

HIS 317L • Latino Histories
MWF: 10:00 – 11:00 am
UTC 3.122

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Current Project: Working Conditions: Medical Authority & Latino Civil Rights



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

To some 19th century Americans, Latin America seemed to be a place of boundless opportunity. To other Americans, the social revolutions, difficult climates and mestizo peoples were too threatening to their ideas of social order. Over the course of the 19th century, slavery was abolished, national republics emerged in the aftermath of empire, and equal citizenship emerged as an ideal. The establishment of equal citizenship and the creation of national communities from transnational experiences all took shape within the lure and loathing that shaped Latin American relations. The Spanish-American War ended American territorial expansion. The subsequent economic expansion led to even more movement of goods and people between the US and Latin America. Florida and New York became key hubs for this movement of people and ideas.

With the Cold War, the economic status of Latin American communities in the United States became a visible foreign policy issue. Chicago, Miami and San Francisco became key domestic fronts in this Cold War. At different moments in the Cold War, Americans turned Puerto Rican, Cuban, Haitian, and Central American communities 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.

Required Texts

Blackboard: courses.utexas.edu

Steve Pitti, *The Devil in Silicon Valley: Northern California, Race and Mexican Americans*

Alex Stepick, et al., *This Land is our Land: Immigrants and Power in Miami*

Jaqueline Hagan, *Deciding to be Legal: a Maya Community in Houston*

Frank Guridy, Gina Perez, and Adrian Burgos, *Beyond el Barrio: Everyday life in Latino/a America*

Lorrin Thomas, *Puerto Rican Citizen: History and Political Identity in New York City*

Recommended Texts

Iris Morales, *Palante! The Young Lords Party*

Eileen Suarez Findlay, *Imposing Decency: Gender and Race in Colonial Puerto Rico, 1880-1920*

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

The University Coop is located at 2246 Guadalupe, Austin, TX 78705. Their website is:

<http://www.universitycoop.com/>

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

Grading

Category	Percentage
Thematic Review I	10%
Midterm I	20%
Thematic Review II	10%
Research Paper	20%
Response Papers & Quizzes	5%
Midterm II	25%
Attendance	5%
Participation	5%
Total	100%

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

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 will grapple with the changing political, economic, and cultural choices and strategies Latinas and Latinos have made to make their way in the United States.

Latinos and the Boundaries of American Belonging 1980 to the present

Houston is one of the most diverse cities in North America, and the most diverse city in Texas. We will examine the establishment of a transnational Guatemalan village in Houston, and discuss the impact of immigration law on Guatemalan families and cultures. The case study examines the impact of amnesty on one migrant community; together, we will piece together the story of life after legalization and border control in a racially diverse metropolis.

We are here because you were there: Latinos at the Crossroads of Empire

We will survey various revolutions and independence movements in the Caribbean, Central America, Mexico, 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.

The American Caribbean

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.

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 *Puerto Rican Citizen* 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 Revolution 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.

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, the variety of assignments will both reflect and expand on your 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 will be set by the registrar in mid-semester.

Thematic Review

The thematic review is a short essay, usually between 3 and 5 pages. We ask you to develop a theme that you identify across various assigned readings, and analyze and discuss complexities and issues you see in the readings. A thematic review may have a prompt, but in general, you are given a certain latitude regarding your choice of topic. Students have written on the importance of music, the impact of labor segregation, the relative invisibility of Latina/o LGBTQ themes in history, and the changing situation of women over time. We **require** you to cite the assigned articles you read, and **demand** you use the readings assigned for class. Of course, you are welcome to include material from other places in addition to the already assigned material, but we expect this to be from *peer-reviewed sources* or academically respectable archival collections and databases.

Research Paper

The research paper is longer than the thematic review, between 5 and 7 pages, and it builds on the work you will have done for the thematic reviews. It will build on the work you have done in the reader reports. Here, we ask you to do some independent historical research into the politics, policies, and cultures shaping Latino cultures, communities and histories. We expect you to weave together peer-reviewed secondary sources, like the monographs, articles, and book chapters assigned to this class with an analysis of primary sources. For primary sources, you may be 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.

For this research project, we would like you to build a small collection of primary sources (at least 5) relevant to your research project alongside a larger collection of peer-reviewed secondary sources (at least 5). Then, building on the various ideas and approaches described in the various books and articles you have read for class and on your own, we expect you to have an argument driven paper that communicates a sense of change over time or transformation in your paper. You will submit an electronic and a hard copy of your paper.

