

# HISTORY 004B History of Latinos/as in the United States



Professor: Dr. Darius Echeverría  
Department of History  
Trotter 203  
Thursdays 1:15-4:00pm (Spring 2012)  
Office Hours: Thursdays, 12:00-1:00pm (& by appointment)  
Office Phone & Location: 610-690-5752; Trotter 220  
 class  
 e-mail  
[decheve1@swarthmore.edu](mailto:decheve1@swarthmore.edu)



## I. Course Description

Even before the U.S. existed as a republic, people from "Hispanic" and Indo-America have been incorporated into the culture, history, life, and occupational fabric of the United States. Yet, forces, figures, and factions in larger society frequently perceived Latin American heritage people as members of an "alien" culture. Through histories of coercion, migration, labor recruitment, family networks, religious conversion, wars of occupation, economic need, political exile, education inequities, electoral participation, and unimaginative representations in film, fiction, and broader popular culture, millions of people from Mexico, Puerto Rico, Cuba, Dominican Republic, El Salvador, Nicaragua, Guatemala, Ecuador, and the rest of Latin America, have somehow become "American," while still remaining (or becoming) a racial or cultural "other" to most Anglo Americans and the State. This course will examine the process of departure and arrival—the historical forces pushing and pulling people from Latin America to the United States. We will also examine how "Spanish," "Latin," "Hispanics," "Latinos" adjust, integrate, assimilate, resist, and adapt to the many forces that affect their lives in the U.S. over the last century and a half, creating new ethnic, racial and local identities in the process. By studying the experience of Latinos/as and Latin American immigrants with an eye toward patterns of second-class citizenship, identity formation, ethnic culture, community maturation, labor struggles, and social mobility, we will map out the heterogeneous mosaic of Latin American and Caribbean diasporas in the U.S. Due in large part to ongoing immigration from Mexico, the Mexican-origin population has grown appreciably from approximately 100,000 at the turn of the twentieth century to roughly **thirty-three million** today (**10.5%** of the overall U.S. population and about **65%** of the collective Latino community which represents about **18%** of the U.S. population). We shall therefore pay special attention to what ethnic Mexicans, their offspring, and other Americans have had to say about the Mexican American experience and its effects on Latino/a social life as well as the nation's economy, society, and culture. The study of Latino History is a young discipline, with many gaps and grey areas. It also exists in a complex and tense dialogue (often a monologue) within broader U.S. history. During the last two decades as the Latino population has ballooned to nearly **fifty-two million**, there has also been a boom in research and writing in this field. Indeed, we will be taking advantage of some of its products, although its fruits are still uneven.

## II. Objectives: Perspectives, Tools, and Applications



This course is not concerned with the memorization of dates, the names of (in)famous people or even *what* to think about Latino subgroup communities' past, but rather one that seeks to help you learn *how* to think about the past. We will try to understand what history means to citizens a dozen years into the 21<sup>st</sup> century, and so ask: how do we understand it, why does it matter, and can our understanding of our own past change the present and possibly our future? By learning to ask HOW and WHY as well as who, what, where, and when, we will gain an understanding of historical change, of how historians think and interpret the past through the lens of the present. As an advanced reading seminar on the histories of Latin American heritage peoples in the United States, the course will not be based on lectures but incorporate a variety of teaching and learning strategies in an effort to maximize learning. Through intensive class and small group discussions of readings, film analysis of documentaries and dramatic pieces, seminar-style presentations, and in-class exercises students will: **1.)** gain a grater understanding of the diversity of primary sources used in the construction of the past; **2.)** acquire a working geographic knowledge of certain topographic features, Latino/a subgroups and political units; **3.)** trace the development of cultural expressions throughout the (im)migrant experience; **4.)** compare and contrast the experiences of Latino/a subgroups as well as within subgroups across generations in such areas as education, employment, and earnings; **5.)** consider the impact suburban residence has had on Latino/a families with an eye toward asking—does suburban life offer Latinos/as the same benefits and rewards that it offers other Americans?; **6.)** development an awareness of ethnic enclaves and the impact of these enclaves on local employment opportunities; **7.)** appreciate the changes in family structure, demographics, and language patterns from second to third generations; **8.)** analyze and synthesize complex historical events into meaningful concepts; **9.)** manifest a sense of historical time while valuing Latino/a contributions to societal institutions; **10.)** look critically at "historiography," or the writing of history, as we try to understand how writers in the past have tried, and how we in the present continue to try to understand the Latinos/as historically; **11.)** grapple with the social implications of visual representation, especially those that reproduce simplistic stereotypes, character types, and misrepresentations that are products of ethnocentrism, racism, and sexism; **14.)** entertain the principal debates in the field (s) of Latino/a Studies; **15.)** foster a deeper appreciation for the context in which select social scientists created their work. The course, moreover, will aid in the development of university level methods of interdisciplinary inquiry, fact-based interpretation, analytical writing, critical thinking skills, identifying and forming arguments, problem-solving abilities, organizing evidence, public speaking poise, successful test-taking techniques, teamwork, and improving the ability of students to communicate with power and precision their ideas about the past and present.

### III. Requirements



The requirements in **HISTORY 004B** are designed on the assumption that students will take full responsibility for their own fate in the course. Your participation in this class constitutes a contract between us so all students should try to participate in debates and discussions. Except in the cases of emergencies, no incompletes will be granted. It is essential for students to fulfill all the requirements of the course otherwise an official grade may not be issued or a passing grade may be unachievable. All written assignments except in-class exams and quizzes should be computer-generated, double-spaced and numbered with standard one-inch margins. The malfunction of any aspect of computer systems cannot be accepted as a legitimate reason for incompletion of any course requirements. The ground that has to be covered content-wise is demanding, expansive, and exciting—and takes a significant commitment of time, talent and tenacity. Thus, this course will require a reasonable reading load so students should expect to spend at least one hour of reading and reviewing for every hour of classroom instruction. I hope that you are prepared *to be challenged* and *to challenge* the readings! The course will consider both primary sources (**texts written by someone directly connected with the events and issues in question**) and secondary sources (**texts produced from an analysis of primary documents**) to help us develop and engage our critical and analytical faculties.



All readings are available in downloadable form in PDF format upon logging in with your college username and password into the Blackboard computer system website at: <https://blackboard.swarthmore.edu/webapps/portal/frameset.jsp>



Students must have a Swarthmore College email account in order to become enrolled in Blackboard. Using a web browser, go to <https://blackboard.swarthmore.edu/webapps/portal/frameset.jsp> to create your username and password if necessary. Students can find a guide to Blackboard at [https://blackboard.swarthmore.edu/webapps/portal/frameset.jsp?tab\\_id=\\_432\\_1](https://blackboard.swarthmore.edu/webapps/portal/frameset.jsp?tab_id=_432_1). Blackboard is a medium to announce course changes, indicate special meeting places, or highlight other relevant matters. At its best, electronic technology is a participatory medium, which can deepen our exchange of ideas and perspectives. In order to read or print PDF format documents you must have Adobe's Acrobat Reader installed. If you have any problem uploading the assigned readings, please let me know via email before class. If you do not have access to the internet, you may use the facilities available on campus. All Computing Labs have printers and Adobe Acrobat Reader software while having flexible hours. Students should work ahead by downloading or printing reading assignments in advance. Students should do their reading in accord with the schedule and come to the classroom prepared to engage in analysis and discussion of what they have read. In doing so, students should look for creative and interesting ways to apply what they are learning to their own experiences and as part of a larger interdependent classroom community. No singular reading contains the content of the course. The interaction between readings and classroom activity constitutes the principal foundation for **HISTORY 004B**. The classroom period is designed to compliment the readings, yet you can count on being tested on some assigned reading material which you are to have mastered on your own. Students should be aware that persistent neglect of the readings and absence from class are likely to lead to academic disaster.



### IV. Inclusion and Accommodation

Just as important is the effort by Swarthmore College to provide equal educational access for students with disabilities (i.e. physical, sensory, cognitive, systemic, learning, and psychiatric) in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have special needs that require adaptations or accommodations, please make arrangements to see the Coordinator of Learning Resources and Student Disability Services, Leslie Hempling in Parrish Hall 130. You may contact the coordinator at (610) 690-5014 or alternatively via email at [lhempli1@swarthmore.edu](mailto:lhempli1@swarthmore.edu). You may be entitled to special testing arrangements, note-taking, sign language interpreting, reading services, large print materials, and other appropriate support services. No accommodations can be made without involvement of the coordinator. Disability-related information is not shared without the permission of the student. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. All discussions will remain confidential. Please let me know how I can be supportive.

### V. Guidelines



In a class on Latino/a history—which often dictates a balance of lecture and discussion—grades are important, but so is the joy of learning. Therefore, I encourage you to enjoy the course while contributing to a successful classroom experience. Please be respectful of the variety of opinions and attitudes held by other students while avoiding language or behavior that demeans or harasses others. In order for us to learn from each other, we have to allow each other to assert ourselves, and be willing to offer unpopular positions for debate. Remember, we are debating the worthiness of a given set of ideas not individuals, so we should try to develop appreciation for the unique and diverse experiences that each of us will bring to the class. Please allow peers to finish statements and complete their thoughts.



