

## HIST - 2348 - U.S. Latino/a Histories

### 3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

#### 1. Course Ownership/Implementation/Justification

<b>Department*</b>	<b>History</b>
<b>Required Approval Steps*</b>	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input checked="" type="checkbox"/> Undergraduate Studies College Curriculum Committee
<b>Will the course be cross-listed with another area?*</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>If yes, has an agreement with department(s) been reached?</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Department(s) and Course(s) that will be cross-listed with this course</b>	
<b>Catalog year of implementation*</b>	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
<b>Term(s) Course will be TYPICALLY Offered:*</b>	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
<b>Justification(s) for Adding/Revising Course for Core*</b>	<b>1k. Other (use field below)</b>
<b>State the rationale</b>	

for creating this new Core course or revising the existing Core course:\*

Meets Texas Education Code Ch. 51 - Subchapter F  
**Sec. 51.302. AMERICAN OR TEXAS HISTORY. ....(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.**

Justification - if "other" selected above:

Adding to core to align with State-wide and University initiatives.

## 2. Course Catalog Information

**Instructional Area/ Course Prefix\*** HIST

**Course Number\*** 2348

**Long Course Title\*** U.S. Latino/a Histories

**Short Course Title (30 character limit)\*** U.S. Latino/a Histories

**Instruction Type\*** Lecture ONLY

**Lecture\*** 3

**Lab\*** 0

**Course Credit Level\*** Sophomore

**Grade Option\*** Letter (A, B, C.....)

Can this course be repeated for credit?\*  Yes  No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan\* 3.0

Number of course completions (attempts) allowed\* 3

Are multiple enrollments allowed for course within a session or term?\*  Yes  No

CIP Code\* 54.0102.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)\*  Need to adjust requisite checks already in place - Begin enforcement Fall  Need to adjust requisite checks already in place - Begin enforcement Spring  Need to create requisite checks for course - Begin enforcement Fall  Need to create requisite checks for course - Begin enforcement Spring  No adjustment required - requisites not being changed  No requisite check desired for course at this time

Prerequisite(s):\* ENGL 1304.

Corequisite(s)

**Course Description\*** This course will explore Latina/a histories from the colonial era to the present day.

**Course Notes**

**3. Authorized Degree Program(s)/Impact Study**

**Is this a required course for any program (degree, certificate, or minor)?\***  Yes - enter additional information in field below  No

**If yes, for which program(s)?**

**Does this change cause a change in any program?\***  Yes - attach copy of program plan  
 No

**If yes, to which program(s)?**

**Does this change force changes in prerequisites for other courses?\***  Yes - enter additional information in field below  
 No

**If yes, which course(s) and is a proposal being submitted to reflect the change?**

**Impact Report\***

IV. Language, Philosophy & Culture  
U.S. Ethnic Studies Minor

#### 4. Core Curriculum Information

**Learning Outcomes\***

1. Students will leave this course with a deeper understanding of U.S. Latina/os' shared experiences.
2. Students will see how race shaped social hierarchies and helped define citizenship in the Americas.
3. Students will examine the economic, political, social, and cultural connections developed between Latin America and the United States and how Latina/os have helped build, reinforce, and nurture those connections.
4. Students will learn about the long struggles for equality and belonging that have animated Latina/o communities in the nineteenth and twentieth century.

**Foundational Component Area for which the course is being proposed (select one)\***

**American History**

**Component Area Option (optional)**

**None Selected**

**UH Core: Single or Double Category Listing**

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

**Core Objectives addressed by the course\***

**Communication Skills**

**Critical Thinking**

**Personal Responsibility**

**Social Responsibility**

**Critical Thinking,  
if applicable**

Students will demonstrate critical thinking by writing 750-to-1,000 words, that compare and contrast the migration experiences of at least two (2) Latina/o populations. They may use any materials from class to write this paper. It will focus on one or two aspects of migration in this essay, which may include people's experiences settling into their new lives.

