



HISTORY–CHICANX/E & LATINX/E STUDIES 153-001: LATINA/LATINO/LATINX HISTORY

Department of History and Chicanx/e & Latinx/e Studies Program
University of Wisconsin–Madison | Fall 2025



Part 1: Course Information

Professor Marla A. Ramírez

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Lecture: Tuesday/Thursday, 11:00 AM–12:15 PM | **Location:** 1121 Mosse Humanities

Office: 4126 Mosse Humanities Building | **Office Hours:** Wednesdays, 10:30–12:30 PM

Teacher Assistant: Julia do Prado

e-mail: doprado@wisc.edu

Office: 4271 Mosse Humanities Building | **Office Hours:** Tuesdays, 12:15–2:15 PM

Discussion Sections: 301, Thursdays, 1:20–2:10 PM | **Location:** 2241 Mosse Humanities

302, Thursdays, 3:30–4:20 PM | **Location:** 2241 Mosse Humanities

303, Fridays, 9:55–10:45 AM | **Location:** 2625 Mosse Humanities

304, Fridays, 12:05–12:55 PM | **Location:** 2125 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. Latinx/es became an important part of the US population through western expansion, conquest, and immigration. We will learn about the three main Latinx/e groups in the US: Mexicans, Puerto Ricans, and Cubans, but will also learn about other Latinx/e 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 Latinx/e 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 Latinx/es 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 this course.

CANVAS COURSE URL

Find all course info on our Canvas course website, <https://canvas.wisc.edu/courses/476249>

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

Digital Course Reader: The assigned readings for this course consist of a series of articles and book chapters that are available for free digital download via Canvas. See the schedule of readings for more details on those assigned readings.

GRADING

Participation & Attendance	10%
Discussion Section Grade	20%
Weekly Reading Reflections	15%
Assignments	10%
Midterm Group Research Presentation	15%
Group Evaluations	5%
Final Research Paper	25%

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

LETTER GRADES BREAKDOWN

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

WEEKLY COURSE RHYTHM

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Learning Material			Complete all readings for the week, work on and submit assignments, and review your lecture notes. You must attend Tuesday lectures with all readings completed for the week.				
Lecture		Lecture 11:00 AM-12:15 PM 1121 Humanities Building		Lecture 11:00 AM-12:15 PM 1121 Humanities Building			
Office Hours (optional)			Office Hours, Prof. Ramírez 10:30-12:30 PM, 4126 Humanities Building		Office Hours, TA Julia do Prado 2:00-4:00 PM, 4271 Humanities Building		
Discussion Sections (attend the one you are signed up for)				Discussion Sections: Section 301, 1:20-2:10 PM, 2241 Humanities Building Section 302, 3:30-4:20 PM, 2241 Humanities Building	Discussion Sections: Section 303, 9:55-10:45 AM, 2625 Humanities Building Section 304, 12:05-12:55 PM, 2125 Humanities Building		
Assignments (See syllabus for details and specific due dates)	Assignments: Most will be due on Monday by 11:00 PM						

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 additional archival research component by using sources from the Library of Congress' online newspaper database, [Chronicling America](#). 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 Latinx/es 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 Latinx/es.
- **Outcome 2:** Build an intersectional critical lens of race, ethnicity, gender, sexuality, and class as it relates to Latinx/e communities.
- **Outcome 3:** Develop historical research tools and perspectives to discuss the experiences of US Latinx/es.
- **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/e 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 based on the assigned readings and review expectations for assignments, presentations, and the final research paper. Missing class meetings and discussion sections will cause students to fall behind in the course material and assignments. 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

DISCUSSION SECTIONS: 20% OF FINAL GRADE

Your TA, Julia do Prado, will oversee 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 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.

WEEKLY READING REFLECTIONS: 15% OF FINAL GRADE

You are required to submit a weekly 150-words reading reflection based on the assigned readings. Reflections must be submitted to Canvas on a weekly basis by 11:00 PM on Mondays. The system will not allow students to submit reading reflections after 11:00 PM on the due date. No extensions will be granted for this weekly assignment, make sure to mark your calendars at the beginning of the semester.

