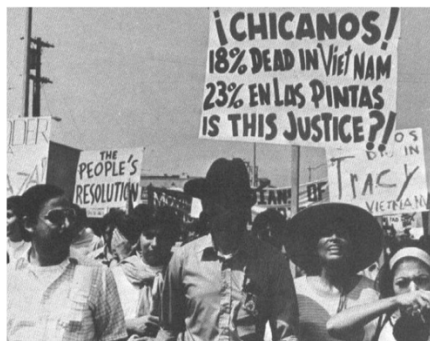


Historical and Cultural Development of the Mexican American Community

HISTORY 3150 – Fall 2023

Class Meeting Location: Wooten 115
Class Meeting Times: M/W/F, 1:00pm-1:50pm



Professor: Dr. ToniAnn Treviño
Office: Wooten 231B
Email: toniann.trevino@unt.edu
Student Drop-In Hours: M/W, 10:00am-11:00am (Or by appointment)
 Note: Meetings can also be conducted via Zoom by request

Required Readings:

All readings will be available on our Canvas course page unless noted otherwise. They can be found under “Files.”

The reading schedule is in the syllabus, or outlined in “Modules.”

Course Description

This course introduces the history of Mexican American communities from the 19th century to the present. Following a brief exploration of pre-19th century contexts, we will chronologically and thematically examine how dispossession, repression, racialization, and battles to reclaim rights shaped Mexican American communities. Throughout the semester we will reflect upon how the historical and cultural development of these communities are critical to understand the present moment. This course will heavily engage with categories such as race, gender, class, citizenship, labor, and sexuality to make sense of Mexican American histories and experiences.

Our classes will blend interactive lectures with hands-on activities to engage students in an active learning environment. Course assignments will also position students as knowledge producers and allow them to research a topic of their choosing related to Mexican American history. Regardless of whether students might identify as Mexican American or Latinx, this course challenges students to reflect upon how Mexican American communities shaped history, and how their own communities are entangled in often-undertold histories.

Content Warning

This course will regularly address difficult topics such as colonialism, extra-legal and state sanctioned violence, race-based discrimination, death in the borderlands, reproductive rights struggles, homophobia, and mass incarceration. It is understandable that students might be rightfully disturbed by these topics. However, the inclusion of these details in class conversations stems from the need to acknowledge that related events shaped history, and continue to inform the present moment. If you believe that your discomfort with the content might interfere with your ability to participate or engage in class, please schedule a meeting with me so we can discuss possible solutions.

Learning Objectives

This class will teach several skills that are used by historians, as well as valuable skills for critical thinking outside of classroom settings:

- Students will gain a basic understanding of the history of Mexican American communities, as well as gain additional familiarity with histories of marginalized populations.
- Students will complete a public-facing final project to showcase their research, learning, and newfound digital humanities skills gained from the course.
- Students will learn how to engage with primary and secondary texts to offer their own interpretations of historical events, as well as learn how empathy and self-reflection are powerful tools in the practice of studying history.

Requirements and Assignments

Your final course grade will be calculated as follows:

Participation & Attendance	20%
Reading Responses	20%
<i>Chicano Times</i> Write-Up	10%
Wikipedia Research Project	35%
Autobiographical Cajita	15%

Participation and Attendance (20%)

Students are expected to:

