

HIST 3160: 20th Century Latinx Civil Rights Movements

Spring 2026 Class Location: WH 221

Class Days: Monday/Wednesday/Friday, 2pm to 2:50pm



Instructor:

Dr. Manny A. Grajales

Office Location:

Wooten Hall, 241

Office Hours:

Tuesday 2pm to 3:30pm; Wednesday, 3pm to 4pm; By Appointment

Instructor's University Email:

Manuel.Grajales@unt.edu

Course Description:

We will explore the major events, figures, and ideas in Latinx Civil Rights history. This course will identify how Mexican Americans, Puerto Ricans, Cubans, and Central Americans individually and organizationally demanded citizenship and civil rights throughout the 20th century. The class will pay close attention to how movements deployed community collective action to demand social and political change along the lines of race, ethnicity, gender, sexuality, labor rights, economic equality, im/migration, and popular culture. These areas are vital to understanding the shift in Latinx identity, culture, and politics. Moreover, we will look at how Latinx Civil Rights worked in relation to other civil rights movements and identify the objectives that led to solidarity, compromise, or conflict with other social movements.

Required Text(s):

- There are no required textbooks or books for the course. Assigned materials that build our weekly discussions will be available on Canvas or accessible through UNT Libraries.
- Course materials that examine the major themes of the course include the following: Primary source documents (newspapers, letters, journal entries, etc.); Oral interviews; academic articles; popular journals; podcasts; documentaries; video essays.

- For Fridays, there will be an item or items that will be divided evenly among the class. These could be primary documents, a guide to a court hearing, documentaries or more.
- I have also included supplementary articles available for you all to use on your own time. They are listed as “Additional Materials” in the modules section of Canvas.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to:

1. Interpret basic knowledge of the history of Latinx Civil Rights Movements in the United States from at least the 1900s to the present-day using primary and secondary source material
2. Explain and examine how social relations, identity, and class dynamics within Latinx populations in the United States affected pursuits for Civil Rights.
3. Reflect on the long struggle for Latinx inclusion and its effect on democracy in the United States.
4. Identify major personalities, key events, and historical processes related to Latinx populations.

Course Expectations:

Attendance: Because we will be discussing a lot of important content in class, it is vital for students to attend class. I understand that commitments outside of this class may cause conflicts or personal wellbeing will need to be prioritized. For that, please contact me immediately so I know what is going on and we can plan accordingly. **Additionally, you are allowed three unexcused absences** (one that you have not discussed with me the issue or it's a university-excused absence) during the semester. I will take roll everyday...I always learn students names in my class. If you think you'll be a ghost student in the course...this isn't the course for you. If you're walking late to class, be sure and remind the instructor that you are in attendance. Otherwise, you may not receive attendance credit.

Your Expectations in Class: The attached class schedule lists weekly reading assignments, which you should complete **before the first lecture of that week**. I expect you to keep up with the readings/materials. Your grade depends in part upon your ability to participate meaningfully in discussions. This class is discussion-lecture based: I will lecture on topics, but I really want your insight and input when I ask questions and encourage you to ask questions you might have. The practice of history is about talking about ideas and making and supporting arguments. I do expect you to remain civil and respect the opinions of your classmates during these dialogues.

Structure of class during the week: We will dedicate **Mondays and Wednesdays** to lectures/informal discussions about the focus of the week. For the weekly readings or materials in the syllabus, have them read before the start of the week. **Fridays** will be dedicated to class discussion collaboration about the Friday material assigned. Be ready to contribute to these discussions for Friday's class. I will go over how Fridays will go during the first week of classes.

Course & Assignment Requirements:

Attendance/Participation (Total points: 15%): Your attendance and participation in class are vital to the course. This course is highly collaborative and participatory. It is imperative that you attend (if healthy), and that you are ready to contribute to discussions to nurture both personal and communal growth in the class. This can range from comments about the materials, asking questions about a reading or theme. Additionally, there may be times where I ask you all to break up into small groups and work together. Participation may also include actively submitting all assignments in a timely manner.

If you are uncomfortable speaking in class, I will provide alternatives that allow you to earn the participation grade. Just showing up to sleep, listening to a podcast, or watching a Twitch stream while the rest of the class engages will not earn you participation points.

