93–95.

☐ **In-class:** Discuss the process for the preliminary meeting

☐ **In-class activity:** Learn how to construct an interview guide

☐ **Quiz #1: Due on 9/9/24 by 11:00 PM.**

- Login to Canvas and complete "Quiz #1" listed under week 2.
- No extensions will be granted on quizzes.

Thursday, September 12, 2024:

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-person Guest Lecture:** [Troy Reeves](#), Distinguished Oral Historian and Head of the UW-Madison's Oral History Program, University Archives
- ☐ **Discussion Sections** – Complete the following tasks for your group project:
 - ☐ Sing-up for your oral history group
 - ☐ Use the guidelines and sign-up sheet listed on Canvas under Week 2.
 - ☐ Select oral history narrator: Must be 18-years of age or older, Latina/o/x, and born in Wisconsin or immigrated to the state.
 - ☐ During section, meet with your group and decide who to interview. You can select a person from your circles (a family member, friend, professor, etc.) who meets the criteria (see above). If you cannot find a person to interview, a list of potential narrators will be posted on Canvas.
 - ☐ Designate a group member to email the narrator introducing your group and project (include all group members in your email). Send the email by the end of section on 9/12/2024.
 - ☐ As a group draft the email and edit it, include the following:
 - Introduce yourselves and the project. Also explain why you want to interview them.
 - Explain that interviews will take place **sometime between Saturday, October 5th and Sunday, October 26th.**
 - Ask your narrator to select a date for the interview that works best for them between October 5-26, 2024.
 - Inform the narrator that interviews will be recorded.
 - We will have digital recorders available to loan out.
 - Attach the consent form for them to read and sign in preparation for the interview.
 - Ask the narrator to share a bit about their life story and how they or their families arrived in Wisconsin.
 - Schedule a preliminary meeting sometime during **Week 4 (9/23-9/27th)** of the semester.
 - During this meeting, you will introduce yourself and the project in more detail. It is an opportunity to get to know the narrator, and better understand their story. Ask them to share more about themselves. This process helps establish trust and to create more effective questions for the interview guide. The preliminary meeting can take place in person, zoom, or by phone.

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

Tuesday, September 17, 2024:

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.

☐ **Quiz #2: Due on 9/16/24 by 11:00 PM.**

- Login to Canvas and complete “Quiz #2” listed under week 3.
- No extensions will be granted on quizzes.

☐ **Assignment #2: Due on 9/16/24 by 11:00 PM:** Upload the email your group sent to the oral history narrator.

Thursday, September 19, 2024:

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.

Film: *Salt of the Earth* (1999). Documents the year-long labor organizing by Latino zinc miners and their families in New Mexico.

☐ **Assignment #3: Due on 9/20/24 by 11:00 PM:** Work with your group to build on the interview guide you drafted in class on 9/12/24. Submit your interview guide draft, which must include at least 3 themes & at least 15 questions under each theme.

☐ *Use the background information your narrator shared via email to construct your themes and questions*

☐ *Follow up with narrators to confirm the date for the preliminary interview during Week 4 (9/23-9/27th) and the oral history interview (sometime from 10/5-10/26th).*

☐ **Discussion Sections – Discuss the following questions (if time allows, groups can work on finalizing their interview guide draft for Assignment #3):**

1. How did Mexicans become a significant part of the US 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 US and independence from it?
5. How have Puerto Ricans and Mexicans been racialized in the US?

Week 4: Group Work for the Oral History Project

Tuesday, September 24, 2024: No lecture today. In lieu of lecture, you must meet with your group to conduct preliminary meetings with oral history narrator.

Thursday, September 26, 2024: No lecture today. Instead, meet with you group to revise interview guide draft based on the information gathered from your preliminary meeting with the oral history narrator. Also use the feedback your TA will provide on your preliminary interview draft to revise it. Your final interview guide must have at least 5 themes and at least 20 questions per theme.

☐ **Discussion Sections – Work on Interview Guide:**

Exchange your revised interview guide with another group to receive feedback. Work with your group to provide collective feedback to the other group's interview guide (refer to your notes from week 2). Pay close attention to open-ended v. closed-ended questions, leading questions, and ensure that each question correlates with the theme. Also make sure to use a respectful tone and stay away from stereotypical questions.

Week 5: The Creation of the US-Mexico Border

Tuesday, October 1, 2024:

Anna Pegler-Gordon, "The Dividing Line: Documentation on the Mexican-U.S. Border, 1917-34," in *In Sight of America: Photography and the Development of US Immigration Policy* (Berkeley: University of California Press, 2009), 191-220.

☐ **Zoom Guest Lecture: [Professor Anna Pegler-Gordon](#)**, Asian Pacific American Studies Program at Michigan State University.

☐ **Quiz #3: Due on 9/30/24 by 11:00 PM.**

- Login to Canvas and complete "Quiz #3" listed under week 5.
- No extensions will be granted on quizzes.