- *Attend class meetings and participate in class discussions.* Students will arrive on time and ready to engage in the class meeting. Because our course time will be spent working collaboratively, it is crucial for you to be present, alert, and actively participating for every class. While participation will look different for each student according to personality and learning style, your contributions are vital.
- *Adhere to the course absence policy.*
 - Students are allowed two unexcused absences before your grade will be impacted. Five unexcused absences will result in a “0” for the participation and attendance grade component.
 - I understand that the ongoing COVID-19 pandemic might make it a difficult to attend class from time to time.
 - To be clear: I do not want you to come to class if you have COVID-like symptoms. If there are extenuating circumstances, please immediately contact me to let me know and we can work on this.
 - Excused absences such as university-sponsored events, absences with an accompanying doctor’s note, or approved absences following communication with me will not count against you.
- *Arrive in class with assigned readings completed, and ideally printed.*
 - Readings should ideally be printed and brought into class. We will heavily engage with your readings and reading notes during class discussions.
- *Participate in the peer-review process and deliver substantive suggestions for your partner’s draft.*
- *Turn in assignments in an acceptable format.* All assignments should be typed and double-spaced with 12-point, normal font, normal margins.
- *Be respectful to our classroom learning environment.* This includes:
 - Not sleeping, text messaging, or using the internet in class.
 - Not engaging in a hostile or disrespectful way during classroom discussions, regardless of differing opinions.
 - Not engaging in disruptive behavior.

Note: If you partake in disruptive or disrespectful behavior, I have the right to ask you to leave class for the remainder of the meeting. In addition, you will be sent a meeting request to discuss the issue at hand. If needed, the outside party will be asked to facilitate the meeting. If the behavior continues, I, the professor, reserve the right to refer you to Dean of Students for punitive action.

Reading Responses (20%)

This course has 26 total class meetings with assigned readings. *You only need to select 20 separate class meetings for your weekly reading responses. However, students must complete all the readings to successfully participate in class discussions.*

By 10:00am, students will submit one paragraph (at least 125 words) on Canvas that will reflect further upon that class day's reading. These reading responses must:

1. Give a brief, 1-2 sentence summary of the reading's contents
2. Offer some kind of thoughtful reflection or analysis of the reading. This might include, for example:
 - Your thoughts about themes or arguments that the author presents
 - An explanation of how the reading expanded your understanding of U.S., Mexican American, Texas, or local history
 - Further engagement on a tidbit that you found interesting
 - A contemporary connection that came to mind because of the reading
3. Include a critical question for the class meeting.
 - The question should not evoke a content overview but instead, should encourage us to engage further with the reading as a class.

Grading

- The reading response grade will be calculated as follows:
 - *Completion* (40%) – You will receive credit for your response(s) if you include the required components: a summary, a reflection/ analysis, and a critical question, together fulfilling the required word count. Responses will also only be counted toward the completion grade if they are submitted on time.
 - *Quality* (60%) – It is critically important that all your reading responses are thoughtfully composed. That said, I will grade **5** of your responses for content, quality, and analysis. The average of these grades will comprise your “Quality” weight on your overall reading response grade. These 5 responses will be selected at random.

How to Submit Your Reading Responses

You will submit the reflection on Canvas. The submission section is in the “Discussions” tab. Find the meeting date associated with your reading and upload your response text there.

Do not upload a word document for this assignment. Instead, copy-paste your submission into the text box or write directly in the textbox. Don't worry if the discussion thread looks bare – the current setting is that students must post before seeing replies.

Policies:

- Because of the flexibility of this assignment, **late work will not be allowed.**
- If a meeting has more than one assigned text, you are only required to select one reading for the response. You must, however, read all the assigned readings to be successful in this class.

***Chicano Times* Write-Up** (10%) – Class Meetings on October 23 and 25, Due: October 30
Our class will visit the UNT Library Special Collections to explore *Chicano Times*, a newspaper published in San Antonio throughout the 1970s. The periodical is a rich resource to explore the history and social concerns of Mexican Americans in Texas during the turbulent 1970s. UNT librarians will also encourage us to critically reflect upon archive creation, accessibility, and digital humanities.

Please be aware of the following dates:

October 23 and 25 – Class Research Time at UNT Special Collections (Room TBA)

October 30 – Write-Up Due on Canvas

Detailed instructions for the assignment and grading will be posted on Canvas and distributed in class.