I follow the university policy regarding absences and will discuss this further on the first day. You are allowed two freebies on unexcused absences. After that, it will impact your Attendance and Participation grade. Please be aware of important dates on the Academic Calendar: Q-drop, Holidays/Reading Days, and final exam schedule.

Reading Reflection Assignments (40%): Throughout the semester, you will be responsible for eight reflection pieces.

The **first reflection**, around 300-500 words, you will tell me a little about your journey to college, your major, what histories do you find interesting, and what you know about the themes/histories we will discuss in our course.

Six of the reflections, in 500 or more words, you will critically engage with the readings, lectures, Friday materials, or other themes mentioned during our class. I also want this to be a creative outlet, which allows you to use images to connect your points. **Reflection Six** needs to focus on some of the Oral Histories or narratives we will engage with this semester (Civil Rights in Black and Brown Project; Bracero Archives; Voces Oral Histories; Portal of Texas History; The Young Lords in Lincoln Park Project; etc.)

The **final reflection**, due during finals week, will be a self-reflection of your journey within the course and how it has shaped your understanding of Latinx Civil Rights History. Basically, you are mapping where you are at the end of the course compared to where you were when we started. More directions on word count, citations, format, etc. will be available on Canvas and discussed during the first week of class.

Major Project: Commemorating Latinx Civil Rights (20%): Commemorating Latinx Civil Rights Project allows students to incorporate the topics we are learning throughout the semester into a creative project. Here is the breakdown of the project:

By the end of week 5, you will submit a proposal to be stating what topic you are researching, what type of non-essay project you are doing, your preliminary source base, and reasons for choosing the topic and medium. The proposal will be worth **5%**.

After submitting your proposal, the final project will have the following components:

- The Final product.
- Full Bibliography (Chicago/Turabian. If you are a non-history major you can use MLA or APA but must ask my permission)
- Reflection essay (600-750 words in which you describe the intent behind your public history project, what you learned while researching it, and your self-evaluation of how well you succeeded in creating it.
- Chart that accounts for time put into the project.

The final project is worth **15%** and will be four components (bibliography, Reflection essay, chart, final product). More details about the project will be available on Canvas.

Final Project: Research Paper on theme of Commemorating Latinx Civil Rights

Project (25%): You will submit a final research paper at the end of the semester (due on the day our finals are scheduled). You will focus the paper on the topic of your un-essay project. Through the research you have already done learning about your topic, you will develop a research based argumentative essay on the importance of your topic to Civil Rights history. The paper needs to be 2100 to 2400 words (7 to 8 pages roughly) of text. The paper will need a cover page at the front and bibliography at the end. Citation style is negotiable based on your specific major, but History Majors will use Chicago/Turabian. The paper itself is worth **20%**.

During Weeks 14 and Week 15, you will give a 7-to-9-minute presentation about your un-essay project and final paper project to the class. This will be worth **5%**.

More information on this will be provided on Canvas and during the first week of class.

Grading

Grades for the semester will be determined according to the following breakdown. There will not be extra credit opportunities in class. Grades will be tabulated in Canvas for you:

The grading scale used for this course is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 or lower	F

Weekly Course Outline and Readings/Materials

Changes to the Syllabus/Schedule: The instructor has the right to adjust the class schedule. However, I will make sure to address any changes prior to our class if possible.

Week 1-Course introductions [Week of January 12]

Topics: Syllabus Day; Assignment and Readings breakdown; What is Latinx Civil Rights?

- Monday: Syllabus Day: Explain Assignments
- Wednesday: The fight for Historical Memory
 - ***For Wednesday's Class discussion (Watch/Read Transcript by Friday):***
Democracy Now!: Red Scare at the Smithsonian? Battle Brews over Portrayal of Latino History in Planned New Museum
- Friday: Visit from Reference Librarian Doug Campbell about Library Databases

*Assignment due: Introductory Reflection, January 18th (11:59pm)

Week 2-“Latino History is US History”: Mapping our course [Week of January 19th]

Topics: Importance of Latinx History; Defining our terms, The 19th Century

- Monday: Martin Luther King Day-No Class
- Wednesday: Latino History as US History
 - **Article:** *Nuestra America: Latino History as United States History* by Vicki L. Ruiz (The Journal of American History, 2006)
- ***For Friday class discussion (I'll divide these three among the class)***
 - -Treaty of Guadalupe Hidalgo (all articles, including snippet of omitted Article X)
 - -Sections of “Nuestra America” by Jose Marti
 - -Sections of the Foraker Act (1900) (HR 8878)

