



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



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

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, exhibits, archival research, hands on activities, and oral histories collected by students. Students will explore what it means to “think like a historian.” Then, we will learn about different types of primary sources, including archival materials, newspapers, and oral history interviews. Students will conduct research at the Wisconsin Historical Society during the second part of the semester. The third part of the course

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shifts from learning the history of Latinxs in Wisconsin to putting students' newly acquired skills into practice.

COURSE ATTRIBUTES

3 Credits | Elementary Level | Face-to-Face Instruction | Repeatable for Credit
Humanities | Counts as Liberal Arts & Science Credit in L&S

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.

GRADING

Class Participation & Attendance	10%
Homework Assignments (4)	20%
Oral History Transcription / Midterm Project	25%
Final Research Paper	25%
Final Presentation	20%

Additional information on course assignments is included below, under the "course requirements, expectations, and guidelines" section and on our course's [Canvas](https://canvas.wisc.edu/courses/479124) page (<https://canvas.wisc.edu/courses/479124>).

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 homework, and submit assignments. You need to attend Tuesday seminars with all readings completed for the week.				
Class Meetings		HIST 100 Seminar 1:20–3:15 PM 5257 Humanities Bldg.					
Office Hours (optional)			Office Hours 10:30–12:30 PM, 4126 Humanities Building				
Assignments (See syllabus for details and specific due dates)	Assignments: Most will be due on Monday by 11:00 AM						

RESOURCES FOR STUDENTS

DoIT Help Desk – For technical questions regarding 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 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 four 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 & ATTENDANCE: 10% OF FINAL GRADE

You are expected to attend class *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. It is important to attend class because this course is designed to build on each assignment from one class meeting to the next to culminate in a final research project. Missing classes will make students fall behind in the course material and their final research project. If you must miss class, make sure to complete the readings, assignments, and obtain class notes from a classmate. See the rubric below for how participation is graded.

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

HOMEWORK ASSIGNMENTS: 20% OF FINAL GRADE

Homework assignments will assist students to prepare for the final research project. Assignments will not be accepted after the due date unless an agreement has been made with the professor in advanced of the due date. There are **4 assignments**, throughout the semester to assist you develop a strong final research paper and transcription project for this course. See the schedule of readings for details about each assignment.

ORAL HISTORY TRANSCRIPTION / MIDTERM PROJECT: 25% OF FINAL GRADE

Students will learn how to employ oral history methodology and how to analyze an archived oral history during lectures, assigned readings, and workshops. This in preparation to transcribe an original oral history of a Latine/x person who lives in Wisconsin. The interviews were collected by students in a previous course, and your task for this class will consist of transcribing the interview, which you will analyze in your final research paper.

FINAL RESEARCH PAPER: 25% OF FINAL GRADE

Students will write a five-page double spaced research paper based on the oral history interview they transcribed. Additionally, papers must engage with at least three secondary sources from the course and/or outside readings. Moreover, students must include and analyze in their essays, at least one additional primary source from the Wisconsin Historical Society or the [Chronicling America: Historic American Newspapers](#) database that relates to the topic of their transcribed oral history interview.

FINAL PRESENTATION: 20% OF FINAL GRADE

Students will deliver an oral presentation for this course based on their final research papers. Each presentation must be 5-minutes. Students will be graded on the details of their research findings, analysis of primary and secondary data, presentation style, time, and ability to answer questions during the Q&A.

EXTRA CREDIT

There will be opportunities to earn extra credit throughout the semester by attending campus events (i.e. guest lectures and film screenings). Extra credit events will be announced in lecture and through email. You must write a 150-words 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. Please do not expect a reply to emails in less than 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 STATEMENT

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 in course evaluations.

STUDENT'S RULES, RIGHTS, & RESPONSIBILITIES

For details on student's rules, rights, and responsibilities, see the following link.

[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." (Source: <https://diversity.wisc.edu>)

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

See more information about religious observations and dates here:

[Academic Calendar & Religious Observances](#)

GENERATIVE AI POLICY

This course is designed to sharpen your research, writing, and presentation skills by critically examining primary and secondary sources. The use of generative artificial intelligence (AI) tools like ChatGPT and Microsoft CoPilot can interfere with these learning goals. The reliance on AI tools too early in your engagement with original research and academic writing can diminish your ability to develop creative, analytical, and effective approaches to your research projects and assignments. At best, AI tools provide a combination of existing digital knowledge about a given topic, but this cannot substitute the original thought and discovery processes that guide the most exciting aspects of research. AI often uses internet sources rather than peer-reviewed scholarship, which often results in its unreliability. Therefore, the policy of this course prohibits the use of generative AI tools for written assignments and presentations. If you decide to use this technology, you will be in violation of the course's guidelines. As a result, you will receive a failing grade on any assignment in which it is determined by your TA and professor that AI tools were used. In such cases, we will call a meeting with the student to discuss our assessment of the assignment in question. No exceptions will be made to this policy for any reason. Please avoid a failing grade by using your brain as a tool instead of relying on artificial intelligence.