Wikipedia Research Project (35%) – Rolling Due Dates, Final Draft Due Date: Nov. 8

Over the course of the semester, students will complete ongoing modules, research tasks, and writing to expand Wikipedia's content on Mexican American history. Students will either greatly expand an under-researched article or author a new article of their choosing. No experience with writing for Wikipedia? Don't worry! The class will complete this research project through the Wiki Edu Dashboard. **All exercises and modules must be done to receive full credit for this assignment.**

Throughout the course, there will be small modules or tasks that will lead students as they develop the skills to author content on Wikipedia, as well as hone their experience in historical research. Students must add a **minimum of 1,250 words** to Wikipedia total by the end of the research project. These additions will be based on secondary research and include citations. Detailed minimum standards will be posted on Canvas.

The project's grading breakdown is as follows:

Completion of all Wikipedia exercises	10%
Progress at assignment checkpoints (Sept. 20 & 27, Oct. 6)	10%
Participation in the peer review process (Oct. 6, Due: Oct. 11)	20%
Quality of Wikipedia contributions (Final Drafts Due: Nov. 8)	40%
Class Presentation (Due: Nov. 10, 13, or 15)	10%
Reflection Essay (Due: Nov. 17)	10%

Autobiographical Cajita(15%) – Due During In-Class Gallery (Final Period: December 9, 10:30am-12:30pm)

This final project will ask students to reflect on their own histories and create a cajita, or a small box, which pays tribute to their own life stories, family, or culture.¹ In doing so, this assignment asks students to consider their own positionality and/or contemplate their own political consciousness. Students will fill a cajita with objects, photos, text, or content that communicates their personal story to their peers. Although this project is meant to be an artistic and transformative connection to the course, students will not be graded on their artistic abilities. Instead, the grade will be assessed on students' effort in the project. At a minimum, the cajitas will be the size of an adult shoebox but if a student plans to use an alternative cajita (for example, a suitcase), feel free to ask me.

There are three components of this project:

- The creation of a physical cajita
- An accompanying 1-page, double-spaced reflection essay which will explain your personal story and your choices for the cajita. This essay will sit next to your cajita at the gallery presentations.
- Participation in the in-person gallery and support for your peers.

Course Policies & Expectations

Communication

Email is the best way to communicate with me. However, be advised that I may need up to 48 hours to respond and I will not necessarily be available during the evening, nor on the weekends. Please take this into account before important deadlines.

I will be available for in-person meetings during student drop-in hours on Mondays and Wednesdays from 10:00am – 11:00am. I will be in my office, Wooten 231B. Scheduled meetings will be prioritized. However, please feel free to always drop in during these times for anything you might need. If the above hours conflict with your availability, please email me and we can coordinate another time to meet. Meetings via Zoom can also be arranged.

Laptops and Technology

Students are the most engaged when they are not tempted to be distracted by cell phones or browsing on the internet. Laptops are not allowed for general notetaking and students should instead use a spiral or paper-based system.

¹ This assignment borrows from Dr. Laura Rendón's sentipensante pedagogy and which integrates contemplative practice into social justice courses. In crafting the cajita project, Rendón challenges students to examine their positionality in culture and identity. I hope to offer a final project that contemplatively engages with students, and offers culturally validate students who might have backgrounds marked by trauma, oppression, or imposed silencing. Laura I. Rendón, *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation* (Stylus Publishing 2014),

However, we will engage in digital activities from time to time as a class that will enrich your learning. I encourage students to bring their laptops in case such activities arise. I will try to give students as much forewarning as possible.

Recording

Students may not create video or audio recordings of class sessions unless there are documented accommodations with the Office of Disability Access. Students do not have permission to repost, distribute, or otherwise reproduce class activities. Unauthorized distribution of class materials could result in disciplinary action.

Late Work

Reading Responses: Because of the flexibility provided to students to fit this assignment into their schedule, late reading responses will not be accepted.

Chicano Times Write-Up: This assignment will lose five points for each day that it is late.

Wikipedia Assignments Components

Exercises and Modules: Modules are due before class begins.

