

# **LAS 444 Latinos in the US West**

## **UNIVERSITY OF NEVADA LAS VEGAS**

### **Interdisciplinary, Gender, and Ethnic Studies**

#### **Semester/Term 202#**

Time:

Class Location:

Office Location:

Office Hours:

Phone:

WebCampus: <https://webcampus.unlv.edu>

Email:

*Note:* The instructor reserves the right to change the syllabus as it relates to how the course is administered.

### **Course Description**

This course is designed to introduce students to the history and culture of Latinos in the U.S. West, focusing primarily on the experiences of Mexican Americans beginning from the first Spanish explorations to the present. It includes an examination of Latinos in relation to Native Americans and later Euroamerican settlers and documents how all groups impacted the development of a distinctly Southwestern Latino culture but also how Latinos have always been present within American history and society. As the course progresses, we will also study the immigrant groups that arrive in the late twentieth century from Central and South America. What emerges is a diverse group of Latinos in the United States but in the West specifically, comprised of different cultures that develop in separate historical moments; understanding this complex “group” is the primary objective of this course. To accomplish this, we will consider the social, political, economic, and cultural developments that impacted Latino culture in the West and how these variables intersect with the racial, gender, and class ideologies that developed in the West. Ultimately, this course challenges the preconceived notions of an “Anglo” conquest and demonstrates how Latinos preserved some traditions, adapted others, and ultimately influenced the development of the West. By doing so, this course documents a distinct Latino “folkway” that continues to impact and define the West we live in today.

### **Learning Outcomes/Course Objectives**

Students will be able to

1. Analyze race, class and gender both critically and historically.
2. Develop reading, writing, and critical analytical skills.
3. Critically read and write with attention to evidence.
4. Identify basic qualitative and quantitative approaches to research.
5. Discuss basic historiographical knowledge.
6. Organize and effectively argue an intellectual perspective based on the course readings.

## Required Texts

Jose Alamillo, *Making Lemonade Out of Lemons*

Fernandez, Lilia, *Brown in the Windy City*

Monica Perales, *Smelertown: Making the Remembering a Southwest Border Community*

Zaragoza Vargas, *Crucible of Struggle: A History of Mexican Americans From Colonial Times to the Present Era.*

## Evaluation Methods

Grades will be determined using the following criteria:

Attendance and class participation in team debates 25%

First midterm essay exam (5-7 pages) 25%

Second midterm essay exam (5-7 pages) 25%

Final essay exam (7-10 pages) 25%

(All exams will be take-home)

Students are expected to attend every class, unless otherwise noted, and since this is a reading and discussion intensive course, students are expected to keep up with the readings. The exams will cover material discussed in lectures and in your readings; for many of you this will be a new subject matter and I want you to truly appreciate the growing knowledge base that this historical subject has generated and why you should be better read on the matter. Participation in EVERY discussion is MANDATORY and you are expected to be fully prepared. IF you are found to have not read, you will be required to complete an extra five-page paper to make up for each discussion you miss. Note that the maximum number of unexcused absences is four. If you reach five unexcused absences you will automatically fail this course.

Throughout the course student will volunteer or be assigned a historical group or individuals to represent in team debates. Students will argue and substantiate how and why their historical actors behaved and influenced historical events within the context of American history.

## Grading Scale

A	95 – 100
A-	90 – 94
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	64 – 66
D-	60 – 63
F	00 - 59

## Course Schedule

Week 1: Introduction to Class

Terms, Ideas, Region, what are Latinos doing in my American History?

Week 2: America Before Latinos, Latinos Before America.

Readings: Vargas, Chapter 1: The Era of the Spanish Northern Frontier  
“Indian and Iberian Origins of the Mexican People,” p. 13-33.

Week 3: Colonization and Life on the Spanish Frontier

Chapter 2: Life and Society in Mexico’s Northern Borderlands, 1821-1846

Miroslava Chavez-Garcia, “Gender and the Conquest and Colonization of California,” p. 3-24.

Raul Ramos, “Life in a Norteño Town,” p. 15-24

(Teams debate their historical characters actions on Wed.)