I apologize for those that do not need classroom etiquette reminders but please refrain from **engaging in any extraneous activity** throughout class, including but not limited to ensuring that all cell phones, smart phones, pagers, personal digital assistants (PDAs), Mp3 players, iPods, iPhones, iPads, and other portable multimedia players, handheld devices or wireless electronic gadgetry are silenced and not activated during class. For more on a congenial campus climate, course civility and classroom etiquette, please see Swarthmore College's Code of Conduct policies at <http://www.swarthmore.edu/x5024.xml>

## VI. Grading Rubric



While I realize the significant time and effort given to assignments, the quality of your work is the major evaluative factor. Final grades in **HISTORY 004B** will be determined by student compliance with **all** the course requirements and **overall** performance in the course. Grades derive from the following components that are explained further below:

ASSESSMENT	VALUE
Preparation, Participation, and Attendance, including presentations/improvisation	<b>25%</b>
Four Reading Notes with One Discussion Lead & Four Index Card Requirements	<b>25%</b>
Review Essay	<b>25%</b>
Final Exam Assignment	<b>25%</b>




### Preparation, Participation, and Attendance:

One of the core beliefs of Swarthmore College is to encourage and support life-long learners and reflective practitioners through its courses of study. Class sessions will supplement the readings and build upon the knowledge gained through the content covered. Thus, given the student-driven and collaborative nature of **HISTORY** classrooms and the general necessity of in-class presence for effective learning, a formal attendance policy is in place. Therefore, registered students should avoid missing classes, and those that do are responsible for material covered in the lectures, readings and films, and for any announcements made in class. Individual student class participation is highly important. Learning in the classroom is not a passive activity. It depends on thoughtful student questions as well as a willingness to engage in discussion. Thus, you are expected to listen, share insights, highlight specific passages in your readings for classroom analysis, raise provocative questions, respond to the ideas of your class colleagues and, in general, maintain the integrity and flow of the conversation. In return, I will provide you with feedback on your progress and present material to you in a coherent and organized manner. In short, students will be expected to offer their own views on the readings and possibly to revise them upon confrontation with alternative views. I appreciate that students have distinct styles of participation and different levels of comfort with public speaking. As such, your participation grade will reflect not necessarily how many times you speak in class, but how you share in developing a lively and respectful conversation. Participation does not simply mean showing up for class.

I will assume that you will be in class every week, and that you will come prepared.



When you are absent, you diminish your learning opportunity while prevent others from learning from you.

Attendance will be taken at the beginning of every class, so it is your responsibility to be punctual in order to sign the roll sheet. Students that do not accrue more than one class absence (for whatever reason) will be in a position to earn the full grade percentage value of “preparation, participation, and attendance” as long as classroom contributions reflect a reasonable degree of enthusiasm and interest. Conversely, more than ten percent class absences without official college approval, resulting in unexcused absences, will appreciably affect student’s final grade. In the event of serious illness or a life crisis, please contact me to discuss the situation. Students participating in College-sponsored intercollegiate athletics, called to active military or jury duty, or obligated by college recognized religious holidays will be excused from class without penalty and allowed to make-up missed work. Written confirmation of such commitments must be brought to my attention prior to the anticipated class absence. If you must be absent, it is your responsibility to contact a fellow student in order to find out what was done in the class you missed and what is due for the next class. Otherwise, feel free to come to office hours in order to get a brief review. Students who register are considered enrolled in the course regardless of attendance. Lack of attendance does not constitute a basis for withdrawal from courses.



### Reading Notes (4) & Leading Discussion (1):

Writing assignments are designed so that students think not only about the issue, but also about the social assumptions that shape our thinking about the issue. Students will write **four** short (1 page single-spaced) sets of reading notes on that week’s required reading. Reading notes are always due on **Tuesdays** for that week’s reading, so that you are well-prepared for class discussion. Reading notes are informal reflection papers; they are not meant to be polished final essays, but more like an initial paper draft—raw ideas in unpolished form. The assignment is meant to help you actively engage the week’s reading. Again, reading notes are informal reflection papers, less organized than an essay, more like a paper in process. They are not meant to be refined final essays, but more like a working set of ideas that you gleaned from a given reading. (not just bullet points). Please do not simply summarize or paraphrase a reading, but rather demonstrate how you interacted with the material. Please note that piecing together fragments of notes taken from the reading does not constitute the basis of the assignment. Your notes will require analysis of relationships, not mere recitation of facts or stories. If you make an assertion, please be sure to support it with **factual evidence** rather than **anecdotal evidence**. An important point in writing is to present arguments that are supported by historical evidence so well developed subordinating ideas and assertions are strongly grounded reflecting informed opinions. Simply stating what you believe does not constitute an argument for that belief, so such sentences need to be accompanied by reliable evidence for thinking as you do. Punctuation and grammar are secondary to content for this assignment (as long as it is readable). You do not necessary have to have a well-organized introduction, or conclusion. Just start writing with points such as the following in mind:

 What are the primary ideas the author is trying to convey?

 How does the author support and develop this argument?

 What kinds of arguments does s/he use?

 What evidence does s/he draw on?

 Is the argument convincing to you? Why or why not?

 What problems do you see that might emerge as a consequence of this argument?

 How might you change/adapt/shift the argument differently?



**Leading Discussion:** Each student will also be responsible for leading class discussion about the reading at least once during the semester, along with possible a few partners. On the day you lead discussion, you and your partners are responsible for a **handout –an outline, discussion questions, or section of reading notes**. The handout should let your classmates know what you think are the most important aspects of the reading that we should be thinking about and discussing. Remember that leading discussion does not mean you have all the answers about the reading, and you do not have to do all the talking – but you do have to get us going, and keep us on track through the major points of the article. **You must kindly email your handout to me by midnight the night before class.**



### **Index-Card Requirement:**

At the beginning of **four** select classes please submit a 3x5 index-card with your name and the date. On the same side, include an author and page number from the week's reading where you share one quotation. The quotation should raise a particularly interesting issue. On the other side of the index card, kindly share a few comments about the quote, and its context. No index cards will be accepted after class while you may not turn in an index card if you do not attend a class. No one may turn in an index card for anyone else as well. Your writing must be easily legible. Index cards will not be returned to you, but each one will be recorded with "**satisfactory = C**," "**good = B**" or "**excellent = A**" according to how carefully and thoughtfully it is done. At the end of the semester these index cards will be averaged in with your **Five** Reading Notes to produce a final grade in the aforementioned assessment area. If you want to know at any time how you are doing on this assessment measure, please feel free to contact me.



### **Group Presentations and Improvisation:**

Each student will be assigned to a random group during the early stages of the semester. Each group will be responsible for preparing, moderating, and leading given discussions on pre-determined dates. In this classroom leadership role, groups should seek to define and question the reading's main arguments, possibly select "quotable" passages, while explaining their significance. You should come to your group willing to listen openly and to consider a range of different points of view. Participation takes many forms (i.e., verbal, listening, preparation, reflection). Presentations are not summaries of the readings. Rather, they are meant to provide a brief analysis of the historical context from which the material arose, discuss the aims and issues you see in the reading, and finally present the questions you feel will provoke and promote discussion. A written outline of your main points is strongly encouraged. Your insights will help outline our conversations, while serving to further our collective understanding about topics and issues discussed in class. So let us learn from and with one another. Evaluation will be based on presentation skills; coverage, coherence, and clarity of the material; intellectual rigor of arguments; preparation and organization; dialogue; and your questions for classmates after their presentations.

### **Review Essay:**

You are kindly required to produce a review essay (approximately 1,500 words—roughly 5-6 pages in length) which will test your ability to not only determine the most significant points raised by a given author, but to meaningfully compare books while placing each in proper historical context. Unlike a straightforward book review, a review essay is primarily devoted to critical discussion of the text. You have two goals. First, to examine in-depth, the arguments developed by the authors in each work. Second, to evaluate the author's arguments *in relation to each other*, presenting your analysis of how their arguments move the field of Latino History forward. If a review essay is an unfamiliar assignment, you may find it helpful to look at published review essays. Indeed, please feel free to take a look at a recent review essay located in week 2.



### **Please keep the following in mind:**

- ❖ An explanation of the type of sources the scholar utilized, and the methods employed in choosing and organizing those sources is vital.
- ❖ An assessment of the strong points or possible shortcomings of the book is equally valuable.
- ❖ Strongly consider a title that captures your argument (not just a listing of book titles and publication information).
- ❖ You should select your two books with the aim of making an argument about how their ideas contrast, link, negate, or complement each other.
- ❖ Remember that you cannot possibly relate all of the points an author has made; focus on the central argument and on claims that are most significant to the discipline.
- ❖ Use your opening paragraph to situate the book in the context in which it is written, identify the author's main thesis and approach, and introduce your own critical response. In other words, you need to identify the controversies or problems that the author seeks to address. Ordinarily, an author will define the context for you as he or she understands it in the preface, introduction, or first chapter of the book. Be economical: this paragraph should require no more than one page.
- ❖ You may choose to assess whether the book makes an important or useful contribution (but only if you are familiar with other scholarship on the subject), whether the evidence supports the author's thesis, or whether the author has considered alternative explanations for the same outcome. Support your arguments with evidence.
- ❖ Be careful about voice. You should always make clear to the reader who is "speaking" in your paper—the book author, another author, or you as the essay writer. This is usually not a problem in summarizing the book, but ambiguity about the voice can be a source of confusion when you turn to the critical discussion.
- ❖ Avoid introductory sentence such as "These books are about" because this does not distinguish your review from others. The opening statement takes the readers from where they presumably stand in point of knowledge and brings them to the books under review.
- ❖ Some books are more suitable for review than others. Edited collections can prove to be a bit tricky because contributors may address different material and the review can easily take on a disjointed, choppy character. I recommend that you select sole-authored works. Also, unlike a new or recent book, older books lend themselves to a special kind of treatment, one that assesses the significance of the work over time. You may not yet be in a position to undertake such a task. The nature of the review essay assignment for this course, then, makes it **inadvisable** to pick books more than **five** years old. (Reminder: you may **not** select for review any book on the syllabus)



