

UC 12357 13F

CBM003 ADD/CHANGE FORM

Undergraduate Council  
 New Course  Course Change  
 Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2014

1. Department: HIST College: CLASS

APPROVED OCT 02 2013  
M.M.

2. Faculty Contact Person: Raul Ramos Telephone: 3-3116 Email: raramos@uh.edu

3. Course Information on New/Revised course:

• Instructional Area / Course Number / Long Course Title:  
HIST / 2348 / U.S. Latino/a Histories

RECEIVED SEP -9 2013

• Instructional Area / Course Number / Short Course Title (30 characters max.)  
HIST / 2348 / U.S. LATINO/A HISTORIES

• SCH: 3.00 Level: SO CIP Code: 05.0203.0001 Lect Hrs: 3 Lab Hrs:    

4. Justification for adding/changing course: Successfully taught as a selected topics course

5. Was the proposed/revised course previously offered as a special topics course?  Yes  No

If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:  
HIST / 3394 / Latino/a Histories

• Course ID: 62022 Effective Date (currently active row): 6/3/2013

6. Authorized Degree Program(s): BA

• Does this course affect major/minor requirements in the College/Department?  Yes  No

• Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No

• Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

    /     /    

• Course ID:     Effective Date (currently active row):    

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): This course will explore Latina/o histories from the colonial era to the present day.

10. Dean's Signature: \_\_\_\_\_

\_\_\_\_\_ Date: 9/6/13

Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: History

Person Making Request: Raul Ramos

Phone: 3-3116

Email: raramos@uh.edu

Dean's Signature: \_\_\_\_\_

Date: 8/30/2013

Course Number and Title: HIST 2348 U.S. Latino/a Histories

Please attach in separate documents:

- Completed CBM003 Add/Change Form with Catalog Description
- Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will demonstrate that ideas about race and ethnicity both shaped and were shaped by the making of a U.S. empire and a liberal nation-state.

Students will develop an understanding of the issues and histories that bring Latina/os together, those that continue to divide them, their multiple and shifting racial classification

Students will examine the long struggles for equality and belonging that have animated their histories

Component Area for which the course is being proposed (check one):

**\*Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

- |   |  |
|---|--|
| <input type="checkbox"/> Communication                              | <input type="checkbox"/> American History            |
| <input type="checkbox"/> Mathematics                                | <input type="checkbox"/> Government/Political        |
| <input checked="" type="checkbox"/> Language, Philosophy, & Culture | <input type="checkbox"/> Social & Behavioral Science |
| <input type="checkbox"/> Creative Arts                              | <input type="checkbox"/> Component Area Option       |
| <input type="checkbox"/> Life & Physical Sciences                   |  |

Science

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking    | <input type="checkbox"/> Teamwork                           |
| <input checked="" type="checkbox"/> Communication Skills | <input checked="" type="checkbox"/> Social Responsibility   |
| <input type="checkbox"/> Empirical & Quantitative Skills | <input checked="" type="checkbox"/> Personal Responsibility |

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will demonstrate and be assessed for critical thinking through the reflection paper assignment. In the essay, students will be asked; describe how, at any point in your life, you or someone you know has constructed your/their own body, meaning how you/they have presented your/their own identity through the way you/they dressed, the activities you/they engaged in, the things you/they ate, the way you/they carried yourself/themselves.

**Communication Skills:**

The above writing assignment will be used to assess students communication skills.

**Empirical & Quantitative Skills:**

Click here to enter text.

**Teamwork:**

Click here to enter text.

**Social Responsibility:**

The above writing assignment will be used to examine social responsibility since students will contextualize their experience within a larger social context.

**Personal Responsibility:**

The above assignment will be used to assess personal responsibility.

Will the syllabus vary across multiple section of the course?  Yes  No

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

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

**Latina/o Histories**  
University of Houston  
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:



**Course Overview:**

The growth of Latina/o groups has transformed communities throughout the United States, and has led to debates about Latina/o 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 transitions from Spanish colony 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, and Central America throughout the nineteenth and twentieth century.