Peer Review Workshop: If you miss the class day with a peer review workshop, you will be assigned a partner. However, a late peer review will be penalized ten points for each day that they are late because you are accountable to your partner. Their timely revisions depend on your feedback.

Final Draft, Class Presentation, and Reflection Essay: These components will lose five points for each day that they are late.

Cajita Final Project: Because our final class meeting will showcase the cajitas, late work on the cajitas will not be accepted unless there is an extenuating circumstance.

Extra Credit

Over the course of the semester, I will announce extra credit opportunities such as attending a relevant event pertaining to the class, or listening to an episode from a specified podcast. Students can submit up to (2) extra credit write-ups. Each write-up can add (1) point to your final grade.

Extra credit write-ups should be no fewer than 300 words. They must: 1) give a summary of the event, podcast, etc. that you view and 2) offer your reflections about how your participation expanded your understanding of class themes. If the write-up is too short or does not show adequate effort, I reserve the right to reject the extra credit assignment.

Policy on Children in Class

Students should never have to choose between caring for their children and pursuing their education. In cases of unforeseen childcare disruptions, I know that parents oftentimes miss class to stay at home with a child. Students with children may bring little ones to class on a necessary basis. While this is not meant to be a long-term childcare solution, occasionally

bringing a child to class to cover gaps in care is perfectly acceptable. Parents should sit near the exit doors with their little ones in case they need to step outside of the class momentarily to not disrupt learning for other students.

Note: Please do not bring children with COVID-like symptoms to class. Email me and we can make other arrangements to update you on the course.

Navigating Life Difficulties

Students are facing multiple, ongoing pandemics, a national financial crisis, and the general stresses of life. Although students must be held to the standards and requirements of this course, I am dedicated to working with students when unforeseen or extenuating circumstances arise. However, students should communicate with me as early as possible to ensure that I can offer support. It will be easier for both you and I to address issues as they arise rather than after.

What about COVID?

If you have COVID or COVID-like symptoms, please do not come to class. However, if you must miss class because of COVID please communicate with me early on and provide updates as they pertain to your course attendance.

Other Relevant Policies

Statement Regarding Academic Integrity

I encourage you to become familiar with the University's Student Academic Integrity Policy. The content of the Academic Integrity Policy applies to this course, and I refer all cases of cheating and plagiarism to the Office of Academic Integrity. If you do choose to cheat or plagiarize on a paper or exam you will fail the course.

The use of AI-powered language models such as ChatGPT to complete any assignment for this course is strictly prohibited. Violations of this policy will lead to a referral to the Office of Academic Integrity.

Disability Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety

emergencies like chemical spills, fires, or violence). Please ensure that you receive Eagle Alerts via your chosen form of communication. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

http://deanofstudents.unt.edu/resources_0. You can access UNT Survivor Advocate services through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Course Schedule
Week 1

Topic	Readings and Requirements	Assignments & Notes
August 21 (M) Syllabus Day	None	
August 23 (W) Introductions and Opening Conversation	Listen to Podcast: “What’s in a Name: Latinx and Hispanic/Latino Identity” <i>Wilson Center</i> , October 21, 2020. [LINK] Sheila Marie Contreras, “Chicana, Chicano, Chican@, Chicanx” <i>Keywords from American Studies</i> , ed. Deborah Vargas, Lawrence La Fountain-Stokes, Nancy Raquel Mirabal (New York: NYU Press, 2017), 32-35.	
August 25 (F) Latinx History is U.S. History & Wikipedia Project Overview	Vicki Ruiz, “Nuestra América: Latino History as United States History” <i>The Journal of American History</i> (December 2006): 655-672.	Due (By the end of the day) - Wikipedia: - Creating a Wikipedia account

Week 2

Topic	Readings and Requirements	Assignments & Notes
August 28 (M) Entangled Communities	Kris Klein Hernández, “Documented Invasions and Undocumented Peoples: The 2019 Wal Mart Massacre, Land Dispossessions, and the Founding of Texas” <i>The American Historian</i> , Summer 2022, 34-39.	Due (M) - Wikipedia: - Module: “Get Started on Wikipedia”
August 30 (W) The Politics of Inclusion	Richard R. Flores, “The Alamo: Myth, Public History, and the Politics of Inclusion” <i>Radical History Review</i> 77, 2000, 91-103.	