A college-level writing assignment should show that you can construct a coherent argument and understand the various grammar and stylistic techniques. A successful review essay is a complex, carefully-structured work: evidence and interpretation are organized within coherent paragraphs, and coherent paragraphs are organized to relate to one another, and to the essay as a whole, on the basis of similarity and meaningful difference. This level of complexity is practically impossible to achieve in a single draft, so please consider going through at least one draft. Written assignments are clearly important aspects of this class. I encourage you to produce drafts of all of your papers early, and have them read either by me, your colleagues in class or on campus, or by members of the writing center staff. I am willing and happy to read drafts of your work, *provided they are given to me at least seven days before the papers are due.*

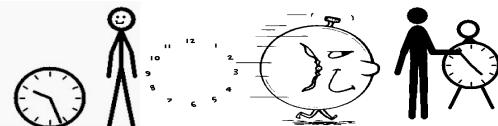


Again, please feel **free** to integrate your viewpoint as long as it is germane to a given topic. All written assignments must have an introduction, a body of analysis and a conclusion and meet the required page or word length. Papers produced with grammatical or mechanical errors as well as writing infelicities may be subject to grade reduction parameters consistent with the Grading Scale and Criteria herein. Students will also be evaluated on their improvement from paper to paper. Direct quotes, especially block quotes should be carefully documented, and rarely used. Late papers will be penalized for each day of lateness at the rate of a grade per day (i.e. from A to B). No extensions will be given for writing assignments except in cases of uncommon circumstances supported by a valid written excuse. The only acceptable documents are medical explanations on appropriate stationary, and police reports or legal proceeding notices from incidents in which you are personally involved. Any other private matter that precludes you from submitting a given paper should be brought to my attention.



### **Final Exam Assignment:**

The final examination will be in the form of a final paper, however an **alternative final project** may be entertained. Either way, each student will have to undertake a research project on a topic related to the main themes of the course. The topic of the project will be chosen in consultation with the instructor. The project is expected to be of a high analytical quality. By the mid-point of the semester you will be aware of different potential areas for your research. Once you identify the topic or area you are interested in, as well as the works, scholars, and methodology that seem to be the most adequate for your research, please make an appointment to see me. I will be delighted to provide suggestions and options that can help you focus the topic of your paper. A handout will be provided that ultimately outlines the guidelines with an overall game plan to perform admirably. It will be due in accordance with the college examination schedule with simultaneous electronic submission. The final exam assignment is about your ability to engage with the material, not to memorize it. Students will be graded in part on the basis of **1.) recall of information; 2.) ability to interpret it; 3.) ability to make comparisons across Latino/a historical experiences; and 4.) clarity and correctness of writing.** There are no other times for this assignment to be submitted nor will any make-up exam be offered. Take home assignments are extremely time sensitive to promote fairness.



### **VII. Integrity of coursework**

My sincere apologies to students who do not need this statement but **Swarthmore College** leadership maintains that faculty explicitly advise students what they ought to know about Department and College guidelines on plagiarism and the submission of written work. You are kindly reminded that academic misconduct including but not limited to fabrication, falsification, multiple submissions, plagiarism, or complicity in academic dishonesty will not be tolerated, and your enrollment in **HISTORY 004B** is an agreement to abide by the rules of appropriate citation and scholarly behavior. Swarthmore College has created a set of standards of academic honesty and procedures governing violations of these principles. Your coursework efforts are collaborations between you and your sources. You must acknowledge your debt to the authors of these sources regardless if on a quiz, midterm examination, short paper, or any other course assignment. If you do not you are guilty of plagiarism, a serious academic offense. Throughout this course we will be continually engaged with other people's ideas: we will read them in texts, hear them in lectures, discuss them in class, and incorporate them into our own writing. As a result, it is extremely important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. A student who plagiarizes may do so inadvertently or with purposeful deliberation. Whether intentional or unintentional, plagiarism can bring about serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of others' ideas. The official definition of plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. This includes, but is not limited to copying sentences, paragraphs and ideas from the internet (i.e. wikipedia or any online archive or website) books, articles, or other sources and using them for short papers, quizzes, midterm and final exams, oral presentations, or any course undertaking without proper citations or acknowledgement. Please be aware that ALL thoughts that are not your own MUST be cited appropriately. If you use four or more words from a source, it MUST be in quotations with a proper citation that includes a page number. There are two primary problems with presenting any information, ideas or phrasing of another without crediting the original source. First, it is plagiarism. Second, how can students be graded on material written or conceived by others?



### **Turning In Work:**

All work is due at the beginning of class on the assigned date. If you will not be in class you may have another person turn in your work, or use email. If you use these alternate means for turning in work be aware that the material is due at the time class begins (a time stamp is placed on email indicating when material is received). Professor does not take any responsibility for malfunctions in transmission equipment.



### To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrases of another person's spoken or written words



### You need to cite your source, even if:

- you put all direct quotes in quotation marks
- you changed the words used by the author into synonyms
- you completely paraphrased the ideas to which you referred
- your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas
- you mention the author's name in the sentence

For a more in-depth description of official Swarthmore College policy on academic integrity, please see the section on Major Infractions and the College Judicial Committee in the Swarthmore College Student Handbook. Again, plagiarism is only one type of academic dishonesty. In the pursuit of attaining a desirable grade many other scholastic acts, such as various forms of cheating, breach the college's code of ethics. Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; illicitly obtaining examination questions in advance; using someone else's work for assignments as if it were one's own; providing a paper or project to another student; purchasing papers online; inappropriate citation of sources (i.e. citing a journal article when the information came from Wikipedia or JSTOR); providing an inappropriate level of assistance; or any other dishonest means of attempting to fulfill the requirements of a course. Unless otherwise indicated, all assignments must be completed independently, and anyone contributing to the academic dishonesty of another will be subject to college disciplinary action.



## VIII. Writing advice and assistance

Writing is a skill that you will continue to develop throughout your time at Swarthmore College and beyond. We will work on various dimensions of the writing process in this course, but one critical aspect I will emphasize is the importance of giving yourself the time to proof-read, spell-check, and edit assignments before you turn them in. Poor spelling and grammar will weaken an otherwise strong paper as will faulty reasoning. Ideally quality writing should be free of major typographical errors or grammatical problems, such as sentence fragments, subject-verb disagreement, inconsistent verb tenses, unclear pronoun reference, misplaced modifiers, missing words, run-on sentences, syntactical errors, and capitalization and spelling mishaps. These errors should be easy to catch through a careful re-reading. In addition, effective writing should be clear and concise, thereby closely following the prose points below. While there is no one standard style that every writer must follow, there are two key elements that help produce good writing. One is readability, meaning the use of words, phrases, sentences, and paragraphs in such a way as to communicate facts and ideas clearly. The other is elegance, meaning the use of appropriate and interesting words, phrases, sentences, and paragraphs to produce graceful, unobtrusive prose that will keep a reader's attention and interest. Good writing communicates information effectively. It moves the reader along easily from word to word, sentence-to-sentence, paragraph to paragraph, and one section of the paper to the next. You may sometimes find it essential to use technical terms, but you should always avoid unnecessary jargon. If you need outside assistance with writing excellence the Swarthmore College Writing Center (<http://www.swarthmore.edu/x9311.xml>) can provide valuable assistance. The Center is located in Trotter 120 (610-328-8659). The Center offers online, individual, and small group tutoring; writing and reading groups; workshops on common writing issues, and services including self-management skills, exam preparation strategies, and memory techniques. On writing generally, I encourage all students to read William Strunk and E.B. White's *The Elements of Style*. This book is a short, inexpensive but invaluable aid to undergraduate writers. It is even available online in a full text version ([www.bartleby.com/141/](http://www.bartleby.com/141/)).



## IX. Office Hours for Student Advisement

You are invited and encouraged to meet with me at any time that is mutually convenient. My office hours and location are given above. If this time is not conducive for you, we can set up some other time. Please do not adopt the view that conferences are only for addressing problems or that reaching out is an imposition. I will be pleased to chat with you about your ongoing progress in the course, and will be happy to help you at any time along your academic journey. If you are having a challenge educational or otherwise that is preventing you from attending class or handing in assignments on time, please communicate with me. If I know about a problem in advance, I will try to work with you. Unfortunately in most cases, I will not be able to retroactively address the problem after it has materialized. In this spirit, communicate with me promptly so I may help. The time to discuss problems is when they are happening, not after the fact or toward the end of the semester. I will do everything possible to help you succeed in this course, but ultimately you are in control of your success. Please remember that some issues we will discuss in class may relate to your personal experience. If you feel uncomfortable making personal connections in class, but feel it important to contribute that connection somehow, please feel free to come to my office to talk with me one-on-one. I am here to engage, challenge, and equip you to meet your goals as students and also to hopefully enrich your Swarthmore College experience. I will be as accessible as possible and am committed to making this class comfortable, enjoyable, and effective.



I check my email at least once a day, so this is another forum we can communicate. Please sign your name with your message, and indicate which class you are in. It is your responsibility to check your email before class for important updates. Throughout the semester I may send class messages sharing upcoming class agendas while offering helpful points of interest.



You can expect me to work very hard with you and for you. I will hand back coursework promptly, while providing constructive and encouraging feedback on both written and non-written assignments.



Also, please be aware that there is a support system in place at **Swarthmore College**. Academic advisement and assistance can be reached at: [r krauss1@swarthmore.edu](mailto:r krauss1@swarthmore.edu) and (610) 328-8367 and on <http://www.swarthmore.edu/academicadvising.xml>. The office is located at Parrish Hall 108.