**Communication  
Skills, if  
applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical &  
Quantitative  
Skills, if  
applicable****Teamwork, if  
applicable****Social**

**Responsibility, if applicable**

The same assignment will demonstrate social responsibility by requiring students to engage various social and ethnic groups in their analysis.

**Personal Responsibility, if applicable**

The same assignment will demonstrate personal responsibility by requiring students to engage various social and ethnic groups in their analysis.

**Will the syllabus vary across multiple section of the course?\***

- Yes  
 No

**If yes, list the assignments that will be constant across sections**

## 5. Supporting Documentation

- Type of Attachments\***
- Course Syllabus
  - Degree Plan
  - Memo
  - Other Document(s)

**"Other"  
documents:**

**6. Additional Information Regarding This Proposal**

**Contact person  
for questions  
about proposal:\*** Ramos, Raul - raramos@uh.edu

**Comments:** See attached memo American History Core.

**Administrative Use Only**

**(Administrative  
Use Only)  
Proposal ID#**

**Original Course  
Prefix**

**Original Course  
Code**

**Original Course  
Title**

**Original Course  
OID**

## History 2348: U.S. Latina/o Histories

University of Houston

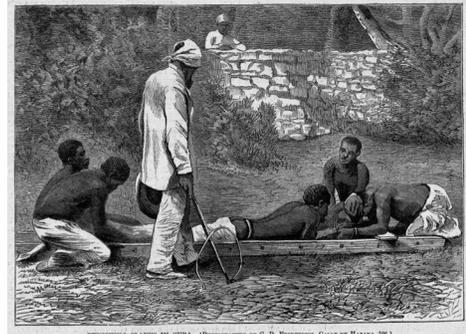
Tuesday/Thursday 4:00-5:30, Agnes Arnold Hall 208

Section 22980

Fall 2014

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Professor Mark Allan Goldberg  
Office: 545 Agnes Arnold Hall  
Email: magoldberg@uh.edu  
Office Phone: (713) 743-3091  
Office Hours: Thursdays, 1-3,  
or by appointment



### Course Overview:

The growth of Latina/Latino groups has transformed communities throughout the United States, and has led to debates about political power, cultural influence, citizenship, and ethnic and racial categorization. While this increased attention to Latina/os may seem “new,” Latina/o communities have played a pivotal role in U.S. history for centuries. This course will explore Latina/o histories from the colonial era to the present day. We will begin by looking at Spanish conquest, followed by transitions from Spanish colonies to independent nation-states and from slavery to emancipation in the Americas. We will continue to examine U.S. imperialism in Latin America and the ties that developed between the two regions. We will follow Latina/o migration streams and look at the lives that Latina/o peoples built for themselves in the U.S. while maintaining connections to Mexico, the Caribbean, Central and South America throughout the nineteenth and twentieth century. Ultimately, you will leave this course with a deeper understanding of the issues and histories that bring Latina/os together, those that continue to divide them, their multiple and shifting racial classification, and the long struggles for equality and belonging that have animated their histories.



### Learning Outcomes:

1. Students will leave this course with a deeper understanding of U.S. Latina/os’ shared experiences.
2. Students will see how race shaped social hierarchies and helped define citizenship in the Americas.
3. Students will examine the economic, political, social, and cultural connections developed between Latin America and the United States and how Latina/os have helped build, reinforce, and nurture those connections.
4. Students will learn about the long struggles for equality and belonging that have animated Latina/o communities in the nineteenth and twentieth century.

### **Humanities Core:**

This course satisfies the Humanities core requirement. It is a course on the human condition that looks at different ways that people have experienced the world. We will study history from numerous points of view, critically reading through various types of evidence to reconstruct the past. Throughout the semester, we will explore history from multiple perspectives, analyze historical evidence, craft historical arguments, and learn to write clearly and concisely. These skills will help you in any field, and they will help us understand what it meant to be powerful and marginalized in a complex world with a multitude of human experiences. Because this course is part of the Humanities core, there will be an emphasis on writing. Please do not let the writing assignments intimidate you. I will provide feedback at various points that will assist you, and we can meet to discuss your writing at any time during the semester.