Week 3-“...Part of, but not part of...”: Latinoamérica and the US at the Turn of the 20th Century [Week of Jan 26th]

Topics: U.S. Southwest & Mexican Americans, Emergence of US overseas Caribbean empire

- ***Weekly Readings (For Monday/Wednesday):***
 - **+Video:** Nightline (October 2020): Mexican Americans are still fighting for Land they were Promised generations ago.
 - **+Article:** “Imagining Resistance: Organizing the Puerto Rican Southern Agricultural Strike of 1905,” by Jorell Meléndez-Badillo (2015)
- ***For Friday class discussion (I'll divide these four among the class)***
 - -An Early Feminist Call to Action: “Manifiesto a la Mujer,” by Blanca de Moncaleano. Analysis by Nicolas Kanellos (Selected pages).
 - -Luisa Capetillo and the Counter-Republic of Letters by Jorell Meléndez-Badillo (2022)
 - -“National Women’s History Museum Profile/Video: Jovita Idar” and “Rise Up For Woman (Poem) by Sara Estela Ramirez”

*Assignment due: Reading Reflection #1 due, February 1st (11:59pm)

Week 4- World War I & the Genesis of Civil Rights [Week of Feb 2nd]

Topics: Impact of Border Violence; 20th century Puerto Rican/Cuban migration; Labor activism

- **Weekly Readings (For Monday/Wednesday):**
 - **+Article:** “So a new day has dawned for Porto Rico’s Jibaro”: *Military service, manhood and self-government during World War I* by Harry Franqui-Rivera
 - **Website:** Refusing to Forget Project (Read “About” Section and choose an article or other resources from website)
- **For Friday class discussion (I’ll divide this into sections among the class)**
 - Richard Ribb, PhD: A Reader’s Guide to the “Proceedings of the Joint Committee of the Senate and the House in the Investigation of the Texas State Ranger Force” (1919) (will discuss breakdown of readings during first week)

Week 5-Beginnings of Civil Rights organizations [Week of Feb 9]

Topics: Order of the Sons of America; League of United Latin American Citizens; El Congreso de Pueblos de Habla Española

- **Weekly Readings (For Monday/Wednesday):**
 - **+Article:** *Jim Crow and the Caribbean South: Cubans and Race in South Florida, 1885-1930s* by Andrew Gomez
 - **+Article:** “You Don’t Know Exactly Which Country You Have to Belong To”: *Rethinking Alvarez v. Lemon Grove through the Deportation Regime, 1924–1931* by Jimmy Patiño
- **For Friday class discussion (Divided among the class)**
 - **+Article:** Working for the Union (Article using Oral Histories of Humberto “Bert” Corona) by Mario T. Garcia
 - **+Article:** El Congreso in San Diego by Carlos Larralde
 - **+Primary Source:** LULAC constitution (selected amendments, 1929 and current) and LULAC Articles of Intention
 - **+Short Film/Documentary:** PBS – The Lemon Grove Incident
 - **+Podcast (Video):** Somos MACRI (Mexican American Civil Rights Institute) MACRI Talk: 85th Anniversary of the Pecan Shellers Strike featuring Dr. Gabriela Gonzalez

*Assignment Due: Research Proposal for Semester Project, February 15th (11:59PM)

Week 6-1930s: Depression/Labor upheaval/repatriation [Week of Feb 16]

Topics: Cuban women labor organizing; Repatriation campaign; Puerto Rico’s status question; Mexican American labor rights.

- **Weekly Readings (For Monday/Wednesday):**
 - **+Article:** *Borderland Unionism: Latina Activism in Ybor City and Tampa, Florida, 1935-1937* by Sarah McNamara
 - **+Article:** “How they Ignore Our Rights as American Citizens”: *Puerto Rican Migrants and the Politics of Citizenship in the New Deal Era* by Lorrin Thomas

- **For Friday, February 19th class discussion: Mexican Repatriation (Will divide among class)**
 - **+Article (everyone reads this):** Teen Vogue-Mexican Repatriation During the Great Depression, Explained
 - **+Read/Listen-**Latino USA: Descendants of ‘The Mexican Repatriation’ on Finding Out Their Family History
 - **+Video:** UCLA History-Geography Project, “Mexican Repatriation” by Dra. Kelly Lytle Hernandez
 - **+Documentary:** A Forgotten Injustice

Week 7-The World War II Generation: How global war inspires Latino Civil Rights [Week of Feb 23]

Topics: Latino Military service; Bracero Program; Zoot Suit Riots; Puerto Rico’s status.