The paper itself will be between 5 and 7 pages, not including your bibliography or your title page. You must have **at** least 5 primary sources and 5 secondary sources. You must use either footnotes or endnotes, and follow the Chicago manual of style.¹ You can also use this link: <http://www.youtube.com/watch?v=i29xEGR-jwc> .

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].

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

¹ Follow this link: <http://www.youtube.com/watch?v=i29xEGR-jwc>. This is a footnote.

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:

- a. Familiarize yourself with all exit doors of the classroom and the building.
- b. Remember that the nearest exit door may not be the one you used when you entered the building.
- c. If you require assistance to evacuate, inform me in writing during the first week of class.
- d. In the event of an evacuation, follow my instructions or those of class instructors.
- e. 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.

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 principle:

Every student has the right to learn as well as the responsibility not to deprive others of their right to learn.

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, *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.

No laptops, cellphones, smartphones, ipads, tablets, blinking screens, etcetera, without prior permission. I will revoke permission if I or the GSI determine that you are abusing your privilege.

You must ask permission to tape lectures in class.

The powerpoint outlines are posted after class.

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 two bookstores: Resistencia Books and the University Coop. Please contact Resistencia by phone ((512) 416-8885). You can get a better sense of them through their website [<http://www.resistenciabooks.com/>]. They are also available at the

University Coop. The University co-op has placed the books under HIS 317L or MAS 319.

The books are also on physical reserve at the Perry Castañeda library. Some of these books are also available electronically through the library catalog. I also recommend scouting out the Austin Public Library or Half-Price books. 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 course schedule and these course readings are subject to change as needed.

Day	Date	Title	Reading
Monday	01/14	<i>Introduction</i>	
Wednesday	01/16	<i>Nuestra America: The History of Latino Histories</i>	George Sanchez, “Y tu, que? Y2K: Latino History for the Next Millenium,” Blackboard
Friday	01/18	<i>Revolutions, Wars, Empires, and Latinos</i>	Ramón Gutiérrez, jr., “The Latino Crucible: Its Origins in 19 th Century Wars, Revolutions, and Empire,” <i>American Latinos and the Making of the United States Theme Study</i> , Blackboard
Monday	01/21	<i>Martin Luther King Day</i>	
Wednesday	01/23	<i>Latinos, Racialization, and Racial Identities after WWII</i>	Ruben Rumbaut, “Pigments of our imagination: On Racialization and Racial Identities among Latinos,” <i>How the United States Racializes Latinos</i> , Blackboard
Friday	01/25	<i>The New Era of Mexican Migration to the United States, 1945 – present</i>	Douglas Massey and Jorge Durand, “The New Era of Mexican Migration,” <i>Journal of American History</i> , August 1999
Monday	01/28	<i>As American as Apple Pie</i>	Adrian Burgos and Frank Guridy, “Becoming suspect in the usual places: Latinos, Baseball and

		Add/Drop Deadline	<p>belonging in el barrio del Bronx,” <i>Beyond el Barrio</i></p> <p>Gina Perez, “Hispanic Values, Military Values: Gender, Culture, and the Militarization of Latino Youth,” <i>Beyond el Barrio</i></p>
Wednesday	01/30	<i>Maya Migrations, Mayan Cultures, and Texas Contexts</i>	Jaqueline Maria Hagan, “Preface and acknowledgements,” “Introduction,” “Chapter 1: Community of Origin and Cultural Transfer,” <i>Deciding to be Legal: A Maya Community in Houston</i>
Friday	02/01	<i>La Legalización!: Maya Settlement to Maya Citizenships</i>	<p>Jaqueline Maria Hagan, “Chapter 3: The Settlement Process,” <i>Deciding to be Legal: A Maya Community in Houston</i></p> <p>Jaqueline Maria Hagan, “Chapter 4: The Social Process of Becoming Legal,” <i>Deciding to be Legal: A Maya Community in Houston</i></p>
Monday	02/04	<i>We are the Future: Children of IRCA</i>	<p>Jaqueline Maria Hagan, “Life after Legalization,” & “Conclusion,” <i>Deciding to be Legal: A Maya Community in Houston</i></p> <p>John Mckiernan-Gonzalez, “Going Public: Tampa Youth, Racial Schooling, and Public History,” <i>Beyond el Barrio</i></p>
Wednesday	02/06	<i>May 2006: A Day without Immigrants: Cultural and Political Contexts</i>	<p>Ines Casillas, “!Puuro MéXICO!: Listening to Transnationalism on U.S. Spanish Language radio,” <i>Beyond el Barrio</i></p> <p>Lourdes Gutierrez Najera, “Hayandose: Zapotec Migrant Expressions of Membership and Belonging” <i>Beyond el Barrio</i></p>
Friday	02/08	<i>Moving the Boundaries of Belonging</i>	Discussion: using the present to ask questions about the past
Monday	02/11	<i>Thematic Review Due</i>	
		<i>Section II</i>	American Revolutions & (Latin) American Racial Identities
Wednesday	02/13	<i>The Haitian</i>	Laurent Dubois, “The Sale of Louisiana and the