September 1 (F) Shifting Identities in New Borderlands	Howard Zinn, “We Take Nothing by Conquest, Thank God,” <i>A People’s History of the United States</i> . (New York: Harper Perennial, Reissue Edition, 2015).	
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Week 3

Topic	Readings and Requirements	Assignments & Notes
September 4 (M) Labor Day – No Class	None	
September 6 (W) Dispossession and Resistance	Tim Bowman, “Negotiating Conquest: Internal Colonialism and Shared Histories in the South Texas Borderlands.” <i>Western Historical Quarterly</i> 46, no. 3 (2015): 335–53.	
September 8 (F) Fragile Claims to Citizenship	Natalia Molina, “The Long Arc of Dispossession: Racial Capitalism and Contested Notions of Citizenship in the U.S.-Mexico Borderlands in the Early Twentieth Century” <i>Western Historical Quarterly</i> , Vol. 45, No. 4 (Winter 2014), 431-447.	

Week 4

Topic	Readings and Requirements	Assignments & Notes
September 11 (M) Visit from UNT Library – Research Support	None	Due (M)– Wikipedia: <ul style="list-style-type: none"> - Module: Choose your article - Module: Plagiarism - Module: Drafting in the sandbox

<p>September 13 (W) Refusing to Forget: Extralegal Violence and the Borderlands</p>	<p>Mónica Muñoz-Martínez, “Racial Violence in the West” <i>The Journal of the Gilded Age and Progressive Era</i>, Vol. 20 (2010) 114-121).</p> <p>Jovita Gonzalez, “America Invades the Border Towns,” <i>Southwest Review</i> Vol. 15, No. 4 (Summer 1930): 469-477.</p>	
<p>September 15 (F) Early Civil Rights Movements: LULAC & Pecan Shellers</p>	<p>None</p>	<p>Due (F)– Wikipedia:</p> <ul style="list-style-type: none"> - Make a Small Edit - Module/ Research: Build your bibliography: **Add between 3-5 sources into your bibliography tab

Week 5

Topic	Readings and Requirements	Assignments & Notes
<p>September 18 (M) Mexican Repatriation, Part I</p>	<p>Camille Guerin-Gonzalez, “Mexicans Go Home!: Mexican Removal Programs during the Great Depression” <i>Mexican Workers & American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939</i> (New Brunswick: Rutgers University Press, 1996), 77-96.</p>	<p>Wiki Progress (M) Continue working on your article</p>
<p>September 20 (W) Mexican Repatriation, Part II</p>	<p>None</p>	<p>Due (W)- Wiki Checkpoint Add 150 words of your Wikipedia draft to your sandbox</p>

September 22 (F) WWII: Part I Veterans	Richard Griswold del Castillo, “The Paradox of War: Mexican American Patriotism, Racism, and Memory” in <i>Beyond the Latino World War II Hero: The Social and Political Legacy of a Generation</i> (Austin: University of Texas Press, 2009), 11-20.	Wiki Progress (F) Continue working on your article
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Week 6

Topic	Readings and Requirements	Assignments & Notes
September 25 (M) WWII: Part II Pachuco	Elizabeth Escobedo, “The Pachuca Panic: Sexual and Cultural Battlegrounds in World War II Los Angeles” <i>Western Historical Quarterly</i> Vol. 38, No. 2 (Summer 2007) 133-156.	
September 27 (W) WWII: Part III Los Alamos Displacement in Oppenheimer’s Shadow	None	Due (W)- Wiki Progress Add 300 words of your Wikipedia draft to your sandbox
September 29 (F) Long Civil Rights Movement: Triangulating Race in Law	Vicki Ruiz, “‘We Always Tell Our Children They Are Americans’: Méndez v. Westminster and the California Road to Brown v. Board of Education” <i>Latina Lives, Latina Narratives</i> (New York: Routledge Press, 2021).	