### **Minor in Mexican American Studies:**

This course fulfills a requirement for the minor in Mexican American Studies. One purpose of this course, therefore, is to learn the historical processes by which some individuals became empowered and others marginalized, and to understand the experiences of historically marginalized Latina/o peoples and the numerous ways that they participated in local power struggles. The focus is on the past, but the study of history has implications for the present and future. An understanding of Latina/o history creates paths to building a better, more equitable future.

For more information about the minor and the Center for Mexican American Studies, please visit <http://www.uh.edu/class/cmas/>.

### **Required readings:**

The following books can be purchased at the University Bookstore. I will place them on reserve at Anderson Library.

- Juan González, *Harvest of Empire: A History of Latinos in America*, rev. ed. (New York: Penguin Books, 2011)
- Junot Díaz, *The Brief Wondrous Life of Oscar Wao* (New York: Riverhead Books, 2007)
- Selected readings on the course's Blackboard Learn site

Some days, there will be readings that cannot be found in the books, and they will be available on *Blackboard Learn*. You are not required to print those readings. However, if you do not print them, please make sure to bring notes on them or bring your laptop with electronic copies so that you can discuss them in class.

### **Grades:**

Colonial History Paper	(10%)	Due Thursday, Sept. 25
Migration Paper	(20%)	Due Thursday, Oct. 23
Film Paper	(25%)	Due by Thursday, Dec. 4
<i>Brief Wondrous Life</i> Paper	(30%)	Due Tuesday, Dec. 16
Attendance/Class participation	(15%)	Based on regular attendance and participation in class

Assignments:

All papers must be double-spaced with standard one-inch margins.

*Colonial History Paper (10%):*

Historians often separate the field of Native American history from the field of Latina/o history; however, the first part of this course demonstrates connections between people that identify as “Native” and those that identify as “Latina/o.” In 500-to-750 words, use materials from readings, lectures, and discussions to explain how Native American history is Latina/o history. You must focus on one or two historical themes to make your argument. You will turn in an **electronic copy** of your paper through the Turnitin link on the course’s Blackboard site. This paper is due at the beginning of class on Thurs., Sept. 25.

*Migration Paper (20%):*

In 750-to-1,000 words, compare and contrast the migration experiences of at least **two (2)** Latina/o populations. You may use any materials from class to write this paper. Like the Colonial History Paper, you must focus on one or two aspects of migration in this essay, which may include people’s experiences settling into their new lives. You will turn in an **electronic copy** of your paper through the Turnitin link on the course’s Blackboard site. This paper is due at the beginning of class on Thurs., Oct. 23.

*Film Paper (25%):*

We will be watching four films this semester—two documentaries and two feature films. We will watch three of the films in class, and you are responsible for watching one of them (*Sin Nombre*) on your own. You can rent *Sin Nombre* on iTunes or Amazon Instant Video. Even though I will not be screening *Sin Nombre* in class, we will be discussing the film together on November 18.

Each of you should keep a journal about your intellectual reactions to the films. This will help you remember the films for your paper. You’ll then turn in a 750-to-1,000 word essay that discusses the films and their relationship to readings, lectures, and discussions. Your paper should discuss only **two (2)** of the films (the “Bridges” episode of *Latin Music USA; A Class Apart; Sin Nombre; A Day without a Mexican*). You will turn in an **electronic copy** of your paper through the Turnitin link on the course’s Blackboard site. You may turn in this paper at any time. It is officially due by the beginning of lecture on Thurs., Dec. 4.

*The Brief Wondrous Life of Oscar Wao Paper (30%):*

In 1,250-1,500 words, compare the story in the novel to another story from class. You will have to choose two or three themes from the book and from the course in order to write this paper. In the essay, be sure to briefly summarize the parts of the novel and the stories from class that you are comparing, followed by a discussion of the connections between the stories. You will turn in an **electronic copy** of your paper through the Turnitin link on the course’s Blackboard site. It is due by 8:00 pm on Tues., Dec. 16.