☐ **Assignment #4: Due on 9/30/24 by 11:00 PM:** Submit final interview guide with the revisions' suggestions provided by your TA and last week's discussion section. The final interview guide must include at least 5 themes & at least 20 questions under each theme.

- ☐ *Use the background information your narrator shared via email and during the preliminary interview meeting to finalize the interview guide.*
- ☐ *Incorporate the feedback and suggestions provided by your TA and peers.*
- ☐ *Follow up with narrators to confirm the date for the oral history interview. Interviews must be conducted sometime between October 5-26th.*

Thursday, October 3, 2024:

Kelly Lyttle Hernández, “The Early Years,” in *Migra! A History of the U.S. Border Patrol* (Berkeley: University of California Press, 2010), 19-44.

- ☐ In class, we will discuss any questions you may have about the process to conduct and record your oral history interview.
 - And short lecture for honors students on how to access primary sources through the Library of Congress’ online newspaper database, [Chronicling America](#).
- ☐ **Discussion Sections – Practice Oral History Interviews:**
In your sections, work with your group members to conduct a practice oral history interview using your final interview guide.

Oral history interviews must be conducted sometime between <i>October 5-26, 2024</i>

Week 6: *Mexicans in Wisconsin & Mexican Repatriation during the Great Depression*

Tuesday, October 8, 2024:

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

- ☐ **In-Person Guest Lecture: Professor [Sergio González](#)**, Department of History at Marquette University.
- ☐ **Quiz #4: Due on 10/7/24 by 11:00 PM.**
 - Login to Canvas and complete “Quiz 4” listed under week 6.
 - No extensions will be granted on quizzes.

Thursday, October 10, 2024:

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.

- ☐ **Discussion Sections – Discuss the following questions:**
 1. What is the history of Mexican immigration to Wisconsin?
 2. Why was Mexican immigration to WI delayed as compared to the US’s southwest?
 3. Have Mexican immigrants been welcome and integrated in Wisconsin? Why?
 4. What factors created mass ethnic Mexican removals during the Great Depression?
 5. How the economic crisis racialized and banished ethnic Mexicans?
 6. What are some of the prolonged consequences of scapegoating ethnic Mexicans as responsible for the ills of the nation?

Oral history interviews must be conducted sometime between <i>October 5-26, 2024</i>

Week 7: US Citizenship as a Gendered, Classed, and Racial Construct

Tuesday, October 15, 2024:

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

- ☐ During lecture you will learn the transcription method for oral history interviews.
- ☐ **Quiz #5: Due on 10/14/24 by 11:00 PM.**
 - Login to Canvas and complete "Quiz #5" listed under week 7.
 - No extensions will be granted on quizzes.

Thursday, October 17, 2024:

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.

- ☐ **In-person Guest Lecture: [Julia do Prado](#)**, TA & History Graduate Student, UW-M
- ☐ **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 US 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 US classified women as property?
 5. According to Helen Irving, what was the process of gaining full US citizenship rights for women?

Oral history interviews must be conducted sometime between <i>October 5-26, 2024</i>

Week 8: Forced Sterilization of Latina Women

Tuesday, October 22, 2024:

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).

Film: [No Más Bebés](#) (2015). Documentary about the coerced sterilization of Mexican immigrant mothers in Los Angeles, California and their legal struggle for legal redress.

- ☐ **Quiz #6: Due on 10/21/24 by 11:00 PM.**
 - Login to Canvas and complete "Quiz #6" listed under week 8.
 - No extensions will be granted on quizzes.
- ☐ **Midterm Evaluation:** Will be conducted during class time

Thursday, October 24, 2024: No lecture today. Work with your group to conduct OH interview. If interview is done, divide the audio into 3-equal parts and begin transcribing.

☐ **Discussion Sections – Discuss the following questions:**

1. Why did sterilization campaigns targeted Chicanas and other working-class women?
2. What are the contradictions in reproduction politics?
3. How are babies of color criminalized before they are even conceived?
4. How did Chicanas organize against sterilization efforts?

Oral history interviews must be conducted sometime between October 5-26, 2024

Week 9: Sexuality, Immigration Policies, & The Bracero Program

Tuesday, October 29, 2024:

Cantú, Lionel Jr. “Border Patrol: Sexuality, Citizenship, and US 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.

☐ **Quiz #7: Due on 10/28/24 by 11:00 PM.**

- Login to Canvas and complete “Quiz #7” listed under week 9.
- No extensions will be granted on quizzes

☐ **Assignment #5: Due on 10/28/24 by 11:00 PM:** Submit signed consent form

Thursday, October 31, 2024:

Mireya Loza, “In the Camp’s Shadows: Intimate Economies in the Bracero Program” in *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and Political Freedom*. University of North Carolina Press, 2016. Pages, 63-96.