		<i>Revolution and American Expansion, 1790-1812</i>	Haitian Revolution,” <i>Southern Quarterly</i> , Blackboard
Friday	02/15	<i>National Identity & Racial Inequality in the Haitian Revolution</i>	Michel Rolph Trouillot, “The Three Faces of San Souci,” <i>Silencing the Past: Power and the Production of History</i> , Blackboard
Monday	02/18	<i>Fear of a Black Republic: U.S. Policy toward Haiti, 1805-2005</i>	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 Blackboard Amy Wilentz, “A zombie is a slave forever,” <i>NYTIMES</i>
Wednesday	02/20	<i>At the Crossroads of Citizenship & Slavery: Panama / Colombia in the Gold Rush Crucible</i>	Aims McGuiness, “Searching for Latin America: race and sovereignty in the Americas in the 1850s,” <i>Race and Nation in Latin America</i> , Blackboard
Friday	02/22	<i>From Caste Society to Mulatto Republic to Mestizo Nation: Mexico, 1780-1920</i>	Ramon Gutierrez, “The Latino Crucible: Its Origins in 19 th Century Wars, Revolutions, and Empire,” <i>Blackboard (repeat)</i> Henry Louis Gates, “Blackness in Latin America: Mexico and Peru.” http://www.pbs.org/wnet/black-in-latin-america/featured/full-episode-mexico-peru/227/ Focus on Mexico.
		Section III	Mexicans and the American Imperial Republic, 1800-2010
Monday	02/25	<i>Waiting for the Devil? Transforming Inequality in Mexican California</i>	Steve Pitti, “Prologue: Devil Defined” & Chapter 1: Devil’s Destiny,” <i>The Devil in Silicon Valley</i>

Wednesday	02/27	<i>The price of gold: who pays?</i>	Steve Pitti, "Chapter 2: The Golden State," <i>The Devil in Silicon Valley</i>
Friday	03/01	<i>The world the gold rush created</i>	PBS – the Gold Rush
Monday	03/04	<i>Class and Political Identity after the Gold Rush</i>	Steve Pitti, "Chapter 3: Transnational Industries," <i>The Devil in Silicon Valley</i>
Wednesday	03/06	<i>Race and Rural Identities after the Mexican Revolution</i>	Steve Pitti, "Chapter 4: Residence in Revolution" & "Chapter 5: Striking Identities" <i>Devil in Silicon Valley</i>
Friday	03/08	Midterm	
Monday	03/18	<i>World War II: Union Workers, Pachucos, and Urban Identities</i>	Ron Takaki, "Americans All," <i>Double Victory</i> Movie: The Zoot Suit Riots
Wednesday	03/20	<i>World War II Legacies: Farm Workers, Braceros, and Rural Identities</i>	Steve Pitti, "Chapter 6: Braceros and Business Machines," <i>Devil in Silicon Valley</i>
Friday	03/22	<i>Cesar Chavez, the Cold War and the Status of Labor</i>	Stephen Pitti, "Cesar Chavez, Mexican American Politics, and California Farmworkers," <i>In from the Cold: Latin America and the Cold War, Blackboard</i>
Monday	03/25	<i>Chicano Movements and the Redefinition of Politics</i>	Steve Pitti, "Chapter 7: Political Power," & "Epilogue: Devil's Future," <i>Devil in Silicon Valley</i> <i>PBS: the Chicano Wave</i>
Wednesday	03/27	<i>San Francisco and the return of Latino Activisms</i> <i>Columbus Day</i>	Cary Cordova, "The Mission in Nicaragua," <i>Beyond el Barrio</i> Horacio Roque Ramirez, "Gay Latinos / dying to be heard," <i>Beyond el Barrio</i>
		Section V	Caribbean Latinos, American Expansion, and the Question of Colonial Citizenship,
Friday	03/29	<i>New Empathies, New Citizenships,</i>	Sam Erman, "Meanings of Citizenship in the U.S. Empire: Puerto Rico, Isabel Gonzalez, and the

