HIS 317L • Latino Histories
MWF: 10:00am-11:00am
Burdine 108

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This course concerns itself with the presence and growth of Latino communities in the United States since the American annexation of Florida. United States economic and political expansion transformed social structures in the Caribbean and Central America as well as the United States. As the US moved into what once were French and Spanish imperial possessions, the people living in these once-colonial territories moved to build national identities and nations for themselves. A close examination of the place of Latina/o communities in this process, of the communities that took shape at the margin of various national experiences, speaks to the ways transnational processes can shape national experiences. This course will explore the cultures, politics and policies that shape the many Latino histories in the United States.

To some 19th century Americans, Latin America seemed to be a place of boundless opportunity. To other Americans, the social revolutions, difficult climates and mestizo peoples were too threatening to their ideas of social order. Over the course of the 19th century, slavery was abolished, national republics emerged in the aftermath of empire, and equal citizenship emerged as an ideal. The establishment of equal citizenship and the creation of national communities from transnational experiences all took shape within the lure and loathing that shaped Latin American relations. The Spanish-American War ended American territorial expansion. The subsequent economic expansion led to even more movement of goods and people between the US and Latin America. Florida and New York became key hubs for this movement of people and ideas. With the Cold War, the economic status of Latin American communities in the United States became a visible foreign policy issue. Chicago, Miami and San Francisco became key domestic fronts in this Cold War. At different moments in the Cold War, Americans turned Puerto Rican, Cuban, Haitian, and Central American communities into models of the democratic promise or the scapegoats for the cultural dangers of the United States. They, in turn, challenged, negotiated or transformed boundaries of the American communities in which they lived.

[1] Wilfredo Lam, "the jungle," 1943. At the Metropolitan Museum of Art

Texts

Steve Pitti, *The Devil in Silicon Valley: Northern California, Race and Mexican Americans*
Eileen Suarez Findlay, *Imposing Decency: Gender and Race in Colonial Puerto Rico, 1880-1920*
Piri Thomas, *Down These Mean Streets*
Gina Perez, *The Near Northwest Side Story: Migration, Displacement and Puerto Rican Families*
Max Castro, *This land is our land: Immigrants and Power in Miami*
Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio: Everyday life in Latino/a America*

GRADING

Midterm I:	25%
Midterm II:	30%
Reader's Report I:	5%
Reader's Report II:	10%
Research Assignment:	15%
Quizzes:	5%
Participation:	10%

Grades will be determined as follows.

94-100= A	90-93=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+
73-76=C	70-73=C-	67-69=D+	63-66=D	60-63=D-	59-01=F

I. Learning Content Objectives

Students will grapple with the ways Latinos and Latinos shaped – and were shaped by – key dimensions of the American experience. Rather than focus on a singular experience, we will seek to understand the ways the context and conditions in different parts of the United States shaped the experiences and identities of a variety of Latinos. We will see how international economic and political connections across the Americas set the stage for Latina/o settlement in the United States. Finally, we grapple with the changing political and cultural choices and strategies Latinas and Latinos have made to make their way in the United States.

The Latino 19th Century: The Caribbean connection
We will survey various revolutions and independence movements in the Caribbean, Central America, and the United States. We will look at the way they sought to redefine work, race and political identity. We will also consider the ways these political movements encountered territorial expansion in the United States. It is my hope we will make some parallels and observe some transformations in these larger relations.

California
In this section, we will look centrally at the economic transformation of California from 1800 to the present. We will see how the economic infrastructure created string connections with Latin American communities along the pacific. We will then look at the

roles Latinos (Californios, Mexicans, Chileans, Mexican Americans, Latinos, Centroamericanos, Zapotecas) played as workers, activists and citizens in the politics of California. This will be our first regional case study. And it will allow us to discuss the the initial territorial boundaries, migration patterns and political identities that connected Latino communities in California to the rest of the world.

Puerto Rico
We will examine the ways the many residents of the island dealt with their colonial relationship with Spain and then the United States. In addition to the grand narrative of colonialism, we will look at the ways these colonial relationships affected the politics between men and women, slave and free, and black, criollo and white. We will try to understand the rise of radical politics at the eve of World War I, and the impact of imposed citizenship on Puerto Rico.

New York
New York City is the Caribbean's northern edge. It is a financial center for the Caribbean, an industrial hub, and a key place for cross-Latino cultural production. This section will explore the ways Cubans, Puerto Ricans and other Latinos participated in the politics of race and culture in the United States. We will use *Down these mean streets,* the autobiography of Piri Thomas, as a lens to examine the re-emergence of a spatial division between Black and White in the metropolitan United States, and the ways Caribbean Latino communities responded to this transformation. This section will cover the Great Depression and World War II (boleros, murals, swing and mambo), the 1950s (the rise of teenagers), and the mid 60s (the Nuyorican Renaissance and the deindustrialization of NYC). We will use cultural texts (music, film, poetry) as *contrapuntos* to Piri Thomas' account of his coming of age. We will end with a look at the current positioning of Latinos in NYC.