- **Weekly Readings (For Monday/Wed):**
 - **+Short Docs:** “Valentia: Mexican Americans in World War II” & “Wartime: The Zoot Suit Riots”
- **No Class Friday, February 27th**
 - *Look over the List from the Bracero Archive and Voces Oral History Project for next Friday.*

Week 8-The World War II Generation in the Post World War II World: Demands for Equality and Justice [Week of March 2nd]

Topics: Questioning of second-class status Formation of American GI Forum, Fights for Education reform; Political representation; Impact of Puerto Rican and Cuban Migration

- **Weekly Readings (For Monday/Wednesday):**
 - **+Article:** *Fighting the Peace at Home: Mexican American Veterans and the 1944 GI Bill of Rights* by Steven Rosales
 - **+Book Chapter:** Transnational Latino Soldiering: Military Service and Ethnic Politics during World War II by Luis Alvarez (from *Latinas/os and World War II*, University of Texas Press, 2014)
- **For Friday class discussion (You choose from list)**
 - **+Primary Source:** List of options: Voces Oral History Project & Bracero History Archive.
- ***Due by March 8th-Reflection Pieces #2 and 3 (11:59pm)**

March 9-15, SPRING BREAK! Have a good week!

Week 9-1950s/1960s: What inspired the Latino Civil Rights Movement?

Topics: Early sparks of the Latinx Civil Rights Movement: Working People, Parents, Reformers

- **Weekly Readings (For Monday/Wednesday):**
 - **Article:** "I Was the One Percenter": Manny Diaz and the Beginnings of a Black-Puerto Rican Coalition by Sonia Song-Ha Lee and Ande Diaz
 - **+Article:** A Hero Forgotten: Gus Garcia and the Litigation of Hernandez v. Texas, 1954. Journal of Supreme Court History, by Gabriel Valle
- **For Friday class discussion**
 - **+Short Documentary** (YouTube): Chavez Ravine: A Los Angeles Story by Jordan Mechner
 - **+Movie:** Salt of the Earth (1950s)
 - **+Short Video:** Remembering Congressman Edward Roybal
 - **+Documentary**-Adios Amor: Searching for Maria Moreno

Week 10-1960s/1970s: A Latino Civil Rights movement

Topics: Puerto Rican activism for education, poverty, public health, and political participation; Cuban civil rights in Florida; Growth of the Chicano Movement

- **Weekly Readings (For Monday/Wednesday):**
 - **+Video:** RetroReport-How a 1968 Protest Fueled a Chicano Rights Movement
 - **+Article:** *Puerto Rico en mi Corazón: The Young Lords, Black Power and Puerto Rican nationalism in the U.S., 1966–1972* by Jeffrey O.G. Ogbay
- **No Class, Friday March 27th**

*Assignment due: Commemorating Latinx Civil Rights Projects, March 30th (11:59 pm)

Week 11-1970s/1980s: Immigrant Rights; Civil and Political Rights; Education

Topics: UFW and Immigrants; The Sanctuary Movement and Central American human rights

- **Weekly Materials (For Monday/Wednesday):**
 - **+Article:** Queering Mariel: Mediating Cold War Foreign Policy and U.S. Citizenship among Cuba's Homosexual Exile Community, 1978-1994 by Julio Capó Jr.
 - **+Book Chapter:** Sanctuary in Solidarity: Central Americans and the Sanctuary Movement by Domenic Vitiello (Book: The Sanctuary City: Immigrant, Refugee, and Receiving Communities in Postindustrial Philadelphia)
- **For Friday class discussion (A list of options will be provided for you all)**
 - List of Oral Histories/interviews/op-ed/other materials showing the perspective of those that organized for Civil Rights between the 1960s to 1980s (I will provide for you all)