Week 7

Topic	Readings and Requirements	Assignments & Notes
October 2 (M) Labor: Chavez, Huerta, and the UFW - Investigation: 1966 Farmworkers March	Primary Document: The United Farm Workers, <i>The Plan of Delano</i> (1965) Read or Listen to Podcast: “Yes, She Did! With Dolores Huerta” <i>Portraits</i> . [LINK]	

October 4 (W) Land: Reies Lopez Tijerina	Ramón A. Gutiérrez, "The Religious Origins of Reies López Tijerina's Land Grant Activism in the Southwest" <i>A New Insurgency: The Port Huron Statement in Its Time</i> , ed. Howard Brick and Gregory Parker, (Ann Arbor: University of Michigan Press, 2015), 289–300.	
October 6 (F) In-Class Peer Review Workshop	None	Due (F) – Wiki Progress <ul style="list-style-type: none"> - Draft of Wikipedia article <p>*It is important that this draft is as complete as possible</p>

Week 8

Topic	Readings and Requirements	Assignments & Notes
October 9 (M) Fighting for Their Futures, Part I: Youth Movements and Education	James Barrera, "The 1960s Chicano Movement for Educational Reform and the Rise of Student Protest Activism in San Antonio's West Side" <i>US Latina & Latino Oral History Journal</i> , Vol. 1, 2017, 82-97.	
October 11 (W) Reimagining Political Power	None	Due (W) – Wikipedia: <ul style="list-style-type: none"> - Completed peer review
October 13 (F) Fighting for Their Futures, Part II: The Chicano Moratorium	Brown Berets: Ten Point Program, Pamphlet [LINK] Vanessa Martínez and Julia Barajas "The Chicana Revolt" <i>Los Angeles Times</i> , August 23, 2020. [LINK]	Wiki Progress (F): <ul style="list-style-type: none"> - Integrate peer review notes into your draft. Please integrate as much as possible by Monday.

Week 9

Topic	Readings and Requirements	Assignments & Notes
October 16 (M) Mexican Americans and Eugenics	Watch: “The Movement that Inspired the Holocaust” <i>TedEx Animation</i> , with Alexandra Minna Stern and Natalie Lira, directed by Héloïse Dorsan-Rachet. [LINK] Alexandra Minna Stern, “Remembering Sara Rosas García” <i>Process: A Blog for American History</i> , February 7, 2017, https://www.processhistory.org/sara-rosas-garcia/ .	Wiki Progress (M,W,F) : <ul style="list-style-type: none"> - Dr. Treviño will visit your draft and offer feedback. - Continue improving your article
October 18 (W) <i>No Mas Bebés</i>	None	Due (W) – Wikipedia Module: <ul style="list-style-type: none"> - Contributing images and media files
October 20 (F) <i>No Mas Bebés</i> + Discussion of Contemporary Questions	Listen to podcast: ‘On the Divide’: Fighting for Choice in the Rio Grande Valley, <i>Latino USA</i> , June 21, 2022 [LINK]	

Week 10

Topic	Readings and Requirements	Assignments & Notes
October 23 (M) <i>Chicano Times</i> Workshop - Day 1	“‘What Is Archival Studies? Defining the Profession” Norwich University, October 21, 2019, LINK * Reading can’t be used for a response	Wiki Progress (M,W,F): Continue improving your article
October 25 (W) <i>Chicano Times</i> Workshop – Day 2	Mario H. Ramírez, “Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative” <i>The American Archivist</i> , Vol 78, No. 2, Fall/Winter 2015, 339-356.	