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>.

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: Introductions

Tuesday, September 9, 2025:

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

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

Tuesday, September 16, 2025:

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

- ☐ **Discussion Questions:**
 - What does it mean to "think like a historian"?
 - Why is it important to know how to read sources critically?
 - How will you employ Park's recommendations in your reading assignments this semester?
 - Share with your classmates some of the critical reading tools you are already using.

Week 3: *The Long History of Mexicans in Wisconsin*

Tuesday, September 23, 2025:

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

- ☐ **Assignment #1: Due on Monday, September 29, 2025, by 11 AM on Canvas:** Select oral history you will transcribe from the options provided on Canvas under the first module. Submit the name of the narrator, date of interview, length of interview, and time you expect it will take you to transcribe the interview.
Note: transcription entails carefully listening to the audio recording and documenting in all verbal context into writing. This process will take multiple sessions of rewinding, listening again, and correcting the transcript.

Week 4: Latinos in Wisconsin – Their Historical and Current Presence in the State

Tuesday, September 30, 2025:

During class, watch and discuss the *Latino Wisconsin* documentary (PBS Wisconsin)

<https://www.pbs.org/show/latino-wisconsin/>

- ☐ **Extra Credit: Thursday, October 7, 2025 at 4:00 PM, Memorial Library, Room 126**
Attend the "[Race, Immigration, and Mass Removals](#)" panel. Speakers: Kevin Johnson (law, ethnic studies at UC Irvine), Elliott Young (history at Lewis & Clark College), Marla Ramírez (history, ethnic studies at UW-Madison). Listen to the presentations, take notes, and participate in the discussion. Then, write a 150-words reflection about the event and submit to Canvas for extra credit by Monday, October 6, 2025 at 11:00 AM.

Week 5: Sources Analysis – Primary Sources: Memory, Transcription, and Analysis

Tuesday, October 7, 2025:

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

“[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

- ☐ **Reminder, Extra Credit Opportunity Today: Thursday, October 7, 2025 at 4:00 PM, Memorial Library, Room 126**
 Attend the **“Race, Immigration, and Mass Removals” panel**. Speakers: Kevin Johnson (law, ethnic studies at UC Irvine), Elliott Young (history at Lewis & Clark College), Marla Ramírez (history, ethnic studies at UW-Madison).

Week 6: Source Analysis – Analyzing a Primary Source

Tuesday, October 14, 2025:

During class Listen to Ramona Lisa Natera’s Oral History Interview (<https://campushistory.wisc.edu/education/oral-history-guides/ramona-lisa-natera-oral-history/>) to understand her experience as a Latina in Wisconsin. Ramona is an alumnus of the UW-Madison’s Chicanx/e & Latinx/e Studies Program.

- ☐ We will discuss the following questions provided by the [Rebecca M. Blank Center for Campus History](#):
1. What does this oral history reveal about being a member of both the UW and larger Madison community?
 2. How does this oral history connect with broader histories of discrimination and resistance in both higher education and the United States?
 3. What are the advantages & limitations of using oral histories? What challenges arise when selecting participants, creating questions, and sharing only certain segments of people’s stories?
 4. Why was the Chican@ & Latin@ Studies program so important for Ramona both intellectually and as Latina student at UW?
 5. What did Ramona mean by “Racism in Madison was covert; in Texas it was out in the open”?
- ☐ During the second half of class, read through and listen to the oral histories in the [Somos Latinas Oral Histories Online Collection](#)

Week 7: Source Analysis – Archival Research at the Wisconsin Historical Society

Tuesday, October 21, 2025:

- ☐ **Different Meeting Location (TBD): Visit the Wisconsin Historical Society to Conduct Archival Research**
 Today we will meet in the main lobby of the Wisconsin Historical Society on campus (Located in front of Memorial Library). Please arrive at 1:20 PM sharp.

- [Cynthia Bachhuber](#), North America History Librarian will be guiding an archival research exercise with selected Latinx collections

- ☐ **Assignment #2: Due on Monday, October 27, 2025, by 11 AM on Canvas:** During our visit to the Wisconsin Historical Society, select a primary source that is relevant to your selected oral history, one that you could use for support and analysis in your final research paper. Write a historical research question based on the information gathered from your selected document. Then, outline a list of other primary and secondary sources that will help you answer your research question.