**Course Objectives:**

This class follows the premise that race is a social creation and a historical process; its meanings, therefore, have changed over time. Our readings and discussions will demonstrate that ideas about race and ethnicity both shaped and were shaped by the making of a U.S. empire and a liberal nation-state. 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 demonstrate that ideas about race and ethnicity both shaped and were shaped by the making of a U.S. empire and a liberal nation-state.
2. Students will develop an understanding of the issues and histories that bring Latina/os together, those that

continue to divide them, their multiple and shifting racial classification

3. Students will examine the long struggles for equality and belonging that have animated their histories

### **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. 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. The exams are take-home essay exams, and there are two paper assignments. 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.

### **Grades:**

|                         |       |  |
|-------------------------|-------|--|
| Take-home Exam 1        | (20%) | Due Tuesday, Oct. 8                                    |
| Reflection paper        | (15%) | Due Tuesday, Nov. 5                                    |
| Primary source analysis | (20%) | Due by Thursday, Nov. 21                               |
| Take-home Exam 2        | (25%) | Due Tuesday, Dec. 10                                   |
| Class participation     | (20%) | Based on regular attendance and participation in class |

### Assignments:

*Exams* (Exam 1 is worth 20%; Exam 2 is worth 25%):

These take-home exams will test you on the material covered in each half of the course. They will combine primary-source analysis and essay questions. Each exam will run about 1,250 to 1,500 words. I will hand out the exams one week before they are due. You will turn in **two (2)** copies of your paper: a hard copy and an electronic copy through the Turnitin link on the course's Blackboard site. Exam 1 will be due at the beginning of class on Tuesday, Oct. 8. Exam 2 will be due by 4 p.m. on Tuesday, Dec. 10. You should submit your hard copy of Exam 2 in my History Department mailbox (524 Agnes Arnold Hall).

### *Reflection paper* (15%)

This paper explores human bodies not only as physical entities, but also as sites of meaning, control, and cultural transmission. In 750-to-1,000 words, you will reflect on the connections between the human body and identity. You have two options for this paper: (1) describe a time when you or someone you know felt excluded or discriminated against based on the way you/they carried yourself/themselves; or (2) describe how, at any point in your life, you or someone you know has constructed your/their own body, meaning how you/they have presented your/their own identity through the way you/they dressed, the activities you/they engaged in, the

things you/they ate, the way you/they carried yourself/themselves, etc. You will turn in **two (2)** copies of your paper: a hard copy in class and an electronic copy through the Turnitin link on the course's Blackboard site. This paper is due at the beginning of class on Tuesday, Nov. 5.

**Primary source analysis (20%):**

Choose one of the primary sources assigned in class (before Nov. 21) and write a 750-to-1,000 word analysis of the source. Read the primary source carefully, and briefly describe it in your paper. Who wrote it? What was its purpose? Who was its audience? Then describe what the source tells us about race and health in its respective time period. Your paper must be an argument-driven analysis, supported by citations from the primary source and secondary sources assigned in class. You must cite your sources using footnotes or internal parenthetical citations and include a Bibliography. Since you will be choosing a source that we will read and discuss over the course of the next few months, you may turn in your primary source analysis at any point before class time on November 19. You will turn in **two (2)** copies of your paper: a hard copy in class and an electronic copy through the Turnitin link on the course's Blackboard site. This paper is due at the beginning of class on Tuesday, Nov. 19.

**Class participation (20%):**

In many ways, 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. Attendance is not mandatory, but you must be in class to participate and earn marks for your participation grade. Other than contributing to class discussion, active and regular participation will help you to learn the course material, facilitating exam and paper preparation. Some days I will require you to email me a discussion question the night before we meet in class. This will count towards your participation grade.