		<i>New Powers</i>	Supreme Court, 1898 to 1905," <i>Blackboard</i>
Monday	04/01	<i>Imagining Freedom from Below: Sexuality and Labor Organizing in Puerto Rico, 1900-1915</i>	Eileen Suarez Finlay, "Chapter 6: Slavery, sexuality and the early labor movement (in Puerto Rico)," <i>Imposing Decency</i>
Wednesday	04/03	<i>Colonialism & the Body</i>	Movie: La Operacion Laura Briggs, "Discourses of Forced Sterilization," <i>Differences</i> Blackboard
Friday	04/05	<i>Colonialism's Many Bodies</i>	Movie: La Operacion Laura Briggs, "Discourses of Forced Sterilization," <i>Differences</i>
		Section VI	Colonialism and Community in New York City
Monday	04/08	Puerto Ricans in NY after 1898	"New Citizens of New York: Community Organization and Political Culture in the Twenties," <i>Puerto Rican Citizen</i>
Wednesday	04/10	The New Deal: Puerto Ricans, race and the new citizenship	"Confronting race in the metropole: Racial Ascriptions and Racial Discourse during the Depression" <i>Puerto Rican Citizen</i>
Friday	04/12	Community mobilization and the Great War	"Pursuing the promise of the New Deal: Relief and the Politics of Nationalism in the Thirties," <i>Puerto Rican Citizen</i>
Monday	04/15	A Latin Vacation: Latino Communities and the Mambo Craze	"The Mambo Craze," <i>Latin Music USA</i> http://www.pbs.org/wgbh/latinmusicusa/#/en/wat/01/04
Wednesday	04/17	The Morning After: Representing the Great Puerto Rican Migration	"How to represent the postwar migration: the liberal establishment, the Puerto Rican Left, and 'the Puerto Rican Problem'," <i>Puerto Rican Citizen</i> "How to Study the Postwar Migrant: Social Science, Puerto Ricans, and Social Problems,"

			<i>Puerto Rican Citizen</i>
Friday	04/19	<i>Puerto Ricans and the Transformation of Music</i>	<i>Latin Music USA: the Salsa Revolution</i> video.pbs.org/video/1293757593/ Thematic Review Due
Monday	04/22	<i>Making an American Revolution: New York, Puerto Ricans and the Young Lords Party</i>	“Juan Q. Citizen,’ Aspirantes and Young Lords: Youth Activism in the New World,” <i>Puerto Rican Citizen</i> Pedro Pietri, “Puerto Rican Obituary,” First Person: Gloria Gonzalez Lopez, <i>Palante!</i> First Person: Denise Oliver-Velez, <i>Palante!</i> Primary Source: <i>Palante</i> photographs Pablo Yoruba Guzman, “ <i>La vida pura: a lord of the barrio,</i> ” <i>The Puerto Rican Movement</i> , 155-171
		Section VIII	Redefining American in Miami, 1959-2000
Wednesday	04/24	<i>Becoming Latin, Becoming American: a Latin American Spin</i>	“Becoming American: It’s not just a one-way street,” <i>This Land is our Land</i>
Friday	04/26	<i>State Policies and Exile Policies</i>	Cristina Garcia, “Exiles, not immigrants,” <i>Havana USA: Cuban Exiles and Cuban Americans in South Florida, 1959-1994</i>
Monday	04/29	<i>Multiple Power Lines</i>	“Competing elites: Cuban Power, Anglo Conversion and Frustrated African-Americans,” <i>This Land is Our Land</i>
Wednesday	05/01	<i>Making it work in Miami</i>	“Making it work: accommodation and power in inter-ethnic relations,” Final Paper Due
Friday	05/03	Review	
Midterm		<i>First Day of Final Exams</i>	Final Exam Date Scheduled by Registrar