Week 4: Mexican Independence in the Borderlands

Readings: Chapter 3: Mexican Americans in the Era of War and Westward Expansion

Andres Resendez, “Carved Spaces: Mexico’s Far North, the American Southwest, or Indian Domains?,” p. 15-55.

Raul Ramos, “American Immigrants: Colonization and Tejano Identity,” p. 81-107.

Brian DeLay, “Buffalo-Hide Quiver” and “Plunder and Partners,” p. 61-113

Week 5: The Aftermath of War for Latinos and Natives

Readings: Readings: Chapter 4: Mexican Americans from the 1850s to the End of the Civil War

Raul Ramos, “Voting and Violence,” 205-230.

William Deverell, “The Unending Mexican War,” p. 11-48.

(Teams debate their historical characters actions on Wed.)

**Midterm Essay I due Feb. 14.**

Week 6: Becoming Mexican Americans

Readings: Chapter 5: Mexican Americans in the Southwest, 1870 to the Early Twentieth Century

William Deverell, “The Color of Brickwork Is Brown,” p. 129-171.

Eric Meeks, “Crossing Borders,” p. 71-97.

Week 7: Mexican Migration, Labor and Urbanization

Readings: Chapter 6: Mexican Immigration, Work, Urbanization, and Americanization, 1910-1929

Jose M. Alamillo, *Making Lemonade Out of Lemons* (the first half of the book)

Week 8: Mexican Migration, Labor and Urbanization Continued

Readings: Alamillo, *Making Lemonade Out of Lemons* (the second half of the book)

(Teams debate their historical characters actions on Wed.)

Week 9: Mexicans face Anti-Immigration and the Great Depression

Readings: Chapter 7: The Mexican American Struggle for Labor Rights in the Era of the Great Depression

Natalia Molina, “The Fight for ‘Health, Morality, and Decent Living Standards’”, p. 158-178.

Gabriela F. Arredondo, "Striations Within", 108-143.

Week 10: Latino Mobilization and World War II

Readings: Chapter 8: The Mexican American People in the World War II Era

Eduardo Pagon, "Dangerous Fashion," p. 98-125.

(Teams debate their historical characters actions on Wed.)

**Midterm Essay II due on Mar. 21.**

Week 11: Spring Break

Week 12: Racism and discrimination in the Post War Era

Readings: Chapter 9: Mexican Americans in the Postwar Years, 1946-1963

Monica Perales, *Smelertown* (The first half of the book, 1-148)

Week 13: Racism and discrimination in the Post War

Readings: Perales, *Smelertown* (The second half of the book, 149-277)

Week 14: From Mexican American to Chicanos

Readings: Chapter 10: Mexican Americans in the Protest Era, 1964-1974

Ignacio M. Garcia, "Los Cinco de Mayo", "Unidos Ganaremos: The Party Goes National", "Unidos Venceremos: The National Party Falters," p, 15-33, 91-116, 135-148.

Fernandez, *Brown in the Windy City*, (first half of the book, pp. 1-129)

(Teams debate their historical characters actions on Wed.)

Week 15: Social Challenges in the Twentieth Century

Readings: Chapter 11: Mexican Americans at the End of the Twentieth Century

Eugene P. Moehring, "Immigration, Ethnicity, and the Rise of Las Vegas," 1-15

M.L. Miranda, "The Mexicans," 56-73

Thomas C. Wright, "The Salvadorans," 247-262

Fernandez, *Brown in the Windy City*, (second half of the book, pp. 129-268)

Week 16: Latinos in the U.S.

The Browning of America

Readings: Maria Cristina Garcia, "Exiles, Immigrants, and Transnationals: The Cuban Communities of the United States," 146-180

Norma Stoltz Chinchilla, "Central American Immigrants: Diverse Populations, Changing Communities," 187-225

Peggy Levitt, Transnational Ties and Incorporation: The Case of the Dominicans in the United States," 229-253

Kevin R. Johnson, "The Continuing Latino Quest For Full Membership and Equal Citizenship," 391-410

Louis Desipio, "The Pressures of Perpetual Promise: Latinos and Politics, 1960-2003," pp. 421-458.

# UNLV Policies

## Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

## Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

## Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

## Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

## **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

## **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

## **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## **Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

## **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious

holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

## **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

## **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor



of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

## **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

## **Diversity Statement**

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.