

HIS 317L • Latino Histories

MWF: 10:00am-11:00am

UTC 3.132

Uniq: 39182 / 35984

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Location: Burdine 304



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 in the United States 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.

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*
 Gina Perez, *The Near Northwest Side Story: Migration, Displacement and Puerto Rican Families*
 Iris Morales, *Palante! The Young Lords Party*
 Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio: Everyday life in Latino/a America*
Blackboard: Courses.utexas.edu

The books are available through Resistencia Books, a locally owned community bookstore. You can call (512) 416-8885 or order the books online through Resistencia Books (www.resistenciabooks.com) and have them delivered to class. You can also visit Resistencia Books at 1801-A South First Street, Austin, TX 78704 and see for yourself.

I have placed these books on physical reserve at Perry-Castañeda library.

GRADING

Midterm I: 25%
 Midterm II: 30%
 Reader's Report I: 10%
 Research Assignment: 25%
 Response Papers and Quizzes: 5%
 Attendance: 5%
 Participation: 5%

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 strong connections with Latin American communities along the Pacific. We will then look at the roles Latinos (Californios, Mexicans, Chileans, Mexican Americans, Latinos, Centroamericanos, Zapotecos) 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 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. We will also 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.

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 urban 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.

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 *!Palante! The Young Lords Party* to see the way Caribbean Latinos in NYC responded to racial segregation, the civil rights movement and the rise of the Third World movement across the globe. 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 end with a look at the current positioning of Latinos in NYC.

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 discuss accommodations with me the first week of class. Include 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 TBA

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.

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 on the sources you have gathered, building on the various ideas and approaches described in the various books and articles we have read. We expect you to provide a sense of change or transformation in your paper.

I strongly encourage you to discuss your research assignment with the 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.

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 Resistencia books. 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*

Gina Perez, *The Near Northwest Side Story: Migration, Displacement and Puerto Rican Families*

Iris Morales, ed. *!Palante! The Young Lords Party*

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 may be available by class time.

Course Schedule:

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

Wednesday, August 24

Introduction

Friday, August 26: 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, August 29: Origins and Destinies: American Cross-border Connections

Ruben Rumbaut, “origins and destinies,” *blackboard*

Ruben Rumbaut, “pigments of our imagination,” *blackboard*

Wednesday, August 31: Latin Fantasies, Colonialism and Current Culture

Coco Fusco, “the other history of multicultural performance,” *blackboard*

(response paper due)

Friday, September 1: The American Impact of the Haitian Revolution

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

Monday September 5: Labor Day**Wednesday, September 7: Nationalism and Inequality in the Haitian Revolution**

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

Friday, September 9: America’s Impact on the Haitian Revolution

Leslie Alexander, “a pact with the devil? The United States and the fate of modern Haiti,”

<http://ehistory.osu.edu/osu/origins/print.cfm?articleid=51>

Monday, September 12: 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*

(response paper due)

Wednesday, September 14: Waiting for the Devil?

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

Prologue: Devil Defined

Chapter 1: Devil’s Destiny

Friday September 16: the price of gold

Chapter 2: The Golden State

Skim Susan Johnson, “Prologue: Joaquin Murrieta and the Bandits”

Monday, September 19: Class and Political identity after the Gold Rush

Chapter 3: Transnational Industries

Wednesday, September 21: Race and Rural Identities after the Mexican Revolution

Chapter 4: Residence in Revolution

Chapter 5: Striking Identities

Friday, September 23: World War II Legacies: Farm Workers, Braceros, and Rural Identities

Chapter 6: Braceros and Business Machines

Monday, September 26: Chicano Movements and the Redefinition of Politics

Chapter 7: Political Power

Epilogue: Devil's Future

Wednesday, September 28: San Francisco and the return of Latino activisms

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

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

Friday, September 30: Urban Refuges, Urban Inequalities

Ines Casillas, "¡Puuro MÉXICO!: Listening to Transnationalism on U.S. Spanish Language radio," *beyond el barrio*

Lourdes Gutierrez Najera, "Hayandose: Zapotec Migrant Expressions of Membership and Belonging" *Beyond el Barrio*

(response paper due)

Monday, October 3: Colonial Expansion, Latinos and the Caribbean

Book: Eileen Suarez Findlay, *Imposing Decency*

Introduction, *Imposing Decency*

Louis Perez, Incurring a debt of gratitude: 1898 and moral sources of hegemony, Blackboard