☐ **Zoom Guest Lecture: [Professor Mireya Loza](#)**, Department of History and American Studies Program at Georgetown University

☐ **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 US?
2. How have queer people, sex workers, and men that have sex with men been excluded by immigration law and their communities on both sides of US-Mexico border?
3. What are the assumptions communities, legislators, and the law have about sex workers, queer people, and men that have sex with men?
4. Discuss inter-family conflicts faced by men that have sex with men and sex workers.
5. How have personal identities been criminalized to prohibit the legal immigration of people based on class status, occupation, gender, and sexuality?

Continue transcribing your section of the oral history interview. Due on 11/25/24

Week 10: Latine/Latinx Labor: Guatemalan Experiences

Tuesday, November 5, 2024:

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

☐ **Quiz #8: Due on 11/4/24 by 11:00 PM.**

- Login to Canvas and complete “Quiz #8” listed under week 10.
- No extensions will be granted on quizzes.

Thursday, November 7, 2024:

During class, meet with your group, make sure everyone is transcribing the correct section of your oral history interview. Use our class time to work on your own section of the transcription. We will use the last 15-minutes of class for group members to provide feedback to each other on your transcriptions. *Your full oral history interview transcription is due on 11/25/24.*

☐ **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 woman without borders)?
4. Discuss the past-present comparisons of women in the labor force.
5. How has immigration and deportation altered labor organizing in the United States?

Continue transcribing your section of the oral history interview. Due on 11/25/24
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Week 11: Assimilation: The Case of Brazilians and Mexican Americans

Tuesday, November 12, 2024:

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 #9: Due on 11/11/24 by 11:00 PM.**

- Login to Canvas and complete “Quiz #9” listed under week 11.
- No extensions will be granted on quizzes.

Thursday, November 14, 2024:

Gláucia de Oliveira Assis, “Gender and migration from invisibility to agency: The routes of Brazilian women from transnational towns to the United States,” *Women’s Studies International Forum* 46 (2014): 33-44.

☐ **Discussion Sections – Draft of your final 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?” (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.

Continue transcribing your section of the oral history interview. Due on 11/25/24
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Week 12: Central American Immigrants: Salvadorian & Guatemalan Maya Experiences

Tuesday, November 19, 2024: Cecilia Menjívar, “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States.” Pages 999-1037.

- ☐ During class, we will make time for your groups to sign-up for final presentations.
- ☐ **Quiz #10: Due on 11/18/24 by 11:00 PM.**
 - Login to Canvas and complete “Quiz #10 listed under week 12.
 - No extensions will be granted on quizzes.

Thursday, November 21, 2024:

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.

☐ **Discussion Sections – Writing activity:**

Write an outline for your final paper. If time allows, start drafting the first theme. Spend 15-20 minutes in groups of two providing feedback to each other.

Continue transcribing your section of the oral history interview. Due on 11/25/24
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Week 13: Writing Week

Tuesday, November 26, 2024: Writing Day. Students will work on their research papers.

- ☐ **Assignment #6: Due on 11/25/24 by 11:00 PM:** Submit your oral history transcription. Meet with your group, review all three sections of the transcription for accuracy. Combine the three sections into one document and upload your full transcription. At the end of the transcription, annotate who transcribed each section of the interview (i.e.: Minute 0-30 transcribed by Maria Torres, Minute 30-60 transcribed by Joe Smith, etc.)

Thursday, November 28, 2024: Thanksgiving Recess. No lecture or sections this week.

- ☐ Coordinate with your groups to work on your final presentations.

Week 14: Chicane/x Intersectionality: Sexuality, Gender, Ethnicity, Race, and Class

Tuesday, December 3, 2024:

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

Film: [*Real Women Have Curves*](#) (2002). A film about an 18-year-old Mexican American who clashes with the traditional views of her mother over her future.

- ☐ **Quiz #11: Due on 12/2/24 by 11:00 PM.**
 - Login to Canvas and complete "Quiz #11 listed under week 14.
 - No extensions will be granted on quizzes.
- ☐ **Assignment #7: Due on 12/2/24 by 11:00 PM.**
 - Submit an evaluation for each group member to ensure that all members did their part in the oral history project.

Thursday, December 5, 2024: Final Presentations begin today

- ☐ Course evaluations conducted during lecture
- ☐ **Discussion Sections:** In groups, outline the different Latina/o/x identities we have discussed class: race, ethnicity, class, gender, sexual identity, language, etc.
 1. What are the takeaway 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 & Final Presentations*

Tuesday, December 10, 2024: *Final Presentations (Cont'd) and Closing Lecture*

- ☐ **Colloquium Presentations (Cont'd):** Food will be provided
- ☐ **Assignment #8: Due on 12/9/24 by 11:00 PM.**
 - Submit your final paper on Canvas. Late papers will not be accepted.

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.