Week 12-1990s/2000s: Book bans, Immigrant Rights, & Demands for equality

Topics: 1990s Chicano Movement; Fight against Prop 187 (California); Immigrant Rights Marches of 2006; 2010 Arizona Book Bans and Los Librotraficantes

- **Weekly Readings (For Monday/Wednesday):**
 - **+Online Essay:** *I Told the Story of a Forgotten Chicano Revolutionary In A Podcast. Turns Out It Was My Story, too.* By Adolfo Guzman-Lopez (journalist)

- +Article: The Long UC Santa Barbara Chicana/o/x Movement: From El Plan to El Centro, 1969–2019 by Ralph Armbruster-Sandoval
- +News article: Texas Observer-Librotraficante-On the Road to Arizona
- **For Friday class discussion**
 - List of Materials (op-eds, video essays, documentaries, on topics from 1980s to 2000s) – You will choose one to look from the list.

Week 13-Research week, No Class

- Work on your Final Papers and the Final Presentations

*Assignment due: Reading Reflections 4, 5, and 6 due by April 17th

Weeks 14 & 15: Class Presentations

*Assignment due: Final Reflection (Where are you now?) piece due by April 30th (11:59pm)

Finals Week (May 4th to May 10th)

*Final Research Paper due Monday May 4th (5pm)

Course Expectations

The following are the basic expectations for success in this course.

- Come to class prepared. You must keep up with the assignments to perform well in this course. Do not hesitate to ask questions during lecture or after class.
- All assignments must be completed on the scheduled due date, unless the student provides a valid, documented excuse. Absence on exam days will only be excused with appropriate documentation (e.g., doctor's note, letter from coach/Academic Advisor).
- All assignments can be discussed with the instructor by email or in person during office hours.
- **To pass this class, all assignments must be completed! No Exceptions!**
- ***NOTE on grading protocol for Written assignments:** After I return written assignments to you, there is a mandatory 24-hour reflection period before requesting a meeting. This allows you to read through and understand the comments made.
- **Late Work Policy:** I understand life happens: Work, family, other assignments, the realization that an assignment might have needed more time, etc. Understanding the reflection assignments **have a 12-hour grace period after the set due date that allows you to submit 12 hours after an assignment is due and still be counted as on-time.** This does not count toward the major projects.
- If you require an extension to submit the assignment late, I require that you communicate with me 24 hours in advance of the due date. However, I do understand that emergencies happen and will take that into account.

Communication with Instructor: Students are encouraged to contact me with any issues you might have during office hours or through email. Office hours are designated times for you, the student. Please come to talk to me about any concerns or issues that arise during the semester. Any discussion of grades must be done in person during office hours, as FERPA protocol dictates grades cannot be discussed over email. Outside of class and office hours, the best way to communicate with me is via email. For this course, *I will check my email at least once per day Monday-Friday during regular business hours, so please remember that you will not necessarily receive an instant reply from me, but I will answer your email in a timely manner (within 24-48 hours).* Please do not expect email replies at night or on the weekends. When emailing me, please follow the following protocol:

- 1) Properly address your professor
- 2) Use UNT emails only- other emails often go into spam/junk
- 3) Identify yourself by giving me your entire name and your specific question or request
- 4) Ensure your email is professional in approach and language
- 5) Ensure you address your professors appropriately
- 6) If you need some help with writing emails to professors, UNT provides a handy Online Communication Tips page
- 7) Most importantly, let me know your concerns or struggles early. This allows us time to find a solution to the problem instead of addressing this Week 13 when options are limited. If you're struggling, reach out! I want you to succeed!

Withdrawal Policy: If you are unable to complete the course, you must withdraw by the **12th University class day for a refund**. A student wishing to withdraw from a course before the end of the semester must initiate the process by filling out the official withdrawal form, which can be found on the University's website or at the Registrar's office.

Academic Integrity Standards and Consequences. The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Students should be aware that "acts of dishonesty" include cheating, plagiarism, furnishing misleading information, and forgery. We will uphold the policies and regulations of the University.

(See: <http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism> Links to an external site.)

If you have any questions about what constitutes plagiarism while you are in the process of writing your final paper, see me. More information on academic integrity can be found in the Undergraduate Catalog.

Course-Related Academic Adjustments with the Americans with Disabilities Act

The University of North Texas makes reasonable academic reasonable accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.