Wednesday, October 5: Urban slavery, Race, and "Spanish" political identity

Chapter 1: Respectable Ponce: Deciphering the Codes of Power

Friday, October 7: Middle Class Politics, Working-Class Lives and Puerto Rico

Chapter 2: Motherhood, Marriage and Morality

Monday, October 10: The burdens of public life: making prostitutes in Ponce at the eve of independence

Chapter 3: Decent Men and Unruly Women

Wednesday, October 12: Imposing American Decency, 1900-1910

Chapter 5: Marriage and divorce in the new colonial order

(response paper due)

Friday October 14: Sexuality and Labor Organizing in Puerto Rico, 1900-1915

Chapter 6: Slavery, sexuality and the early labor movement

Monday, October 17: New Empathies, New Citizenships, New Powers

Chapter 7: Saving democracy, debating prostitution in world war I

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

Wednesday October 19: Midterm

Midterm I

Friday, October 21: Urban Questions, Puerto Rican Solutions, 1945-1970

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

Chapter 1: Introduction: a gendered tale of two barrio

Chapter 2: "Fleeing the cane" and the Origins of Displacement

Monday, October 24: American Policies, Puerto Rican Workers

Chapter 3: "Know your Fellow American Citizen from Puerto Rico"

Wednesday, October 26: Transnationalism and the Politics of Identity

Chapter 4: *Los de Afuera*, Transnationalism and the Politics of Identity

Friday, October 28: Gentrification and the Politics of Place

Chapter 5: Gentrification, Intrametropolitan Migration and the politics of place

Monday, October 31: Transnational Lives, National Neighborhoods

Chapter 6: transnational lives, kin work and strategies of survival

Conclusion: revisiting the gender, poverty and migration debate

(Reader's Report Due)

Wednesday, November 2: Pushing Pedal: Gender and Work in NYC

Altagracia Ortiz, "en la aguja y el pedal eche la hiel," Puerto Rican women in the garment industry in New York, *Blackboard*

Friday November 4: Making sacrifice count: Bilingual Education and Political Struggle

Virginia Sanchez Korrol, "toward bilingual education: Puerto Rican Women Teachers in NYC schools, 1945-1967," *Blackboard*

Monday, November 7: Puerto Ricans, New York and *The Young Lords Party*

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

Santiago Yglesias, *guns in the closet*

Iris Morales, introduction *Palante!*

The History of the Young Lords Party

Wednesday, November 9: Truth to Power: Stories of Transformation

Selections TBD: *Palante!*

Friday, November 11: Changing Political Conditions: Urban Spaces and Race in NYC

Selections TBD: *Palante*

Monday, November 14: Revolutions, 33 1/3 at a time

Deborah Pacini Hernandez, “turning the tables: musical mixings, border crossings and new sonic circuitries,” *blackboard*

(response paper due)

Monday November 14: Inventing Deindustrialization in NYC

Roberto Suros, “from stickball to crack, *strangers among us*, *blackboard*

Frank Guridy, “becoming suspect in the usual places,” *Beyond el Barrio*

Wednesday November 16: the power of culture

Ana Aparicio, “transglocal barrio politics: Dominican American Political Organizing in NYC” *Beyond el barrio*

Deborah Pacini Hernandez, “New Immigrants, New Layering: transnationalism and tradition in Dominican Popular Music”

Friday November 18: Florida, the Cold War and Latino Communities

Alejandro Portez, “making the enclave” *City on the Edge*, [*Blackboard*]

Reese Erlich, “the origins of the Cuba lobby” *Dateline Havana* [*Blackboard*]

Monday November 21: Caribbean Exiles, 1980 and the Transformation of Latino Miami

Alejandro Portes, “a year to remember: Mariel” *City on the Edge* [*blackboard*]

Alejandro Portes, “a year to remember: the Riot and the Haitians” *City on the Edge* [*blackboard*]

Wednesday, November 23: Latino Minorities and Cuban hegemony in Florida

Susana Peña, “hypervisibility and silence in Mariel”

John Mckiernan-Gonzalez, “Youth and Public History in *Cuentos de mi Familia*,”
(response paper due)

Monday, November 28: Cold War Values, Latino Lives

Camilo Mejia, selections, the road from ar ramadi

2, 19-37, 37-61, 194-219

Gina Perez, Military Values, Hispanic Values, *Beyond el Barrio*

Wednesday, November 30: Latino Connections, Latino Children

Sarah Banet, Elian Gonzalez and the Purpose of America: Nation, Family and Child

Edwidge Danticat, “New York was our city on the hill” & “A very Haitian story”

Final Paper Due

Friday, December 1:

Ruben Rumbaut, “pigments of our imagination,”

Mckiernan-Gonzalez, “Cuentos de mi Familia,”

Review

Final TBA