Week 8: *Puerto Ricans in Milwaukee*

Tuesday, October 28, 2025:

Sergio M. González, “Assimilative Hospitality: Puerto Ricans as Milwaukee’s ‘Newest Strangers’” in *Strangers No Longer: Latino Belonging & Faith in Twentieth-Century Wisconsin* (University of Illinois Press, 2024), 81–110.

- ☐ **Midterm/Oral History Transcription Due: Monday, November 3, 2025, by 11 AM on Canvas.** Upload fully transcribed and revised oral history interview to Canvas. You will use the transcribed interview as the main primary sources to write the final research paper.
- ☐ **Extra Credit: Thursday, November 4, 2025 at 4:00 PM, Memorial Library, Room 126.** Attend the [“Cultivating Latine/x Resilience Amidst Challenging Conditions” panel](#). Speakers: Lorena Muñoz (geography, ethnic studies at California Lutheran University), Amanda Ellis (literature, ethnic studies at University of Houston), third speaker TBD. Listen to the presentations, take notes, and participate in discussion. Then, write a 150-words reflection about the event and submit it to Canvas for extra credit by Monday, November 10, 2025 at 11:00 AM.

Week 9: *Sources Analysis – Public History of Caribbeans in the Diaspora / Museum Exhibition*

Tuesday, November 4, 2025:

- ☐ **Different Meeting Location Today: Chazen Museum of Art** (750 University Avenue, Madison) – Tour of the [cuestiones caribeñas/caribbean matters](#) exhibit. Puerto Rican artist Pablo Delano conceptualizes *this exhibit* as a meditation on the Caribbean’s condition, which is informed by his childhood memories growing up in a tumultuous Cold War era Puerto Rico.
- ☐ **Extra Credit Opportunity Reminder: Thursday, November 4, 2025 at 4:00 PM, Memorial Library, Room 126.** Attend the [“Cultivating Latine/x Resilience Amidst Challenging Conditions” panel](#). Speakers: Lorena Muñoz (geography, ethnic studies at California Lutheran University), Amanda Ellis (literature, ethnic studies at University of Houston), third speaker TBD. Listen to the presentations, take notes, and participate in discussion.

Week 10: *Sources Analysis – Researching and Reading Newspapers Like a Historian*

Tuesday, November 11, 2025:

Janett Barragán Miranda, “Mexican-Origin Newsmakers: Utilizing Health in *La Opinión* Microfilm

for Data Collecting and Methodology” in *Latino Studies* 20, no. 3 (2022): 334–350.

- ☐ **Guest Lecture (TBA): Professor [Janett Barragán Miranda](#)**, Department of Latina/Latino Studies at University of Illinois at Urbana-Champaign

Week 11: Sources Analysis – Conducting Archival Research in Online Newspaper Database

Tuesday, November 18, 2025:

In class, students will learn how to research and analyze data from an online newspaper database

- ☐ Use the [Chronicling America: Historic American Newspapers](#) database to research newspapers related to your oral history interview’s themes
- ☐ **Assignment #3: Due on Monday, Tuesday, November 18, 2025, during class. Submit it on Canvas:** Use the [Chronicling America: Historic American Newspapers](#) to find a newspaper article that is relevant to the topic of your final research paper. Use the tools learned in our in-class workshop to write a historical analysis of 150-words.
- Peer review (in groups of two): provide feedback to each other on your analysis
- ☐ **Sing-up for final presentations:** During class, we will make time for students to select their presentation date and sign-up.

Week 12: Research Day

Tuesday, November 25, 2025: No class today. Work on your final research paper and presentation.

- ☐ **Assignment #4: Due on Monday, November 24, 2025, by 11 AM on Canvas:** Write a thesis statement for your final research paper and a detailed 2-page outline based on your oral history and selected primary as well as secondary sources.

Week 13: Gendering Latinx/e History: Latina Lives in Milwaukee

Tuesday, December 2, 2025:

Theresa Delgadillo, “Latinas in Milwaukee” in *Latina Lives in Milwaukee* (University of Illinois Press, 2015), 1–30.

- ☐ **Due Monday, December 8, 2025, by 11 AM:** Upload your final presentation to Canvas so that I can download it to my computer to project it and can check everything is working properly.

Week 14: Final Presentations & Conclusions

Tuesday, December 9, 2025: Final Presentations

- ☐ Each student has 5-minutes to present:
- Students and the professor will engage in each presentation by:
 - Asking questions for each presenter
- ☐ **Due Monday, December 8, 2025, by 11:00 AM** – Upload Final Research Paper to Canvas
- ☐ **Course Evaluations:** Time will be allocated in class today for evaluations

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, announced in lecture, and through campus email.