*Attendance/Class participation (15%):*

The study of history is a conversation among scholars. This course will work best with the completion of weekly readings and active participation in class. We will often be discussing

sensitive issues, so please be respectful of your classmates during our conversations. We can all learn something from one another.

I will be taking attendance. You are allowed **three (3)** unexcused absences. Any more than that will negatively affect your attendance/participation grade. You must provide some form of documentation for an absence to be excused (i.e., doctor's note, jury summons). Other than contributing to class discussion, active and regular attendance and participation will help you learn the course material and prepare for your papers. Some days I will require you to email me a discussion question before we meet in class. This will count towards your participation grade.

**Accessibility:** The Center for Students with DisABILITIES (CSD) office provides accommodations and support services to students who have any type of temporary or permanent disability. To request accommodations in class, you must first register with the Center and then provide your instructors with the proper documentation. Please call the CSD at (713) 743-5400 for more assistance.

**Academic Honesty:** Please be aware of the University's Academic Honesty Policy, which will be enforced in this class. All cases of cheating (in any form) will be dealt with according to the official policies set forth by the University of Houston, and may result in expulsion from the university. You may view the university policy and procedures online at <http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/index.php> .

**One Final Note:** My office hours are on Thursdays from 1-3. If you have a schedule conflict during my office hours, I am happy to schedule an appointment with you to meet at a different time. Please feel free to stop by to ask me any questions you have about lectures, discussions, readings, or assignments, or even if you just want to talk about history. **The best way to reach me is by my regular email.** Please let me know if you have any concerns or if you are having any problems with the course. I hope to make this course instructive, and I am committed to your success in class.

## **Calendar and Assignments**

*Reading assignments are to be completed by class time on the day under which they are listed.*  
The readings that can be found on Blackboard will be designated with a (BB). This schedule is subject to change.

### Week One

Tues., August 26      Introduction

Thurs., August 28      What is Latina/o History?

Reading:      Vicki L. Ruíz, "Recasting Empire and Citizenship in U.S. History," 10-19 (BB)  
Frances R. Aparicio, "Confronting Diversity and Latinidad in Latina/o Studies," 19-26 (BB)

## **Empire and Nation**

### Week Two

Tues., Sept. 2          1492

Reading:      Gonzalez, *Harvest of Empire*, xi-xxiv  
Christopher Columbus, "First Descriptions of the Land, First Violence Against Its People," 25-32 (BB)

Thurs., Sept. 4          European Encounters: The Caribbean

Reading:      Juan Pérez de la Riva, "A World Destroyed," 20-25 (BB)  
Fernando Ortíz, "'Transculturation' and Cuba," 26-27 (BB)  
José Barreiro, "Survival Stories," 28-36 (BB)

### Week Three

Tues., Sept. 9          European Encounters: Mexico

Reading:      Gonzalez, *Harvest of Empire*, 3-18  
"A Franciscan Friar Describes the Land and People of New Mexico, 1541," 31-33 (BB)  
"Spain Asserts Control over the Indians of Nueva Galicia, Mexico, 1570," 33-34 (BB)

Thurs., Sept. 11      Castas

Reading:      Gonzalez, *Harvest of Empire*, 18-26

Week Four

Tues., Sept. 16      Imperial Frontiers

Reading:      “The Pueblo Indians Call for War, 1680” 34-35 (BB)  
“Bishop Pedro Tamarón y Romeral Visits New Mexico, 1760,”  
63-65 (BB)  
“Captain Pierre Marie François de Pagès Reports on Early  
Settlements in Texas, 1767” 65-69 (BB)

Thurs., Sept. 18      National Frontiers

Reading:      Gonzalez, *Harvest of Empire*, 27-47

Week Five

Tues., Sept. 23      Life in the Borderlands

Reading:      María E. Montoya, “Mexican Married Women, Coverture, and  
Peonage,” 75-85 (BB)  
Omar Valerio-Jiménez, “Getting Un-Hitched along the Rio  
Grande: Mexicans, Anglos, and Divorce,” 85-94 (BB)  
Gonzalez, *Harvest of Empire*, 47-57