Chicago
In the last 50 years, Chicago has gone from being the quintessential industrial city to the becoming a classic post-industrial rustbelt city. It is also home to the second largest urban population of Puerto Ricans in the Americas and the second largest population of Mexican Americans. This section will foreground the experiences of women and families in the ways Puerto Rican families made homes in the barrios of Chicago and the *pueblos* and *aldeas* in Puerto Rico. We will end with an examination of the ways gentrification – the current form of economic development in Chicago – is affecting working-class Latino communities.

Florida
At different moments in the Cold War, Americans turned Puerto Rican, Cuban, Haitian, and Central American communities into models of the democratic promise or the scapegoats for the cultural dangers of the United States. They, in turn, challenged, negotiated or transformed boundaries of the American communities in which they lived. Florida allows us to look at this process more closely, from exile communities in Tampa to the current conservative and multicultural communities that have emerged in South Florida.

We will look at the state-sponsored creation of Miami Cuban communities as examples of the public funds can encourage assimilation, how an anti-Latino backlash can bring Latinos into political power, and then how multicultural Miami has shaped American national culture.

II. Learning Process Objectives:

Format and Procedures

There are many different learning styles in a given classroom. Some students require time and writing to listen and reflect on the ideas in the readings, discussion and lecture. Other students do best in a loud debate over complex issues. Some students do their best writing in an in-class exam situation; other people prefer the time to write and edit their presentations. The structure of the class emphasizes both everyday participation and written reflection. Hopefully, this will expand this diversity of learning styles.

Because this course's spine is the discipline of history, there will be a certain amount of independent research, writing and revising. For the purpose of creating a community of students, I would like students to share their research insights with their colleagues in the class. This will occur in a variety of forms, including but not limited to presentations, rough drafts and informal group work.

The assignments will develop and evaluate skills that will be new and/or familiar to everyone in the classroom. If you have any questions regarding the assignments, please get in touch with me.

Participation:

Your success in this class depends on your active participation. You should come to section not only having read, but also having reviewed your notes and thought about the material so that you are prepared with questions, topics and insights for discussion.

Regular participation in class discussion is crucial. Your understanding of the assigned material will help your fellow students grapple with the themes of this course. I strongly encourage comments that initiate an informed understanding of the lectures and the weekly readings. Active listening, informed questions, and brief observations on Blackboard or in class are crucial to full participation. Hence, you should make an effort to cover a substantial portion of the assignment for each section.

Students need to become comfortable within different forms of participation. I will encourage written and oral participation over the span of the semester. Written participation will include short response papers as well as in-class quizzes and short essay "exams." Oral participation may include group presentations as well as class discussion.

Some students' abilities may pose difficulties for different kinds of participation. Please arrange to let me know privately during the first week of class to discuss accommodations. Please bring a current **Letter of Accommodations** from the Office of

Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student's **Letter of Accommodation**. For more information, please check the Office of Disability Services: http://deanofstudents.utexas.edu/ssd/services.php

It is my hope that differences in interpretation will appear in this class. This should not be a surprise, as we are all invested in different ways in the history of the United States. Thus, it is important for discussion that each student not only share his or her insights but also respect and engage the efforts of other students to grapple with the course material in section. Obviously, I do not expect the same interpretation from all students. I do expect that each participant in the class be treated with courtesy and respect.

Midterms
Midterms will review the material covered before the midterm. The first midterm covers the first half of the class. The second midterm covers the second half of the class. The essays will be in a short answer format. There will be primary sources included in the exam to help prompt answers for some of the questions. The exams will be based on lectures and the assigned reading material. I believe exams can provide an opportunity to learn more than you knew before the exam. They should not be exercises in pain and memory.

The date and time for the second midterm is May 13, 2010, 9:00 am to 12:00 am.

Reader Reports
The reader report is a short essay between 3 and 5 pages. We ask you to make connections across the various readings in this course. We expect you to cite the articles you read, and ask you to use the assigned material, although you are welcome to include material from other places.

Reader Report I due February 9

Reader Report II due April 13

Research Assignment
This is a longer paper, between 5 and 7 pages. It will build on the work you have done in the reader reports. Here, we ask you to do some independent historical research into Latino cultures, communities and histories. You are encouraged to use the Hispanic American Newspapers database, Ethnic Newswatch, the Nettie Lee Benson Latin American Collection and the Perry Castañeda library as places to explore the Latino dimensions of American history. We want you to build a small collection of primary sources and a larger collection of secondary sources. Then, we would like you comment critically, building on the various ideas and approaches described in the various books and articles we have read, on the situation at hand. We expect you to provide a sense of change or transformation in your paper.