## X. Group Discussion Notes

- A. Remember that your role as discussion leaders is to act as moderators. Thus in addition to having particular issues you want to address, your role as moderator(s) also includes making sure that you do this within a reasonable block of class time so that the discussion effectively moves along.
- B. Kindly consider the following as you formulate the issues you will like to bring up during presentations.
1. What ideas seem significant or puzzling to you? Prepare questions about these to ask during discussion.
  2. State the topic of the reading(s) in one or two sentences. What is this chapter, article, essay, or story about (main concepts, central ideas, etc.)?
  3. Are there any words that are either unfamiliar or used in a specific way in the reading(s) that merit attention?
  4. If so, define the word in the context of the phrase where you first saw it and in relation to the main points of the reading(s).
  5. How does the reading(s) relate to other materials you have read in this class and/or in other classes?
  6. How does the reading(s) relate to things you, friends, or family members have experienced?
  7. What is your opinion of the reading(s)? Please provide a reason for your opinion.
  8. What did you learn, especially concerning the culture, history, and life of a given character, individual or ethnic/racial group?
  9. What did you learn about Latinos/as? How does the reading(s) describe relationships between Hispanics and others, between men and women?
  10. Does the scholar/author challenge us to think about history or contemporary issues in new ways?
  11. If relevant, how does the scholar collect their source material? What methods does the scholar use to interpret their findings?
  12. What strategies does the scholar use in presenting their material? How is the work structured and organized?
  13. What are the guiding assumptions driving the scholar's work? On what bases does the scholar construct their arguments?
  14. If familiar, compare and contrast the reading(s) to related works in Latino/a Studies.
  15. What are the scholar's goals and most important contributions? Who is the intended audience? What message or overall meaning is implied?
  16. What or to whom does the author seem to be responding to/arguing against?
  17. If relevant, which character or historical player did you most identify with in the reading(s)?
  18. If relevant, which character or historical player did you have the most difficulty empathizing with or understanding? Why?
  19. If relevant, did you notice any stereotypical portrayals of a given subgroup being examined? If so, what are they?
  20. If relevant, share whether you think they are positive or negative stereotypes. Are Latinos/as or other "ethnic others" authentically portrayed?
  21. Did any part of the reading(s) surprise or offend you? If relevant, what, when, and why?
  22. Are there any cultural references or "homeland" habits that surface that speak to either acculturation or assimilation?
  23. Did your perceptions of a given Latino/a subgroup change after reviewing the reading(s)? Please be specific.
  24. Please share any additional thoughts about the reading(s).
  25. Please feel free to either comment on or further explore a previous group's thoughts.



## XI. Revision of Syllabus

Professor Echeverría and Swarthmore College reserves the right to adjust the type and sequence of activities for **HISTORY 004B** in order to facilitate the best possible learning experience. The evaluation schedule is also subject to change, as warranted by unforeseeable circumstances. If any adjustments are made students will receive due notification, and it is your responsibility to comply with these requirements. No change will result in an increased workload, so please be prepared to be somewhat flexible with regards to the schedule.



## XII. Grading Scale and Criteria

(consistent with the college academic code at: [http://www.swarthmore.edu/cc\\_facultyregulations.xml](http://www.swarthmore.edu/cc_facultyregulations.xml))

**A+, A (4.0) =** Work of exceptionally high quality, with a creative spark that moves in a direction of laying out a broad contextual picture sequentially through time. "A" work demonstrates unusually thorough and insightful understanding of both the lectures and readings in the context of their time. "A" work presents a specific and clearly identifiable thesis in the introduction and includes a discernible body and conclusion. It also has a strong logical development and organization of ideas based on reason and evidence. It is written with grace and is free of major errors in spelling and grammar. Basic ideas and information in the assignment are discussed, and the student also evaluates subject matter, discusses weaknesses and major contributions of authors/approaches, and notes exceptions to arguments while making fine distinctions within the material. The overriding component of "A" work demonstrates a clear-thinking of relationships between and among the topics and supporting details. Hence, the grade "A" means that the student's performance, achievement, and understanding are excellent in each aspect of academic activity and subject matter. Despite advancing an explanatory argument, work may have instances (**less than 2**) of misspellings, sentence fragments, fused sentences, comma splices, semicolon errors, poor word choices, paragraphing problems, or other writing infelicities reflected in the above prose points or not that distract the reader from the substance of the work. Without question, the assignment is outstanding; it goes considerably beyond a merely adequate response and addresses the topic perceptively and thoughtfully. Its innovative analysis has allowed for the development of a finely tuned and well-organized argument, which is strong but also subtle. This assignment provides the reader with provocative examinations of specific and highly relevant evidence, often surprising him or her with its creativity and originality. This paper is essentially mechanically perfect and its composition is coherent and compellingly vigorous. "A" assignments also grapple with complex ideas and demonstrate original thinking.

**A- (3.67)**

**B+ (3.33)**

**B (3.0)=** Work of good quality. "B" work demonstrates a clear, cogent and accurate understanding of the course material. "B" work presents a clear identifiable thesis and arguments with adequate supporting evidence. It provides sufficient historical content by recognizing complex course issues. It is organized into coherent paragraphs with complete sentences and smooth transitions. It may, however, give uneven attention to various parts of the question, indicating a lack of knowledge in some important areas. Overall, though, main ideas are solidly intact and assignment is well written and well organized. In terms of style and content, the work is clear and progresses logically, but the work is somewhat weaker due to awkward word choice, sentence structure, or organization. Work may have a few (**approximately 3**) instances of misspellings, sentence fragments, fused sentences, comma splices, semicolon errors, poor word choices, paragraphing problems, or other writing infelicities reflected in the above prose points or not that distract the reader from the substance of the work. This assignment is a strong one that does more than fulfill the assignment. It shows evidence of thought and planning, and thoroughly develops its analysis into a clear and interesting point. Although the logic of the analysis may need further clarification, it is generally well organized, with plenty of detailed supporting evidence and fluid transitions. Because the writer is dealing in the specific rather than the general, he or she has been able to demonstrate successfully why his or her argument should be important and relevant to the reader. To cross the border into the "A" realm, this paper needs to push its thinking and analysis further, beyond common knowledge or well-worn definitions and opinions into fresher intellectual ground. The paper is stylistically adept, does not have too many mechanical errors, and is pleasurable to read.

**B- (2.67)**

**C+ (2.33)**

**C (2.0)=** Work of a pedestrian nature that meets the requirements of the assignment by demonstrating a working understanding of a given question, but lacks focus, detailed information in terms of chronology, actors, and social context, and is not particularly impressive. "C" work has some relevant points and attention to organization, but develops the argument in a superficial, incomplete or simplistic manner. It may have appropriate opening and closing sentences, but lacks analysis and imagination. Alternatively, "C" work presents a clear argument but falls short of "B" status for one of the following reasons: it provides insufficient or misguided historical evidence; it shows an incomplete understanding of course objectives; it is ineffectively organized; it is written with careless spelling and punctuation errors; or it contains confusing statements. In terms of style and content, the reader is able to discern the intent of the essay and the support for the thesis, but some amount of mental gymnastics and "reading between the lines" is necessary; the essay is not easy to read, but it still has said some important things. Work may have instances (**approximately 6**) of misspellings, sentence fragments, fused sentences, comma splices, semicolon errors, poor word choices, paragraphing problems, or other writing infelicities reflected in the above prose points or not that distract the reader from the substance of the work. Overall, the "C" assignment comes in many different forms. In general, such a paper fulfills the assignment in a routine way, shows some evidence of engagement with the topic, and sets forth an argument that isn't quite analytical enough. As it stands, this assignment does not fully make clear the importance or relevance of its argument; upon finishing it, the reader is left to ask, "so what?" or "so what's the point?" Such questions are signs that the point that a given essay is trying to make is too simplistic, never going beyond a "yes/no, either/or" framework in order to engage more complex ways of thinking about the issues at hand. In other words, this paper's analysis usually needs further development in order to make its somewhat obvious argument more sophisticated and probing. This assignment is usually stylistically adequate, and generally (but not completely) avoids glaring platitudes and distracting word choice. A "C" might also describe essays which either have many fresh, complex ideas that are unfortunately buried beneath mechanical and stylistic problems or that express common or relatively uninspired ideas with perfect diction and style.

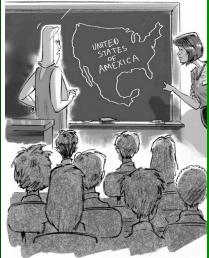
**C- (1.67)**

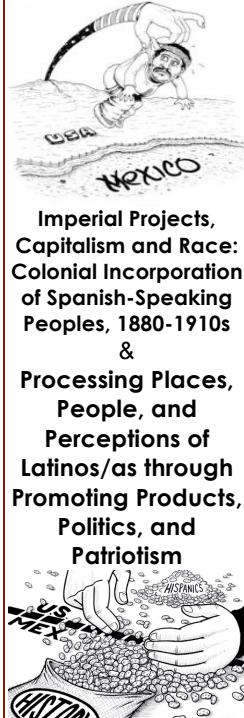
**D+ (1.33)**

**D (1.0) =** Work of poor quality that does not meet the minimal requirements of the assignment. "D" work contains random, unconnected information, lacks a thesis, supporting evidence, and strength in its argument. It is an unusually unsatisfactory piece of writing or shows that the student failed to understand the foundation of the assignment, causing confusion and incoherence. It is wrought with generalizations while the sentences are not varied in length or structure. Many of the main ideas are missing or vaguely stated, lacks a great deal of the basic information and is not particularly well organized. Individual paragraphs may have interesting insights, but the paragraphs do not work together well in support of the collective whole. In terms of style and content, the essay is difficult to read and understand, but the reader can see there was a (less than successful) effort to engage a meaningful subject. Work may have instances (**approximately 8**) of misspellings, sentence fragments, fused sentences, comma splices, semicolon errors, poor word choices, paragraphing problems, or other writing infelicities reflected in the above prose points or not that distract the reader from the substance of the work. In the end, the author of "D" assignments has attempted to formulate some sort of argument and may even posit a thesis (although usually not clearly); however, no evidence of real or effective engagement or innovation exists. Numerous mechanical, syntactical, expressive and organizational problems mar the development of an effective and easy-to-follow argument in this assignment. Clichés, unexamined assumptions and unsupported assertions are also the rule here, but the paper is generally comprehensible.