Thurs., Sept. 25      **NO CLASS—Continue reading for Tuesday’s class**  
**\*\*\*DUE: Colonial History Paper (via Turnitin)\*\*\***

Week Six

Tues., Sept. 30      1898

Reading:      Gonzalez, *Harvest of Empire*, 58-78  
“José Martí Explains Cuba’s Struggle for Independence from  
Spain, 1895,” 98-99 (BB)  
“*New York Times* Reveals Desire to Take Puerto Rico as a  
‘Permanent Possession,’ 1898,” 99-101 (BB)  
“Eugenio María de Hostos Fears U.S. Intentions in Puerto Rico,  
1898,” 101-102 (BB)  
“Major General Nelson A. Miles Declares U.S. Military  
Occupation for ‘Liberty,’ 1898,” 102 (BB)

## Migration

Thurs., Oct. 2

Railroads and Revolution

Reading: David G. Gutiérrez, "Mexican Immigrants and the Development of the American Southwest," 194-204 (BB)  
Gonzalez, *Harvest of Empire*, 96-107

### Week Seven

Tues., Oct. 7

Early Pan-Latino Communities

Reading: Gonzalez, *Harvest of Empire*, 108-116  
"Cuban-American Jose Yglesias Depicts His Family's History in Florida, 1890," 139-142 (BB)  
"Afro-Cuban Club Established in Tampa, 1901" 142-143 (BB)  
"Afro-Puerto Rican Arturo Schomburg Begins Archives on African Diaspora, 1911," 144-145 (BB)

Thurs., Oct. 9

Labor in the 1920s

Reading: Gonzalez, *Harvest of Empire*, 81-95  
"U.S. Government Proposes Labor Recruitment of Puerto Ricans, 1917," 175 (BB)  
"Puerto Rican Writer and Activist Jesús Colón Confronts Working Conditions in New York City, 1919," 178-180 (BB)  
"Alfred P. Thom Characterizes Southwestern Industries as Dependent on Mexican Labor, 1928," 181-182 (BB)

### Week Eight

Tues., Oct. 14

Depression and Repatriation

Reading: Natalia Molina, "Mexicans' Tenuous Citizenship," 223-229 (BB)

Thurs., Oct. 16

Latina/os and WWII

Reading: Luis Alvarez, "Youth and the Zoot Suit Riots in Los Angeles," 250-258 (BB)  
"California Eagle Blames Servicemen for Attacking Mexican American and African American Zoot Suiters, 1943," 240-242 (BB)  
"Los Angeles Times Reports on Governor Warren's Citizens' Committee Investigating the Zoot Suit Riots, 1943," 242-243 (BB)

## Week Nine

Tues., Oct. 21            Braceros

Reading:            Lilia Fernández, “A Comparative Approach to Mexican and Puerto Rican Labor Migration,” 267-274 (BB)

Thurs., Oct. 23            Music and Community – film in class: *Latin Music USA, “Bridges”*  
**\*\*\*DUE: Migration Paper (via Tunitin)\*\*\***

Reading:            Ruth Glasser, “Afro-Puerto Rican Musicians in the U.S. Army and in New York City,” 183-194 (BB)

### **Popular Politics, Popular Culture**

## Week Ten

Tues., Oct. 28            Cold War Cultures

Reading:            Carmen Teresa Whalen, “Labor Migrants or Submissive Wives: Competing Narratives of Puerto Rican Women in the Post-World War II Era,” 206-226 (BB)  
Adrian Burgos, Jr., “An Uneven Playing Field: Afro-Latinos in Major League Baseball,” 127-141 (BB)