I strongly encourage you to discuss your research assignment with one of the two

graduate student instructors or myself. I consider these meetings to be an important part of your classroom experience, and tend to treat them as such.

You can see examples of short research papers in the database *Mapping the Latino Borderlands* [www.laits.utexas.edu/borderlands].

This paper will be due the last day of class, Friday May 4

III. University Policies

Use of E-mail for Official Correspondence to Students
All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html.

Documented Disability Statement
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Q drop Policy
The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:
"Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IV. Course Requirements:

Class attendance and participation policy:
To make our time together as valuable as possible, we all have to work hard at it. Consider the following basic principles:
- Every student has the *right* to learn as well as the *responsibility* not to deprive others of their right to learn.
- Every student is accountable for his or her actions.

In order for you to get the most out of this class, please consider the following guidelines:
- Attend all scheduled classes and arrive on time.
- Late arrivals and early departures are very disruptive and violate the first basic principle listed above:
Every student has the right to learn as well as the responsibility not to deprive others of their right to learn.

- I will take attendance. There will be a sign-in sheet distributed. You are responsible for ensuring that your name is on the sign-in sheet by the time the GSIs leave class.
- If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop.
- If the distraction continues, please let us know. It is often impossible for me to hear or see such things from my position in the classroom.
- Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Course Readings/Materials:
The books for this class are available at the University Co-op and at Resistencia books. Resistencia has *beyond el barrio* available for sale. Please contact them by phone ((512) 416-8885). You can get a better sense of them through their website [http://www.resistenciabooks.com/]. The University co-op has placed the books under HIS 317L. The books are:

Steve Pitti, *The Devil in Silicon Valley: Northern California, Race and Mexican Americans*
Eileen Suarez Findlay, *Imposing Decency: Gender and Race in Colonial Puerto Rico, 1880-1920*
Piri Thomas, *Down These Mean Streets*
Gina Perez, *The Near Northwest Side Story: Migration, Displacement and Puerto Rican Families*
Max Castro, *This land is our land: Immigrants and Power in Miami*
Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio: Everyday life in Latino/a America*

The books are also on physical reserve at the Perry Castañeda library. Some of these books are also available electronically through the library catalog.

Additional course readings will also be available through Blackboard [https://courses.utexas.edu]

In this class I use Blackboard—a Web-based course management system with password-protected access at http://courses.utexas.edu —to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

I may post a powerpoint outline before lecture on Blackboard. This should be available by class time.

Course Schedule:

***Please Note*: This schedule is subject to change as needed.**

Wednesday, January 19

- Introduction

Friday, January 21: Latino Frames, American Cultures

George Sanchez, "y tu, que?: Latino History in the New Millenium," *Blackboard*

Maria Elena Cepeda, "the star spanglish banner," *Beyond el Barrio,* 27-42

Monday, January 24: Origins and Destinies: American Cross-border Connections

Ruben Rumbaut, "origins and destinies," *blackboard*

Wednesday, January 26: Regions, Politics, and Racial Identities

Ruben Rumbaut, "pigments of our imagination," *blackboard*

Friday, January 28: The Regional Impacts of the Haitian Revolution

Laurent DuBois, "the Haitian revolution and the sale of Louisiana," *blackboard*

Monday, January 31: Nationalism and Inequality in the Haitian Revolution

Michel Rolph Trouillot, "the three faces of san souci," *blackboard*

Wednesday, February 2: Creating Latino Identity at the Crossroads of the Americas

Aims Mcguiness, "Searching for Latin America: race and sovereignty in the Americas in the 1850s, *blackboard*

Friday, February 4: California, Race and the Gold Rush

Book: Steve Pitti, *The devil in silicon valley*

Devil's Destiny

The Golden State

Monday, February 7: Class and Political identity after the Gold Rush

Book: Steve Pitti, *The devil in silicon valley*

Transnational Industries

Wednesday, February 9: Race and Rural Identities after the Mexican Revolution

Residence in Revolution

Readers Report Due

Friday, February 11: World War II Legacies: Farm Workers, Braceros, and Rural Identities