ASSIGNMENTS: 10% OF FINAL GRADE

There will be five assignments throughout the semester. Each assignment is worth 2% of your final grade. Below you will find more details about each assignment.

1. Sign-up for groups to work on the midterm research presentation/midterm oral exam and decide on your preferred presentation date
2. Select a country to research and provide a list of primary and secondary sources you will use for your presentation.
3. 1-page detailed outline for your midterm group research presentation
4. Thesis statement for final research paper
5. 1-page outline for final research paper that includes a revised thesis statement, main themes, and the sources you will cite. For honors students, include the primary sources (newspaper data) as well as the secondary sources (books and articles).

MIDTERM GROUP RESEARCH PRESENTATION: 15% OF FINAL GRADE

In groups of three students, select a country from Latin America or the Caribbean. Conduct research about your selected country's history and immigration trends from that country to the United States. Then, prepare a 5-minutes presentation to deliver as your midterm exam.

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 midterm group research presentation 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!

FINAL RESEARCH PAPER: 25% OF FINAL GRADE

Each student will write a 7-page research paper answering a provided research question. You must critically engage with and cite at least six academic sources (books and articles), at least four sources must be from the assigned readings. Honors students must incorporate archival research from the Library of Congress' online newspaper database, [Chronicling America](#), in their final papers. Honors students will be required to write a 10-page 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>.

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.

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 OPPORTUNITIES

There will be opportunities throughout the semester for you to attend university events for extra credit. To receive extra points, you must attend the event and write a 150-words reflection. Here is your first 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. Submit your answer by 11:00 PM on 9/5/25.

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.

Part 4: Schedule of Readings & Assignments

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

Thursday, September 4, 2025:

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

- ☐ Introductions and review course syllabus
- ☐ **Ice-breaker Activity:** Recognizing conscious & unconscious biases

- ☐ **First Reading Assignment:** During lecture, read and annotate Parks, “A Weapon for Readers” article in preparation for our first discussion based on the following questions:
 - 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?

- ☐ **Reading Reflection #1: Due on 9/8/25 by 11:00 PM.**
 - Login to Canvas, submit the reflection assignment under week 2. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
 - No extensions will be granted on reading reflections.

- ☐ **Discussion Sections** – No discussion sections this week.

Use the remaining of the week to complete next week’s assigned readings. Annotate your readings in preparation for lecture and your first discussion section that will commence in week 2.

Week 2: *The Creation of the US-Mexico Border*

Tuesday, September 9, 2025:

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.

Thursday, September 11, 2025:

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 how to access primary sources through the Library of Congress’ online newspaper database, [Chronicling America](#).

- ☐ **Discussion Sections – Sign-up for midterm research presentation’s groups:**

In your sections, work with your group members to decide the country you will research and present on for the midterm oral exam. Use [Chronicling America](#) to find relevant newspaper articles for your selected country. Then, discuss the main topics in this week’s readings.

- ☐ **Assignment #1–Sign-up for Midterm Research Presentation’s Groups: Due on 9/15/25 by 11:00 PM:** Once you select your group members during section this week, login to the google doc listed under week 2 on Canvas and list your group’s members under your preferred presentation date (10/21/25 or 10/23/25).
 - You should complete this assignment during section meetings in week 2, but you will have until 9/15th to make any needed edits.

☐ **Reading Reflection #2: Due on 9/15/25 by 11:00 PM.**

- Login to Canvas, submit the reflection assignment under week 3. Summarize what you learned from this week's readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
- No extensions will be granted on reading reflections.

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

Tuesday, September 16, 2025:

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

Thursday, September 18, 2025:

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.

- ☐ **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.

☐ **Reading Reflection #3: Due on 9/22/25 by 11:00 PM.**

- Login to Canvas, submit the reflection assignment under week 4. Summarize what you learned from this week's readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
- No extensions will be granted on reading reflections.

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

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: Central American Immigrants: Salvadorian & Guatemalan Maya Experiences

Tuesday, September 23, 2025: Cecilia Menjívar, “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States.” Pages 999-1037.

Thursday, September 25, 2025:

Alan LeBaron, “When Latinos are not Latinos: The case of Guatemalan Maya in the United States, the Southeast and Georgia” in *Latino Studies* 10, No. 1-2 (Spring/Summer 2012), 179-192.