**D- (0.67) =** Work of unacceptable caliber that illustrates little or no understanding of the assignment as historical context is missing and it reads more like an accumulation of semi-rationale random ideas than a historical analysis. "F" work fails to marshal evidence of serious consideration of the topic by not addressing the subject matter. Main ideas are virtually misplaced, work is carelessly prepared, and there is poor effort at organization. It demonstrates a scant attention to the core curriculum, which reveals an inadequate factual knowledge of the material, and is filled with grammatical and mechanical mistakes. In addition to being unreasonably short of the targeted page or word count length which limits its ability to make connections between processes or ideas, the work may have instances (**approximately 10**) of misspellings, sentence fragments, fused sentences, comma splices, semicolon errors, poor word choices, paragraphing problems, or other writing infelicities reflected in the above prose points or not that distract the reader from the substance of the work. Indeed, the assignment reads like it was written during an all-nighter the night before. It makes little or no effort to think analytically, relying instead on far too many clichés, unexamined assumptions, and unsupported assertions. The rare idea is presented haphazardly, thus rendering the logic and structure of the writing flaccid. The "F" essay may not adhere to the assignment, or is plagiarized.

## History 004B History of Latinos/as in the United States

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
1	 <p><b>Introduction: Latinos in U.S. History—Contemporary and Historical Demographics, Identities, Colonial Histories, and the Paradox of Interdependence</b> Hispanic Americans</p> 	Thurs. 1/19	<ul style="list-style-type: none"> <li>◆ Arthur Corwin, "Mexican American History: An Assessment." <i>Pacific Historical Review</i>. 42, 3 (August 1973): 269-308.</li> <li>◆ Arthur Corwin, "Mexican Emigration History, 1900-1970: Literature and Research." <i>Latin American Research Review</i>. 8, 2 (1973): 3-24.</li> <li>◆ Reginald Horsman, "Anglo-Saxons and Mexicans," in <i>Latino/a Condition: A Critical Reader</i>, 149-151 (New York: New York University Press, 1998). <b>R</b></li> <li>◆ Reginald Horsman, "Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism," in <i>Critical White Studies: Looking Behind the Mirror</i> (Philadelphia: Temple U Press, 1997), 139-144. <b>R</b></li> <li>◆ Ramon Solorzano Jr. and Sandra Ahlen, "Latino Questions on Race, Ethnicity, and Language at the Advent of the 2010 Census," <i>Harvard Journal of Hispanic Policy</i> 22 (2009-2010): 17-45. <b>R</b></li> <li>◆ Pedro A. Caban, "From Challenge to Absorption: The Changing Face of Latina and Latino Studies," <i>Centro Journal</i> XV, 2 (Spring 2003): 126-145. <b>R</b></li> <li>◆ Pedro A. Caban, "Moving From the Margins to Where: Three Decades of Latino Studies," <i>Latino Studies</i> 1 (2003): 5-35. <b>R</b></li> <li>◆ Linda Martin Alcoff, "Latinos Beyond the Binary," <i>Southern Journal of Philosophy</i> XLVII (2009): 112-128. <b>R</b></li> <li>◆ Tommie Shelby, "Racism, Identity, and Latinos: A Comment on Alcoff," <i>Southern Journal of Philosophy</i> XLVII (2009): 129-136. <b>R</b></li> <li>◆ Vicki Ruiz, <i>Nuestra America: Latino History as United States History</i>, <i>Journal of American History</i> (December 2006): 655-672.</li> <li>◆ Vicki Ruiz, others, "Latino History: An Interchange on Present Realities and Future Prospects," <i>Journal of American History</i> (September 2010): 424-463.</li> <li>◆ Pedro A. Caban, "Puerto Rican Studies: Changing Islands of Knowledge," <i>Centro Journal</i> XXI, 2 (Fall 2009): 257-281. <b>R</b></li> <li>◆ Carmen Teresa Whalen, "Radical Contexts: Puerto Rican Politics in the 1960s and 1970s and the Center for Puerto Rican Studies," <i>Centro Journal</i> XXI, 2 (Fall 2009): 221-255. <b>R</b></li> <li>◆ Maribel Ortiz Marquez, "Beginnings: Puerto Rican Studies Revisited," <i>Centro Journal</i> XXI, 2 (Fall 2009): 177-197.</li> </ul>	
2	 <p><b>Imperial Projects, Capitalism and Race: Colonial Incorporation of Spanish-Speaking Peoples, 1820s-1880s</b></p> 	Thurs. 1/26	<ul style="list-style-type: none"> <li>◆ Rodolfo Acuña. <i>Occupied America: A History of Chicanos</i> (New York: Pearson Longman, 2007): chapter 3. <b>R</b></li> <li>◆ Tomas Almaguer. <i>Racial Fault Lines: The Historical Origins of White Supremacy in California</i> (CA: U of California Press, 1994): chapter 1. <b>R</b></li> <li>◆ Andres Reséndez, "National Identity and the Shifting U.S.- Mexico Border 1821-1848," <i>Journal of American History</i> 86, 2 (September 1999): 668:688.</li> <li>◆ John P. Bloom, "New Mexico Viewed by Anglo-Americans, 1846-1849." <i>New Mexico Historical Review</i> 34 (1959): 165-198. <b>R</b></li> <li>◆ Martha Menchaca, "The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican Pop." &amp; "Racial Segregation &amp; Liberal Policies Then and Now," in <i>Recovering History, Constructing Race</i>: (Austin: UT P, 2001): 215-276 &amp; 277-296.</li> <li>◆ Darius Echeverria, "Beyond the Black—White Binary Construction of Race: Mexican Americans, Identity Formation, and the Pursuit of Public Citizenship," <i>Journal of American Ethnic History</i>, 28, 1 (2008): 104-111. <b>R</b></li> <li>◆ Modern History Sourcebook: Albert Beveridge Campaign Speech, "The March of the Flag," 16 September 1898 <b>R</b> <a href="http://www.fordham.edu/halsall/mod/1898beveridge.html">http://www.fordham.edu/halsall/mod/1898beveridge.html</a></li> <li>◆ Library of Congress—Hispanic Rdg. Room: Treaty of Guadalupe Hidalgo <a href="http://www.loc.gov/rr/hispanic/ghtreaty/">http://www.loc.gov/rr/hispanic/ghtreaty/</a></li> <li>◆ James Monroe, Message to Congress, December 2, 1823 <a href="http://avalon.law.yale.edu/19th_century/monroe.asp">http://avalon.law.yale.edu/19th_century/monroe.asp</a></li> </ul>	

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
3	 <p>Imperial Projects, Capitalism and Race: Colonial Incorporation of Spanish-Speaking Peoples, 1880-1910s &amp; Processing Places, People, and Perceptions of Latinos/as through Promoting Products, Politics, and Patriotism</p>	Thurs. 2/2	<ul style="list-style-type: none"> <li>◆ Juan Gonzalez, <i>Harvest of Empire: A History of Latinos in America</i> (New York: Viking Penguin, 2000): chapter 2.</li> <li>◆ Tomas Almaguer. <i>Racial Fault Lines: The Historical Origins of White Supremacy in California</i> (CA: U of California Press, 1994): chapter 2. <b>R</b></li> <li>◆ Pedro A. Caban, <i>Constructing a Colonial People: Puerto Rico and the United States, 1898-1932</i> (Boulder: Westview P, 1999): chapter 3. <b>R</b></li> <li>◆ Alberto M. Camarillo, "The Development of the Chicano Working Class in Santa Barbara, California 1860-1897," in <i>Perspectivas En Chicano Studies: Papers Presented at the Third Annual Meeting of the National Association of Chicano Social Science</i>. (1975): 41-68. <b>R</b></li> <li>◆ Ilia Rodríguez, "News Reporting and Colonial Discourse: The Representation of Puerto Ricans in U.S. Press Coverage of the Spanish-American War," <i>Howard J of Communications</i> 9 (1998): 283-301. <b>R</b></li> <li>◆ Keith Suter, Puerto Rico: Beyond West Side Story," <i>Contemporary Review</i> 289 (Winter 2007): 442-448.</li> <li>◆ Victor M. Rodriguez Dominguez, "The Racialization of Mexican Americans and Puerto Ricans, 1890s-1930s," <i>Centro Journal</i> XVII, no. 1 (Spring 2005): 71-105. <b>R</b></li> <li>◆ Pablo Navarro-Rivera, "Acculturation Under Duress: The Puerto Rican Experience at the Carlisle Indian Industrial School, 1898-1918," <i>Centro Journal</i> XVIII, no. 1 (Spring 2006): 223-259. <b>R</b></li> </ul>	Reading Notes #1
4	 <p>The Formation of Communities: California</p> 	Thurs. 2/9	<ul style="list-style-type: none"> <li>◆ Rodolfo Acuña. <i>Occupied America: A History of Chicanos</i> (New York: Pearson Longman, 2007): chapter 7. <b>R</b></li> <li>◆ George Sanchez. <i>Becoming Mexican American: Ethnicity, Culture &amp; Identity in Chicano Los Angeles, 1900-1945</i> (NY: Oxford UP, 1993): ch. 9. <b>R</b></li> <li>◆ Jennifer McCormick and Cesar J. Ayala, "Felicia La Prieta Mendez (1916-1998) and the end of Latino school segregation in California," <i>Centro Journal</i> XIX, 3 (Fall 2007): 13-35. <b>R</b></li> <li>◆ Stephanie Lewthwaite, "Race, Paternalism, and California Pastoral: Rural Rehabilitation and Mexican Labor in Greater Los Angeles," <i>Agricultural History</i> 81 (Winter 2007): 1-35. <b>R</b></li> <li>◆ Dara Orenstein, "Void for Vagueness: Mexicans and the Collapse of Miscegenation Law in California," <i>Pacific Historical Rev.</i> 74, 3 (2005): 367-407. <b>R</b></li> <li>◆ Jose Alamillo. <i>Making Lemonade out of Lemons: Mexican American Labor and Leisure in a CA Town 1880-1960</i> (Urbana: U of Illinois P, 2006): ch 2. <b>R</b></li> <li>◆ Gilbert González. <i>Labor and Community: Mexican Citrus Worker Villages in a Southern California County, 1900-1950</i> (Urbana: University of Illinois Press, 1994): chapters 1, 2, and 3.</li> <li>◆ Camille Guerin-Gonzales, <i>Mexican Workers and American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939</i> (New Brunswick, N.J.: Rutgers University Press, 1994): chapters 1 and 2.</li> <li>◆ Eduardo Obregó Pagán, "Los Angeles Geopolitics and the Zoot Riot, 1943," <i>Social Science History</i> 24 1(Spring 2000): 223-256. <b>R</b></li> <li>◆ F. Arturo Rosales, <i>Pobre Raza: Violence, Justice, and Mobilization among México Lindo Immigrants, 1900-1936</i> (Austin: U of Texas P, 1999), 75-98. <b>R</b></li> </ul>	Reading Notes #2