**Required readings:**

There is no textbook for this class. All of the readings will be available on *Blackboard Learn*. You are not required to print the readings. However, if you do not print the readings, make sure to bring notes on them or bring your laptop with electronic copies so that you can discuss them in class.

The following book isn't required. It is recommended, for it's a wonderful synthesis of Latina/o history. You'll particularly find the book useful when you work on your take-home exams.

- Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*, revised edition (New York: Penguin Books, 2011).

**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) on exams, papers, or quizzes 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> .

## Calendar and Assignments

*Reading assignments are to be completed by class time on the day under which they are listed.*

This schedule is subject to change.

### *Week 1*

|                 |   |
|-----------------|---|
| Tues., Aug. 27  | Introduction  |
| Thurs., Aug. 29 | The Columbian Exchange  |
| Readings:       | Vicki Ruiz, "Nuestra América: Latino History as United States History," 655-672<br>George J. Sanchez, "'Y tú, ¿qué?' (Y2K): Latino History in the New Millennium," 45-58.<br>Primary source, imperial and indigenous maps |

### *Week 2*

|                 |   |
|-----------------|---|
| Tues., Sept. 3  | Indians and Spaniards in New Mexico   |
| Thurs., Sept. 5 | Indians and Spaniards in Texas  |
| Readings:       | Raúl Ramos, "Finding the Balance: Bexar in Mexican/Indian Relations," 35-66.<br>Ramón Gutiérrez, "Crucifixion, Slavery, and Death: The Hermanos Penitentes of the Southwest," 253-271.<br>Primary source, missionary narratives |

### *Week 3*

|                  |  |
|------------------|--|
| Tues., Sept. 10  | Indians and Spaniards in California  |
| Thurs., Sept. 12 | Mexican Independence in the Far North  |
| Readings:        | Antonia Castañeda, "Sexual Violence in the Politics and Policies of Conquest," 15-33.<br>Andrés Reséndez, "National Identity and the Shifting U.S. Mexico Border, 1821-1848," 668-688.<br>Primary source, visual art |



*Week 4*

Tues., Sept. 17 Spain in Puerto Rico

Thurs., Sept. 19 Spain in Cuba

Readings: Francisco A. Scarano, "The *Jibaro* Masquerade and the Subaltern Politics of Creole Identity Formation in Puerto Rico, 1745-1823," 1398-1431.  
Paul Lokken, "Angolans in Amatitlán: Sugar, African Migrants, and Gente Ladina in Colonial Guatemala," 27-58.  
Primary source, Inquisition records

*Week 5*

Tues., Sept. 24 When *El Norte* Became The Southwest

Thurs., Sept. 26 Manifest Design: The U.S. Eyes Latin America

Readings: Deena González, "The Unmarried Women of Santa Fe, 1850-1880," 188-194.  
Aims McGuinness, "Searching for 'Latin America': Race and Sovereignty in the Americas in the 1850s," 87-107.  
Primary source, travel narratives

*Week 6*

Tues., Oct. 1 Nation and Emancipation in the Caribbean  
EXAM #1 HANDED OUT AT THE END OF CLASS

Thurs., Oct. 3 NO CLASS—work on exams

Readings: Ada Ferrer, "Rustic Men, Civilized Nation: Race, Culture, and Contention on the Eve of Cuban Independence," 663-686.

*Week 7*

Tues., Oct. 8 Film: *Gathering Up Again: Fiesta in Santa Fe*  
EXAM #1 DUE

Thurs., Oct. 10 The Spanish-American War

Readings: Eileen Findlay, "Decency and Democracy: The Politics of Prostitution in Ponce, Puerto Rico, 1890-1900," 471-499.