October 27 (F) No Class – Independent <i>Chicano Times</i> Work	None	Due (F) – Wikipedia Module - Begin moving your work to Wikipedia
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Week 11

Topic	Readings and Requirements	Assignments & Notes
October 30 (M) Reverberations of Violence	Kristen Cabrera, “50 Years After Pharr Riots, A Look Back at the Rio Grande Valley’s History of Protests Against Police Violence” <i>Texas Standard</i> , February 12, 2021. [LINK] (Be sure to listen to audio as well)	Due (By the Beginning of Class, Canvas): <i>Chicano Times</i> Write-Up
November 1 (W) Urban Revitalization	A.K. Sandoval-Strausz, “Latino Landscapes: Postwar Cities and the Transnational Origins of Urban America” <i>Journal of American History</i> , December 2014, 804-831.	Wiki Progress (M,W,F): Polish your work throughout the week. <u>This is the final week to develop your article!</u>
November 3 (F) Office Hours Day – Wikipedia Assignment	None	<i>Reminder:</i> Be sure to read Editing Wikipedia, page 15 to review a final check-list!

Week 12

Topic	Readings and Requirements	Assignments & Notes
November 6 (M) Making Hispanics? & Final Wikipedia Troubleshooting Day	G. Cristina Mora, “Making Hispanics: Classification and the Politics of Ambiguity” <i>Making Hispanics: How Activists, Bureaucrats, and Media Constructed a New American</i> (Chicago: University of Chicago Press, 2014), 1-16.	

November 8 (W) LGBTQ Night Life in a Mexican American City: Examining El Paso	None	DUE FOR ALL STUDENTS (W) – Wikipedia : Final Drafts of Wikipedia Assignment
November 10 (F) Wikipedia Presentations	In-Class Wikipedia Presentations	

Week 13

Topic	Readings and Requirements	Assignments & Notes
November 13 (M) Wikipedia Presentations	In-Class Wikipedia Presentations	
November 15 (W) Wikipedia Presentations	In-Class Wikipedia Presentations	
November 17 (F) Wikipedia Debrief Conversation and Reflection Conversation	None	
		Due (F) – Wikipedia: Reflection Essays

Week 14

Topic	Readings and Requirements	Assignments & Notes
November 20 – November 24 Thanksgiving Break	No Class- Thanksgiving Break	

Week 15

Topic	Readings and Requirements	Assignments & Notes
November 27 (M) Rethinking the Latinx Monolith and Political Power	Geraldo Cadava, “Hispanic Conservatism: Its Rise- And Fall?” <i>NACLA Report on the Americas</i> , Volume 48, Issue 4 (December 2016), 385-393.	

November 29 (W) Mass Incarceration and Latinxs in the United States	Michael Hames-García, “Incarceration” in <i>Keywords in Latina/o Studies</i> , ed. Deborah Vargas, Lawrence La Fountain-Stokes, Nancy Raquel Mirabal (New York: NYU Press, 2017), 32-35. LULAC, Criminal Justice Reform [LINK] “Latinx Disparities in Youth Incarceration” <i>The Sentencing Project</i> , July 2021	
December 1 (F) Class Pick - Contemporary Issues	Reading TBD	

Week 16

Topic	Readings and Requirements	Assignments & Notes
December 4 (M) Cajita Working Day	None	*Bring materials to work on cajita
December 6 (W) Memory and Reflection from the Present	Isabella Gomez Sarmiento, “House Approves Bill to Create Smithsonian Museum for Latino Americans” <i>NPR</i> , August 2, 2020. [LINK] Marina E. Franco, “Smithsonian Latino Museum Future at Risk Over Funding” <i>Axios</i> , August 1, 2023. [LINK] Sarah Schwartz, “Latino History Is U.S. History. High School Textbooks Neglect It.” <i>Education Week</i> , May 16, 2023. [LINK]	

Final Exam Period:
December 9, Saturday
10:30am-12:30pm
Cajita Gallery