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
5	 <p>The Formation of Communities: Texas</p> 	Thurs. 2/16	<ul style="list-style-type: none"> <li>◆ David Montejano. <i>Anglos and Mexicans in the Making of Texas, 1836-1986</i> (Austin: University of Texas Press, 1987): chapters 8, 9, and 10. <b>R</b></li> <li>◆ Thomas A. Guglielmo, "Fighting For Caucasian Rights: Mexicans, Mexican Americans, and the Transnational Struggle for Civil Rights in World War II Texas," <i>Journal of American History</i> 92, 4 (March 2006): 1212-1237. <b>R</b></li> <li>◆ Benjamin H. Johnson, "The Cosmic Race in Texas: Racial Fusion, White Supremacy, &amp; Civil Rights Politics," <i>Journal of American History</i> (2011): 404-419. <b>R</b></li> <li>◆ Emilio Zamora, <i>Claiming Rights and Righting Wrongs in Texas: Mexican Workers and Job Politics during World War II</i> (College Station: Texas A &amp; M University Press, 2009): chapters 2, 3, and 4.</li> <li>◆ Arnoldo De León, Mexican Americans in Texas: A Brief History, 2nd ed. (Wheeling, IL: Harlan Davidson, 1999): select readings.</li> <li>◆ Arnoldo De León. <i>They Called Them Greasers: Anglo Attitudes Toward Mexicans in Texas, 1821-1900</i> (Austin: U of Texas P, 1983): select readings.</li> <li>◆ Arnoldo De Leon. <i>Ethnicity in the Sunbelt: A History of Mexican Americans in Houston</i> (TX: Mexican American Studies Prg. 1989): select rds.</li> <li>◆ Phoebe C. Godfrey, "The Other White: Mexican Americans and the Impotency of Whiteness in the Segregation and Desegregation of Texan Public Schools," <i>Equity &amp; Excellence</i> 41, 2 (2008): 247-261. <b>R</b></li> <li>◆ Brian Fehler, "Reading, Writing, and Redemption: Literary Sponsorship and the Mexican-American Settlement Movement in Texas," <i>Rhetoric Review</i> 29, 4 (2010): 346-363. <b>R</b></li> <li>◆ Anthony Quiroz, "Class and Consensus: 20<sup>th</sup> Century Mexican American Ideology in Victoria, Texas," <i>Southwestern Historical Q</i> (2002): 31-54. <b>R</b></li> <li>◆ Robert R. Trevino, "Facing Jim Crow: Catholic Sisters and the Mexican Problem in Texas," <i>Western Historical Quarterly XXXIV</i> (2003): 139-164. <b>R</b></li> <li>◆ R. Reynolds, "The Impact of the Great Depression on Immigrant Mexican Labor: Repatriation of the Bridgeport, Texas, Coal Miners," <i>Social Science Quarterly</i> 65 (June 1984): 354-363.</li> </ul>	Index Card #1
6	 <p>The Formation of Communities: The Midwest and Arizona</p> 	Thurs. 2/23	<ul style="list-style-type: none"> <li>◆ Zaragosa Vargas. Proletarians of the North: A History of Mexican Industrial Workers in Detroit and the Midwest, 1917-1933 (University of California Press, 1993): chapters 6 and 7.</li> <li>◆ Francisco Arturo Rosales and Daniel T. Simon. "Mexican Immigrant Experience in the Urban Midwest: East Chicago, Indiana, 1919-1945," in <i>Forging a Community</i>: (Chicago: Cattails Press, 1987): select readings. <b>R</b></li> <li>◆ Nicholas De Genova, <i>Working the Boundaries: Race, Space, and Illegality in Mexican Chicago</i> (Durham: Duke University Press, 2005): part 1. <b>R</b></li> <li>◆ Abraham Hoffman, <i>Unwanted Mexican Americans in the Great Depression: Repatriation Pressures, 1929-1939</i> (Tucson: U of AZ P, 1974), 24-38. <b>R</b></li> <li>◆ Manuel G. González and Cynthia González. <i>En Aquel Entonces: Rgs in Mexican-American History</i> (Bloomington: Indiana U P, 2000): chaps 13 &amp; 14.</li> <li>◆ Darius Echeverria, Occupied Arizona: Mexican Americans and the Consequence Border(line) Citizenship, 1902-1962" <i>Plenum: South Carolina State Journal of Interdisciplinary Studies</i> volume 1, number 2 (Spring 2010): 114-168. <b>R</b></li> <li>◆ Darius Echeverria, "Palabras, Promises, and Principles: Arizona Police Prejudice, Profiling, Patrolling, and Preserving the Peace in the 1970s," <i>Border-Lines Journal</i> volume III (Spring 2009): 38-63. <b>R</b></li> <li>◆ Christine Marin, "Courting Success and Realizing the American Dream: Arizona's Mighty Miami High School Championship Basketball Team, 1951," <i>International Journal of the History of Sport</i> 26, 7 (June 2009): 924-946. <b>R</b></li> <li>◆ Christine Marín, "The Power of Language: From the Back of the Bus to the Ivory Tower," in <i>Speaking Chicana: Voice, Power, &amp; Identity</i>, eds. D. Letticia Galindo &amp; María Dolores Gonzales (AZ: UA P, 1999): 85-97. <b>R</b></li> </ul>	Index Card #2 & Review Essay Books Announced