*Week 8*

Tues., Oct. 15 Early Caribbean Emigration

Thurs., Oct. 17 The Mexican Revolution and Mexican Ethnicity

Readings: Burgos, "Playing Ball in a Black and White Field of Dreams: Afro-Caribbean Ballplayers in the Negro Leagues, 1910-1950," 67-104.  
Christopher Schmidt-Nowara, "From Columbus to Ponce de León: Puerto Rican Commemorations between Empires, 1893-1908," 230-237.  
Primary sources, newspapers (early 20<sup>th</sup> century)

*Week 9*

Tues., Oct. 22 Forging Diaspora: Afro-Cubans and African Americans

Thurs., Oct. 24 Ethnic Mexican Labor, American Landscapes

Readings: Guridy, "Blues and *Son* from Harlem to Havana," 107-150.  
Camille Guérin-Gonzales, "Conversing Across Boundaries of Race, Ethnicity, Class, Gender, and Region: Latino and Latina Labor History," 547-563.

*Week 10*

Tues., Oct. 29 Latina/os and the Great Depression

Thurs., Oct. 31 WWII, Industry, and Migration

Readings: Gina M. Pérez, "Hispanic Values, Military Values: Gender, Culture, and the Militarization of Latina/o Youth," 168-188.  
Humberto García-Muñiz and Rebeca Campo, "French and American Imperial Accommodation in the Caribbean during World War II: The Experience of Guyane and the Subaltern Roles of Puerto Ricans," 441-451.

Primary source, oral histories from WWII

*Week 11*

Tues., Nov. 5

Becoming Latina/o American  
REFLECTION PAPER DUE

Thurs., Nov. 7

Music and Community

Readings:

Lilia Fernández, “From the Near West Side to 18<sup>th</sup> Street: Un/Making Latina/o Barrios in Postwar Chicago,” 233-252.  
Hayandose: Zapotec Migrant Expressions of Membership and Belonging,” 63-80.  
Primary source, music

*Week 12*

Tues. Nov. 12

Cuban and Dominican Refugees

Thurs., Nov. 14

The Chicana/o Movement

Readings:

Lorena Oropeza, “Antiwar Aztlán: The Chicano Movement Opposes U.S. Intervention in Vietnam,” 201-220.  
Cary Cordova, “The Mission in Nicaragua: San Francisco Poets Go To War,” 211-232.  
Primary source, poetry

*Week 13*

Tues., Nov. 19

Puerto Rican Nationalism in the U.S.

Thurs., Nov. 21

Film: *La Operación*  
PRIMARY SOURCE ANALYSIS DUE BY TODAY

Readings:

Jeffrey Ogbar, “Puerto Rico en mi corazón: The Young Lords, Black Power, and Puerto Rican Nationalism in the U.S., 1966-1972,” 149-169.  
Alexandra Minna Stern, “Sterilized in the Name of Public Health: Race, Immigration, and Reproductive Control in Modern California,” *American Journal of Public Health* 95:7 (July 2005): 1128-38.  
Primary source, television

*Week 14*

Tues., Nov. 26 Latina/o Popular Politics in the Late Twentieth-Century

Thurs., Nov. 28 **No class—Thanksgiving**

Readings: Horacio Roque Ramirez, "That's My Place: Negotiating Racial, Sexual and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983," 224-258.  
Nancy Landale and R.S. Oropesa, "White, Black, or Puerto Rican?: Racial Self-Identification among Mainland and Island Puerto Ricans," 231-254.

*Week 15*

Tues., Dec. 3 Immigration: Past and Present

Thurs., Dec. 5 Latina/o History and Historical Memory

Readings: Daniel J. Tichenor, "Strange Bedfellows: The Politics and Pathologies of Immigration Reform," 39-60.  
Monica Perales, "Finding Smelertown," 261-277.  
Horacio N. Roque Ramírez, "Gay Latino Histories/Dying to Be Remembered: AIDS Obituaries, Public Memory, and the Queer Latino Archive," 103-128.

Tues., Dec. 10 EXAM #2 DUE BY 4PM IN MY OFFICE AND THROUGH TURNITIN