☐ **Reading Reflection #4: Due on 9/29/25 by 11:00 PM.**

- Login to Canvas, submit the reflection assignment under week 5. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
- No extensions will be granted on reading reflections.

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

1. Historically, how are Central American’s experiences, particularly that of Guatemalans and Salvadorians, in the US distinctly different from those of other Latinx/es in the country?
2. How are the experiences of Central Americans in the US similar to that of other Latinx/es in the country?
3. There is a popular saying among immigrant communities that responds to inquiries in the US that question why immigrants from countries that are war-torn or economically devastated arrive to the country in large numbers. The saying goes, “We are here because you were there.” What is the significance of this statement in relation to the histories examined in this week’s readings?
4. Menjívar’s article uses the term “liminal legality” to theorize the legal limbo Salvadorians have faced in the United States. Are current immigration policies and politics creating a liminal legality for working-class Latinx/e immigrants? If so, explain how that is?
5. Discuss the diversity among Latinx/es in the United States that are often obscured by conscious and unconscious stereotypes about what a Latinx/e should be. Historically and currently, what are some of the effects of such assumptions? Use LeBaron’s article for this discussion question.

Week 5: Latine/Latinx Labor: Guatemalan Experiences

Tuesday, September 30, 2025:

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

- ☐ **Assignment #2–List of Sources for Group Research Presentation: Due on 10/6/25 by 11:00 PM:** Submit this assignment as an organized list with bullet points that provides a short description of your selected country as well as the primary and secondary sources you will use for the midterm’s oral exam.

- ☐ **Extra Credit: Tuesday, 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 13, 2025 at 11:00 PM**.

Thursday, October 2, 2025: Research Day (no class today)

Use our class time to meet with your group to work on your midterm’s group research presentation. Review the syllabus for a list of secondary sources (academic articles and books). Then, review your lecture and discussion section notes to decide what **three** secondary sources you will use that best support your topic for the midterm’s group research presentation. Also, select at least **one** primary source in the form of a newspaper article from the [Chronicling America](#) database. With your group members, use your selected sources to complete assignment #2 and submit it to Canvas by 10/6/25 at 11 PM.

- ☐ **Reading Reflection #5: Due on 10/6/25 by 11:00 PM.**
 - Login to Canvas, submit the reflection assignment under week 6. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
 - No extensions will be granted on reading reflections.

- ☐ **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?

Week 6: Historical Methods: Oral History Methodology & Archival Research

Tuesday, October 7, 2025:

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

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

- ☐ **Assignment #3 – 1-page Detailed Outline for Group Research Presentation: Due on 10/13/25 by 11:00 PM:** Submit this assignment as an organized list with bullet points that provides a revised description of your selected country as well as the primary and secondary sources you will use for the midterm’s oral exam. Use the feedback provided by your TA on assignment #2 to submit your revised description and sources. Explain how your selected sources will support your thesis statement. Additionally, for this assignment, you must also include a strong thesis statement that clearly outlines the arguments you will present on for the midterm group research presentation.

Thursday, October 9, 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.

- ☐ **In-class activity:** Learn how to construct a research question and an interview guide
- ☐ **Reading Reflection #6: Due on 10/13/25 by 11:00 PM.**
 - Login to Canvas, submit the reflection assignment under week 7. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
 - No extensions will be granted on reading reflections.
- ☐ **Discussion Sections:** Meet with your groups to draft a detailed 1-page outline for your midterm group research presentations. Include your thesis statement, main discussion points, and how your primary and secondary sources will support your main points. During the second half of section, exchange your group’s outline with another group to provide peer feedback. Work with your group to offer collective feedback to the other group’s presentation outline. Revise your outline based on your peers’ feedback and submit the final draft to Canvas under assignment #3, it is due on Monday, October 13th by 11:00 PM.

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

Tuesday, October 14, 2025:

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

Thursday, October 16, 2025:

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.

- ☐ **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?