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
7	 <p><b>Bodies, Beauties, Bullets, and Bandits: Latinos/as in the Land of Latinowood</b></p> 	Thurs. 3/1	<ul style="list-style-type: none"> <li>◆ Clara E. Rodríguez, <i>Heroes, Lovers, and Others: The Story of Latinos in Hollywood</i> (DC: Smithsonian Books, 2004): 1-30, 75-99, and 101-145.</li> <li>◆ Beatriz Pena Acuna, "Latinos in U.S. Film Industry," <i>Journal of Alternative Perspectives in the Social Sciences</i> 2, 1 (2010): 399-414. <b>R</b></li> <li>◆ Chon Noriega, "Citizen Chicano: The Trials &amp; Titillations of Ethnicity in American Cinema, 1935-1962" <i>Social Research</i> 58, 2 (1991): 413-438.</li> <li>◆ Chon A. Noriega, <i>Shot in America: Television, the State, and the Rise of Chicano Cinema</i> (Minneapolis: U of Minnesota Press, 2000): 28-50.</li> <li>◆ Joanne Hershfield, <i>The Invention of Dolores del Río</i> (Minneapolis: University of Minnesota Press, 2000): 1-16. <b>R</b></li> <li>◆ Mary C. Beltrán, "Dolores Del Rio, the First 'Latino Invasion,' and Hollywood's Transition to Sound," <i>Aztlán</i> 30:1 (2005): 55-86. <b>R</b></li> </ul>	
8	 <p><b>Disability or Difference: Prejudice and Prejudgment in Public Education &amp; The Mexican American Generation, 1940-1962: Plights, Fights, Rights, and Mighty Heights</b></p> 	Thurs. 3/15	<ul style="list-style-type: none"> <li>◆ Daniel Aaron Rochmes, "Blinded by the White: Latino School Desegregation and the Insidious Allure of Whiteness," <i>Texas Hispanic Journal of Law &amp; Policy</i> 13, 7 (2007): 7-22. <b>R</b></li> <li>◆ Guadalupe San Miguel, Jr., Embracing Latinidad: Beyond Nationalism in the History of Education," <i>Journal of Latinos and Education</i> (2011): 3-22. <b>R</b></li> <li>◆ Victoria-Maria MacDonald, "Hispanic, Latino, Chicano, or Other: Deconstructing the Relationship between Historians and Hispanic-American Educational History," <i>History of Education Society</i> 41, 3 (2010): 365-413. <b>R</b></li> <li>◆ Lisa Y. Ramos, "Dismantling Segregation Together: Interconnections between the <i>Mendez v. Westminster</i> (1946) and <i>Brown v. Board of Education</i> (1954) School Segregation Cases," <i>Equity &amp; Excellence in Education</i> 37 (2004): 247-245. <b>R</b></li> <li>◆ Sonia Nieto, "Black, White, and Us: The Meaning of <i>Brown v. Board of Education</i> for Latinos," <i>Multicultural Perspectives</i> 6, 4 (2004): 22-25. <b>R</b></li> <li>◆ Thomas A. Saenz, "Mendez and the Legacy of Brown: A Latino Civil Rights Lawyer's Assessment," <i>Berkeley La Raza Journal</i> (May 2004): 1-8. <b>R</b></li> <li>◆ Jeanne M. Powers and Lirio Patton, "Between Mendez and Brown: <i>Gonzales v. Sheely</i> (1951) and the Legal Campaign Against Segregation," <i>Law &amp; Social Inquiry</i> 33, 1 (Winter 2008): 127-177. <b>R</b></li> <li>◆ Frederick P. Aguirre, "Mendez v. Westminster School District: How it Affected <i>Brown v. Board of Education</i>," <i>Journal of Hispanic Higher Education</i> 4, 4 (October 2005): 321-332. <b>R</b></li> <li>◆ M. Beatriz Arias, "The Impact of Brown on Latinos: A Study of Transformation of Policy Intentions," <i>Teachers College Record</i> 107, 9 (2005): 1974-1998. <b>R</b></li> <li>◆ A. Reynaldo Contreras and Leonard A. Valverde, "The Impact of Brown on the Education of Latinos," <i>Journal of Negro Education</i> (1994): 470-481. <b>R</b></li> <li>◆ Richard R. Valencia, "The Mexican American Struggle for Equal Educational Opportunity in <i>Mendez v. Westminster</i>: Helping to Pave the Way for <i>Brown v. Board of Education</i>," <i>Teachers College Record</i> 107, no. 3 (March 2005): 389-423. <b>R</b></li> <li>◆ Richard R. Valencia, "A Tribute to Thomas P. Carter (1927-2001): Activist Scholar and Pioneer in Mexican American Education," <i>Journal of Latinos and Education</i> 5, 4 (2006): 237-252. <b>R</b></li> <li>◆ Jessica Lavariega Monforti and Adam McGlynn, <i>Aqui Estamos: A Survey of Latino Portrayal in Introductory U.S. Government and Politics Textbooks</i>, <i>The Profession</i> (April 2010): 309-1316. <b>R</b></li> <li>◆ Armando Navarro, "The Epoch of Social Action Politics (1946-1965)," in <i>Mexicano Political Experience in Occupied Aztlán: Struggles and Change</i> (New York: AltaMira Press, 2005), 231-301. <b>R</b></li> <li>◆ Manuel G. González &amp; Cynthia González. <i>En Aquel Entonces: Readings in Mexican-American History</i> (IN: Indiana IIP 2000). chans 16, 23 and 25 <b>R</b></li> </ul>	Index Card #3 & Review Essay

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
9	 <b>Citizenship, Community, and Circles: Early Puerto Rican Communities through the 1960s</b>  	Thurs. 3/22	<ul style="list-style-type: none"> <li>◆ Gina M. Perez, "An Upbeat West Side Story: Puerto Ricans and Postwar Racial Politics," <i>Centro Journal</i> XIII, 2 (Fall 2001): 47-71. <b>R</b></li> <li>◆ Sonia S. Lee &amp; Ande Diaz, "I Was the One Percenter: Many Diaz and the Beginnings of a Black-Puerto Rican Coalition, <i>Journal of American Ethnic History</i> (Spring 2007): 52-80. <b>R</b></li> <li>◆ Lilia Fernandez, "Of Immigrants and Migrants: Mexican and Puerto Rican Labor Migration in Comparative Perspectives, 1942-1964," <i>Journal of American Ethnic History</i> 29, 3 (Spring 2010): 6-39. <b>R</b></li> <li>◆ Katherine Culliton-Gonzalez, "Time to Revive Puerto Rican Voting Rights," <i>Berkeley La Raza Law Journal</i> 19 (2008): 27-69. <b>R</b></li> <li>◆ Judith Goode, "The Contingent Construction of Local Identities: Koreans &amp; Puerto Ricans in Philadelphia," <i>Identities</i>, 5, 1 (1998): 33-64. <b>R</b></li> <li>◆ Linda Delgado. "Jesus Colon and the Making of a New York City Community, 1917 to 1974." in <i>The Puerto Rican Diaspora: Historical Perspectives</i> (Philadelphia: Temple University Press, 2005): 68-87.</li> <li>◆ Juan Flores. <i>Divided Arrival: Narratives of the Puerto Rican Migration, 1920-1950</i> (Princeton, NJ: Markus Wiener Pub., 2003): select readings. <b>R</b></li> <li>◆ Ruth Glasser, <i>My Music is My Flag: Puerto Rican Musicians and Their New York Communities, 1917-1940</i> (CA: U of California P, 1997): chap. 3. <b>R</b></li> <li>◆ Virginia E. Sánchez Korrol. "Survival of Puerto Rican Women in NY Before World War II," in <i>The Puerto Rican Struggle: Waterfront</i>, 1984): select rdgs.</li> <li>◆ Virginia E. Sánchez Korrol. <i>From Colonia to Community: The History of Puerto Ricans in New York City</i> (Berkeley: U of California P, 1983): chap. 2.</li> <li>◆ Carmen Teresa Whalen. "Colonialism, Citizenship, and the Making of the Puerto Rican Diaspora: An Introduction." in <i>The Puerto Rican Diaspora, Historical Perspectives</i> (Philadelphia: Temple Univ. Press, 2005): 1-42. <b>R</b></li> <li>◆ Carmen Teresa Whalen. "Colonialism, Citizenship, and Community Building in the Puerto Rican Diaspora: A Conclusion," in <i>The Puerto Rican Diaspora, Historical Perspectives</i> (Philadelphia: Temple UP, 2005): 227-244.</li> </ul>	Reading Notes #3
10	 <b>The Puerto Rican Experience in New York City: Labor Migration, Deindustrialization, and Urban Crisis &amp; Up from Puerto Rico: Work and Community in Philadelphia, New Jersey, Chicago, Hartford, Boston and Hawaii</b> 	Thurs. 3/29	<ul style="list-style-type: none"> <li>◆ Ramon Grosfoguel, "Puerto Rican Labor Migration to the United States: Modes of Incorporation, Coloniality, and Identities," <i>Puerto Rican Labour Migration</i> 3, 1 (2005): 1-21. <b>R</b></li> <li>◆ Andrés Torres, Between Melting Pot and Mosaic: African American and Puerto Ricans in the New York Political Economy (Philadelphia: Temple University Press, 1995): chapter 3. <b>R</b></li> <li>◆ Carmen T. Whalen. <i>From Puerto Rico to Philadelphia: Puerto Rican Workers and Post War Economies</i> (Phil.: Temple UP, 2001): chap. 2. <b>R</b></li> <li>◆ Carmen Teresa Whalen. <i>From Puerto Rico to Philadelphia: Puerto Rican Workers and Postwar Economies</i> (Phi.: Temple UP, 2001): Ch. 5, 6, &amp; 7. <b>R</b></li> <li>◆ Olga Jiménez de Wagenheim. "From Aguada to Dover: Puerto Ricans Rebuild Their World in Morris County, NJ, 1948 to 2000," in <i>The Puerto Rican Diaspora, Historical Perspectives</i> (Phil: Temple UP, 2005): 106-127.</li> <li>◆ Víctor Vázquez-Hernández. "From Pan-Latino Enclaves to a Community: Puerto Ricans in Philadelphia, 1910-2000," in <i>The Puerto Rican Diaspora, Historical Perspectives</i> (Philadelphia: Temple University P, 2005): 88-105.</li> <li>◆ Iris López, "Borinkis and Chop Suey: Puerto Rican Identity in Hawai'i, 1900 to 2000," in <i>The Puerto Rican Diaspora, Historical Perspectives</i> (Philadelphia: Temple University Press, 2005): 43-67.</li> <li>◆ Ruth Glasser. <i>Aqui Me Quedo: Puerto Ricans in Connecticut</i> (CT: Humanities Council, 1997): chapters 2 and 3.</li> <li>◆ Edwin Maldonado, "Contract Labor and the Origins of the Puerto Rican Community in the U.S.," <i>International Immigration Rev.</i> (1979): 103-121. <b>R</b></li> <li>◆ Greg Lee Carter, "Hispanic Rioting During the Civil Rights Era," <i>Opposing Factions</i> 7 (1992): 201-220. <b>R</b></li> </ul>	