Thurs., Oct. 30            The Cold War, the U.S., and Cuba

Reading:            “U.S. Government Provides Assistance for Cuban Refugees, 1961,” 311-313 (BB)  
“Scholar María de los Angeles Torres Recalls Her Experiences with Operation Pedro Pan, 1961,” 313-315 (BB)  
“U.S. Government Assists ‘Cuba’s Children in Exile,’ 1967,” 315-316 (BB)  
“Afro-Cuban Melba Alvarado Describes Relations between White Cubans and Afro-Cubans, 1940s to 1961,” 277-279 (BB)

## Week Eleven

Tues., Nov. 4            Civil Rights – film in class: *A Class Apart*

Reading:            Gonzalez, *Harvest of Empire*, 167-182

Thurs., Nov. 6            Social Movements I

Reading:            “I Am Joaquín Voices Chicano Movement’s Goals, 1967,”  
348-350 (BB)  
“The Young Lords Define Their Platform, 1970,” 355-357 (BB)  
“Chicanas Assert a ‘Revolution Within a Revolution,’ 1972,”  
357-358 (BB)  
“Puerto Rican Activist Esperanza Martell, Starts the Latin  
Women’s Collective, 1975,” 358-360  
Gonzalez, *Harvest of Empire*, 182-198

Week Twelve

Tues., Nov. 11            Social Movements II

Reading:            Horacio Roque Ramirez, “That’s My Place: Negotiating Racial,  
Sexual and Gender Politics in San Francisco’s Gay Latino  
Alliance, 1975-1983,” 224-258 (BB)

Thurs., Nov. 13            1980s  
WATCH AT HOME: *Sin Nombre* (rent on iTunes/Amazon Instant Video)

Reading:            María Cristina García, “Central American Wars, U.S.  
Interventions, and a Refugee Crisis,” 446-455 (BB)  
Susan Bibler Coutin, “Salvadorans Challenge the U.S. Label of  
‘Illegal Aliens,’” 455-460 (BB)

Week Thirteen

BEGIN READING JUNOT DIAZ, *THE BRIEF WONDROUS LIFE OF OSCAR WAO*

Tues., Nov. 18            Film discussion of *Sin Nombre*

Reading:            Frances Robles, “Fleeing Gangs, Children Head to U.S. Border,”  
*The New York Times*, July 9, 2014 (BB)  
Díaz, *The Brief Wondrous Life of Oscar Wao*

Thurs., Nov. 20            Film in class: *A Day without a Mexican*

Reading:            Gonzalez, *Harvest of Empire*, 199-224  
Díaz, *The Brief Wondrous Life of Oscar Wao*

Week Fourteen

Tues., Nov. 25 Immigration Debates – discussion of *A Day without a Mexican*

Reading: Díaz, *The Brief Wondrous Life of Oscar Wao*

Thurs., Nov. 27 **NO CLASS—Thanksgiving**

Reading: Díaz, *The Brief Wondrous Life of Oscar Wao*  
Gonzalez, *Harvest of Empire*, 117-128

Week Fifteen

Tues., Dec. 2 Transnational Identities – discussion of Junot Díaz, *The Brief Wondrous Life of Oscar Wao*

Reading: Díaz, *The Brief Wondrous Life of Oscar Wao*  
“Writer Junot Díaz Depicts a Father’s Migration Experience, 1996,” 401-405 (BB)

Thurs., Dec. 4 Pan-Latino Identities  
**\*\*\*DUE: Film Paper (via Turnitin)\*\*\***

Reading: “California’s Proposition 187 Seeks to Deny Education and Non  
Emergency Health Care to Undocumented Migrants, 1994,”  
464-66 (BB)  
“March on Washington for Immigrant Rights Draws Diverse  
Latina/o Supporters, 1996,” 502-502 (BB)  
“Colombian Performer Shakira, the Latin Grammys, and Latina/o  
Popular Culture, 2006,” 509-510 (BB)  
“U.S. Census Depicts Latino Diversity, 2010,” 513-514 (BB)

**\*\*\*Your *Brief Wondrous Life of Oscar Wao* paper is due by 8pm on Tues., Dec. 16.\*\*\***