Week 8: Midterm Oral Exam/Group Research Presentations

Tuesday, October 21, 2025:

- ☐ **Group Research Presentations/Midterm Oral Exam:** First set of presentations will be delivered today during lecture time

Thursday, October 23, 2025:

- ☐ **Group Research Presentations/Midterm Oral Exam (Continued):** Second set of presentations will be delivered today during lecture time
- ☐ **Discussion Sections** – Sections will not meet this week
- ☐ **Reading Reflection #7: Due on 10/27/25 by 11:00 PM.**
 - Login to Canvas, submit the reflection assignment under week 9. Summarize what you learned from this week's readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
 - No extensions will be granted on reading reflections.

Week 9: *Mexicans in Wisconsin & Mexican Repatriation during the Great Depression*

Tuesday, October 28, 2025:

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

☐ **Assignment #4: Due on 11/3/25 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, October 30, 2025:

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.

Adriana Darielle Mejía Briscoe, “Despedida:” My great great grandfather’s corrido about the Mexican repatriation,” *Latino Studies* (2025): 336–349.

☐ **Reading Reflection #8: Due on 11/3/25 by 11:00 PM.**

- Login to Canvas, submit the reflection assignment under week 10. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
- No extensions will be granted on reading reflections.

☐ **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?

Week 10: *The Bracero Program, Sexuality, and Immigration Policies*

Tuesday, November 4, 2025:

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.

- ☐ **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 the 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 PM.

Thursday, November 6, 2025:

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.

☐ **Reading Reflection #9: Due on 11/10/25 by 11:00 PM.**

- Login to Canvas, submit the reflection assignment under week 11. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
- No extensions will be granted on reading reflections.

☐ **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?

Week 11: Forced Sterilization of Latina Women

Tuesday, November 11, 2025:

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).

☐ **Assignment #5 –Thesis statement for final research paper: Due on 11/17/25 by 11 PM:** Outline a strong thesis statement for your final paper using the sample discussed in lecture and reviewed in your discussion section.

☐ **Election Day: Exercise your right to vote today.**

Thursday, November 13, 2025:

Elena R. Gutiérrez and Lisa Fuentes, “Population Control by Sterilization: The Cases of Puerto Rican and Mexican-Origin Women in the United States,” in *Latino(a) Research Review* 7, No. 3 (2003): 85-96.

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.

☐ **Reading Reflection #10: Due on 11/17/25 by 11:00 PM.**

- Login to Canvas, submit the reflection assignment under week 12. Summarize what you learned from this week’s readings and anything that was unclear. The reflection should be 150-words maximum, but no less than 130-words.
- No extensions will be granted on reading reflections.

☐ **Discussion Sections – Draft of your final paper’s thesis & engage in discussion of the assigned readings for this week:**

- 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). Begin drafting your thesis during section.
- Then, 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 and other targeted women organize against sterilization efforts?
 5. What are the legacies of sterilization campaigns?

Week 12: Assimilation: The Case of Brazilians and Mexican Americans

Tuesday, November 18, 2025:

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.

☐ **Assignment #6 – 1-page outline for final research paper. Due on 11/24/25 by 11 PM:**

1-page outline for final research paper that includes a revised thesis statement, main themes, and the sources you will cite. For honors students, include the primary sources (newspaper data) as well as the secondary sources (books and articles).

Thursday, November 20, 2025:

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 your final paper’s 1-page outline:**

In section, your TA will review the guidelines for the final paper. Time will be allocated in section to draft your 1-page outline.

- ☐ You will work independently to draft the outline for your final paper.
- ☐ Then, in groups of two, you will engage in peer review to provide constructive criticism to strengthen your 1-page outline.

Week 13: Writing Week

Tuesday, November 25, 2025: Writing Day

Use lecture time to work on your final research papers. Take advantage of this time to visit the History Lab or Writing Center to obtain feedback on your final paper drafts.

Thursday, November 27, 2025: Fall Break, no class today (Thanksgiving Day)

☐ **Discussion Sections – No sections this week**

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

Tuesday, December 2, 2025:

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

☐ **Final Research Paper Due Today: 12/2/24 by 11:00 PM**

- Submit your final paper on Canvas. Late papers will not be accepted.

Thursday, December 4, 2025:

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.

- ☐ **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*

Tuesday, December 9, 2025: *Closing Lecture*

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.