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
11	 <b>Latino Political and Social Movements of the 1960s and 1970s: Chicano Agency</b> 	Thurs. 4/5	<ul style="list-style-type: none"> <li>◆ Manuel G. Gonzales, "The Chicano Movement, 1965-1975," in <i>Mexicanos: A History of Mexicans in the U.S.</i> (Bloom.: Indiana UP, 2000), 191-222. <b>R</b></li> <li>◆ Gregory Rodriguez, "The Chicano Movement" in <i>Mongrels, Bastards, Orphans, and Vagabonds: Mexican Immigration and the Future of Race in America</i> (New York: Pantheon Books, 2007): chapter 8.</li> <li>◆ Jose Angel Gutierrez, "The Chicano Movement: Paths to Power," <i>The Social Studies</i> 102 (2011): 25-32.</li> <li>◆ Armando Navarro, "Epoch of Militant Protest Politics, (1966-1974)," in <i>Mexican Political Experience in Occupied Aztlán: Struggles and Change</i> (New York: AltaMira Press, 2005): 303-400. <b>R</b></li> <li>◆ George Mariscal, <i>Brown-Eyed Children of the Sun: Lessons from the Chicano Movement, 1965-1975</i> (NM: U New Mexico Press, 2005), 171-209.</li> <li>◆ Tanya Kateri Hernandez, "Afro-Mexicans and the Chicano Movement: The Unknown Story," <i>California Law Review</i> 92 (2004): 1537-1551</li> <li>◆ Ruben Salazar, "The Chicano Movement, 1969-1970," in <i>Border Correspondent: Selected Writings, 1955-1970</i>, ed. Mario T. García. (Berkeley: University of California Press, 1995): 191-269.</li> <li>◆ Lee Bebout, "Hero Making in El Movimiento: Reies Lopez Tijerina and the Chicano Nationalist Imaginary," <i>Aztlan</i> 32, 2 (Fall 2007): 93-121.</li> <li>◆ Jenny Dean, "The Chicana Movement and the Emergence of Chicanisma," in <i>Latina Filmmakers &amp; Writers: The Notion of Chicanisma Through Films &amp; Novellas</i> (CA: Floricanto P, 2007): 36-52. <b>R</b></li> <li>◆ Dionne Espinoza, "The Partido Belongs to Those Who Will Work for It: Chicana Organizing and Leadership in the Texas Raza Unida Party, 1970-1980," <i>Aztlan</i> 36, 1 (Spring 2011): 191-210. <b>R</b></li> <li>◆ Lea Ybarra, <i>Vietnam Veteranos: Chicanos Recall the War</i> (Austin: Univ. of Texas Press, 2004): 3-11 and 209-222.</li> <li>◆ First Chicano National Conference, "El Plan Espiritual de Aztlán," <i>Aztlan: Essays on the Chicano Homeland</i>, eds. Rudolfo A. Anaya and Francisco Lomelí (New Mexico: U of New Mexico Press, 1998), 1-5. <b>R</b></li> </ul>	Reading Notes #4
12	 <b>Latino Political and Social Movements of the 1960s and 1970s: Puerto Rican Activism</b> 	Thurs. 4/12	<ul style="list-style-type: none"> <li>◆ Jeffrey O. G. Ogbar, "Puerto Rican En Mi Corazón: The Young Lords, Black Power, and Puerto Rican Nationalism in the U.S. 1966-1972," <i>Centro Journal</i> XVIII, 001 (2006): 148-169.</li> <li>◆ Carmen Teresa Whalen, "Bridging Homeland and Barrio Politics: The Young Lords in Philadelphia," in <i>The Puerto Rican Movement</i> eds. Andrés Torres and José E. Velasquez (PA: Temple UP, 1998), 107-123. <b>R</b></li> <li>◆ Anthony DeJesus and Madeline Perez, "From Community Control to Consent Decree: Puerto Ricans Organizing for Education and Language Rights in the 1960s and 70s NYC," <i>Centro Journal</i> XXI, 2 (2009): 7-31. <b>R</b></li> <li>◆ Lillian Jimenez, "Puerto Ricans and Educational Civil Rights: A History of the 1969 City College Takeover," <i>Centro Journal</i> XXI, 2 (2009): 159-175. <b>R</b></li> <li>◆ Louis Nunez, "Reflections on Puerto Rican History: Aspira in the Sixties &amp; the Coming Age of Stateside Puerto Rican Comm.," <i>Centro</i> (2009): 33-47. <b>R</b></li> <li>◆ Ilan Kal Wagenheim and Olga Jiménez de Wagenheim, <i>The Puerto Ricans: A Documentary History</i> (NJ: Markus Wiener, 2002), 303-306.</li> <li>◆ Miguel "Mickey" Melendez, <i>We Took the Streets: Fighting for Latino Rights with the Young Lords</i> (NY: St. Martin's Press, 2003), 189-198. <b>R</b></li> <li>◆ Angel A. Amy Moreno de Toro, "An Oral History of the Puerto Rican Socialist Party in Boston, 1972-1978," in <i>The Puerto Rican Movement</i> eds. Andrés Torres and José E. Velasquez (PA: TU P 1998), 246-260.</li> <li>◆ Iris Morales, "Palante, Siempre Palante: The Young Lords," in <i>The Puerto Rican Movement: Voices from the Diaspora</i>, eds. Andrés Torres and José E. Velasquez (Philadelphia: Temple U Press, 1998), 210-227. <b>R</b></li> <li>◆ "Young Lords Party: 13 Point Program and Platform," <i>Palante: The Young Lords Party</i>, ed. Michael Abramson (New York: McGraw-Hill 1970) 150. <b>R</b></li> </ul>	

Week	Weekly Topic	Date	Required/Recommended Reading	Assessment
13	 <b>The Latinization and Ultimately Cubanization of South Florida Since the 1890s</b> 	Thurs. 4/19	<ul style="list-style-type: none"> <li>◆ María Cristina García. "Havana USA" in <i>Latino/a Thought: Culture, Politics, and Society</i>, eds. Francisco H. Vázquez and Rodolfo D. Torres (New York: Rowman &amp; Littlefield Publishers, Inc., 2003): 293-314.</li> <li>◆ Alejandro Portes and Alex Stepick. <i>City on the Edge: The Transformation of Miami</i> (University of California Press, 1993): chapters 1, 4, &amp; 7. <b>R</b></li> <li>◆ Alex Antón and Roger E. Hernández, <i>Cubans in American: A Vibrant History of a People in Exile</i> (NY: Kensington Books, 2002), 166-227. <b>R</b></li> <li>◆ Gerald Poyo. "The Cuban Experience in the United States, 1865-1940: Migration, Community and Identity." <i>Cuban Studies</i> 21 (1991): 19-36. <b>R</b></li> <li>◆ Louis A. Perez Jr., <i>On Becoming Cuban: Identity, Nationality, and Culture</i>. (Durham: University of North Carolina Press, 1999): 432-444.</li> <li>◆ Louis A. Perez Jr.. <i>Cuba in the American Imagination: Metaphor and the Imperial Ethos</i> (Durham: U of North Carolina Press, 2008): select readings.</li> <li>◆ Nancy Raquel Mirabal. "'Ser De Aquí': Beyond The Cuban Exile Model." <i>Latino Studies</i>, 1, 2003: 366-382. <b>R</b></li> <li>◆ Guillermo Grenier, "The Creation and Maintenance of the Cuban American Exile Ideology," <i>J of American Ethnic History</i> 25 (2006): 209-224. <b>R</b></li> <li>◆ Lisandro Perez, "Cubans in the United States," <i>The ANNALS of the American Academy of Political &amp; Social Science</i>, 487, 1 (1986): 126-137. <b>R</b></li> <li>◆ Jorge Duany, "The Orlando Ricans: Overlapping Identity Discourses Among Middle-Class Puerto Rican Immigrants," <i>Centro Journal</i> XXII, 1 (Spring 2010): 85-115. <b>R</b></li> <li>◆ Elena Sabogal, "Viviendo En La Sombra: The Immigration of Peruvian Professionals to South Florida," <i>Latino Studies</i> 3, 1 (2005): 113-131. <b>R</b></li> </ul>	Index Card #4
14	 <b>Dominican Descent Peoples in the Northeast and Central and South American Heritage American Communities Since the 1980s</b> 	Thurs. 4/26	<ul style="list-style-type: none"> <li>◆ Jesse Huffnung Garskof. <i>A Tale of Two Cities: Santo Domingo and NY After 1950</i> (Princeton: Princeton UP, 2008): forward, chapters 4, 5, and 6.</li> <li>◆ Luis Eduardo Guarnizo. "Los Dominicanyorks: The Making of a Binational Society." <i>Annals of the American Academy of Political and Social Science</i> 533 (1994): 70-86. <b>R</b></li> <li>◆ Milagros Ricourt. <i>Dominicans in New York City: Power from the Margins</i> (New York: Routledge, 2002).</li> <li>◆ Susan J. Dicker. "Dominican Americans in Washington Heights, New York: Language and Culture in a Transnational Community," <i>International Journal of Bilingual Education and Bilingualism</i> 9, 6 (2006): 713-727. <b>R</b></li> <li>◆ Nora Hamilton and Norma Stoltz Chinchilla, <i>Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles</i> (Philadelphia: Temple University Press, 2001): Chapters 1, 2, and 3. <b>R</b></li> <li>◆ Terry A. Repak, <i>Waiting on Washington: Central American Workers in the Nation's Capital</i> (Philadelphia: Temple UP, 1995): chapters 1, 2, and 3. <b>R</b></li> <li>◆ Leon Fink, <i>The Maya of Morganton: Work and Community in the Nuevo New South</i> (Chapel Hill: U of North Carolina Press, 2003): chapters 1, 2, &amp; 3.</li> <li>◆ Nestor P. Rodríguez, "Undocumented Central Americans in Houston: Diverse Populations," <i>International Migration Review</i>, 21, 1 (1987): 4-26.</li> <li>◆ Arturo Arias, Central American-Americans: Invisibility, power and Representation in the US Latino World," <i>Latino Studies</i> 1(2003): 168-187. <b>R</b></li> <li>◆ Suzanne Oboler, "Introduction: Los Que Llegaron: 50 Years of South American Immigration (1950-2000)—An Overview," <i>Latino Studies</i> 3, no. 1 (April 2005): 42-52. <b>R</b></li> </ul>	Final Exam Assignment