Striking Identities

Braceros and Business Machines

Monday, February 14: Chicano Movements and the Redefinition of Politics

Political Power

Wednesday, February 16: Silicon Valley and the persistence of race

Silicon Valley

Friday, February 18: San Francisco and the return of Latino activisms

Cary Cordova, the mission in nicaragua, *Beyond el Barrio*

Monday, February 21: Urban Refuges, Urban Inequalities

Horacio Roque Ramirez, gay latinos / dying to be heard, *beyond el barrio*

Ines Casillas, Puuro Mexico, *beyond el barrio*

Wednesday, February 23: Colonial Expansion, Latinos and the Caribbean

Book: Eileen Suarez Findlay

Introduction

Friday, February 25: Urban slavery, Race, and Spanish political identity

Respectable Ponce

Monday, February 28: Middle Class Politics, Working-Class Lives

Motherhood, Marriage and Morality

Wednesday, March 2: The burdens of public life: making prostitutes in Ponce at the eve of independence

Decent Men and Unruly Women

Friday, March 4: Imposing American Decency, 1900-1910

Marriage and divorce in the new colonial order

Monday, March 7: Sexuality and Labor Organizing in Puerto Rico, 1900-1915

Slavery, sexuality and the early labor movement

Wednesday, March 9: New Empathies, New Democracies

Saving democracy, debating prostitution in world war I

Friday, March 11: Midterm

Midterm I

Monday, March 14

- Spring Break

Wednesday, March 16

- Spring Break

Friday, March 18

- Spring Break

Monday, March 21: Getting to New York: Isabel Gonzalez, gender, Puerto Rico and American Citizenship

Erman, Sam "Meanings of Citizenship in the U.S. Empire: Puerto Rico, Isabel Gonzalez, and the Supreme Court, 1898 to 1905," *Blackboard*

Wednesday, March 23: Being of New York: Overlapping Diasporas and Afro-Latin@s

Jesse Hoffnung-Garskopf, “the migrations of Arthur Alonzo Schomburg: on Being Antillano, Negro and Puerto Rican in New York, 1878-1931,” *Blackboard*

Friday, March 25: Cubans, Puerto Ricans and Latino identities in the Great Depression

Piri Thomas, *down these mean streets,* 3-80

Monday, March 28: Latinos, Race and the WWII Suburban Transformation

Piri Thomas, *Down these mean streets,* 81-129

Wednesday, March 30: Puerto Ricans, Jim Crow and Global Blackness

Piri Thomas, *Down these mean streets,* 130-200

Friday, April 1: Barrio Narratives and the 50s Politics of Respectability

Piri Thomas, *Down these mean streets,* 200-297

Pedro Pietri, *Puerto Rican Obituary*

Monday, April 4 Barrio Narratives II: The Nuyorican Renaissance

Piri Thomas, *down these mean streets,* 298-336

Iris Moralez Velez, *Siempre Palante*

Pedro Pietri, *bury my heart on the lower east side*

Wednesday, April 6: New York Narratives III: a place in mass culture

Frank Guridy, "becoming suspect in the usual places," *beyond el barrio*

Deb Paredez, all about my mother, [section on ugly betty], *beyond el barrio*

Ana Aparicio, transglocal activism, *beyond el barrio*

Friday, April 8: Chicago: Urban Questions, Puerto Rican Solutions, 1945-1970

Book: Gina Perez, *The near north west side*

Introduction: a gendered tale of two barrio

Monday, April 11: American Policies, Puerto Rican Workers

Fleeing the cane

Know your Fellow American Citizen from Puerto Rico

Wednesday, April 13 Transnationalism and the Politics of Identity

Gina perez, los de afuera

Reader Report II Due

Friday, April 15: Gentrification and the Politics of Place

Gina Perez, Gentrification and the politics of place

Monday, April 18 Transnational Lives, National Neighborhoods

Gina Perez, transnational lives, kin work and survival

Gina Perez, Conclusion: revisiting the gender, poverty and migration debate

Wednesday, April 20: Florida: Foreign Policy and the Politics of Place

Alejandro Portes, enter the Cubans

Alejandro Portes, how an enclave is built

Friday April 22: Miami and the multicultural challenge
Book: *This land is our land*

Becoming American

Competing Elites

Monday, April 25: class and multicultural cities (research discussion)

Working in the USA

Wednesday, April 27: overlapping diasporas, neighboring communities

Just comes and cover-ups

Friday, April 29: Latino Research, Latino Identities

Conclusion: Making it work, this land is our land

Introduction: Beyond el Barrio

Monday, May 2 Latino Histories, American History

Mckiernan-Gonzalez, youth and American public narratives, beyond el barrio

Perez, Hispanic Values, Military Values, *beyond el barrio*

Wednesday, May 4: American Exclusions, Latino Exclusions, indigenous identities

Introduction, *beyond el barrio*

Gutierrez Najera, *hayandose!*

Friday, May 6: Research Day – midterm review

- Last Class

May 13, 2011: Midterm