

University of Houston-Downtown

Course Prefix, Number, and Title: HIST 1316: Latino History Since 1898

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: American History

Prerequisites: Enrollment in or completion of ENG 1301

Co-requisites: None

Course Description: This course examines past events and ideas relative to Latinos in the United States since 1898. It involves the interaction among people of Latin American or Hispanic origin in the United States, and considers how these interactions have contributed to the development of the nation and its global role.

(This course satisfies 3 of the 6 hours of American history mandated by the state of Texas.) (HIST 1302)

TCCNS Number: N/A

Demonstration of Core Objectives within the Course:

| Assigned Core Objective | Learning Outcome Students will be able to: | Instructional strategy or content used to achieve the outcome | Method by which students' mastery of this outcome will be evaluated |
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| Critical Thinking Personal Responsibility | 1. Evaluate and analyze historical perspectives, using primary and secondary sources, in light of their historical context. Explain how events in the past influence current events. | Students will examine primary and secondary sources regarding the post-1898 US history, and, with the aid of lecture and/or class discussion, will evaluate historical perspectives in relation to their time and place and identify connections between past and present. For example, students might relate Central American immigration to the United States during the Cold War with contemporary flows of immigrants from the region related to US-Central American relations today. Students might identify similarities in the ways US interventions produced waves of economic and political refugees from the region. Students would also note differences in the driving forces behind these interventions and also in the ways US immigration policy has responded | Essay exam, paper, or short writing assignment. The course may also utilize objective quizzes or exams may be utilized in addition to the written component. Example Syllabus: Essay tests over ability to evaluate/analyze both primary and secondary sources. Primary Source Analyses test reading comprehension of primary sources Exams test ability to analyze and evaluate class material and comprehend connections between events, people, etc. and larger developments and themes in US history. |

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| | | to the refugees during the two periods. | |
| <p>Critical Thinking</p> <p>Communication</p> <p>Social Responsibility</p> <p>Personal Responsibility</p> | <p>2. Analyze historical perspectives on ethical issues.</p> | <p>Students will discuss and analyze the historical context for at least one major historical decision that contained strong ethical implications and relevance to post 1898 U.S. history. Students will discuss debates among historical actors that involved an ethical dimension while being sensitive to context and avoiding presentism.</p> <p>For example, students might study the historical background of the Spanish-American War, comparing and contrasting the different arguments in favor of intervening (such as those made by humanitarians versus those made by war hawks) as well as the arguments against intervention. Students would not only be required to demonstrate understanding of the arguments for and against, but also why advocates of intervention ultimately prevailed.</p> | <p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: Primary Source Analysis 1 requires students to read opposing viewpoints on military action in 1898 and factor into their analysis an assessment of the ethical reasoning for or against the intervention (students must explain both perspectives).</p> |

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| <p>Critical Thinking Communication</p> | <p>3. Effectively communicate in writing, orally, and visually, the analysis of historical questions and their results.</p> | <p>The instructor will provide written guidelines that outline her or his expectations regarding written, oral, and visual communication. Students will apply their knowledge of those standards and any further guidance supplied by the instructor regarding improvement of communication skills, such as thesis and topic sentence development. Students will effectively express their understanding of textual and A/V source materials. In written work or class discussion, students may be expected to demonstrate their facility in interpreting and/or producing visual images, such as maps, charts, or tables.</p> <p>Examples: The use (1) of maps to understand post WWII-U.S. foreign policy toward Latin America;(2) of photographic staging of prominent events in American history; or (3) of oral and video interviews of important local individuals to determine how historical actors construct their own narratives about their own histories.</p> | <p>Writing: paper or in-class essay</p> <p>Oral: participation in class discussion or group activity, oral presentation, or oral history interview.</p> <p>Visual: class presentation, part of grade for written work, or stand-alone assignment</p> <p>Example Syllabus: Writing: Essay 1 & 2 Oral: class discussion, Student presentations Visual: component of essay assignment</p> |
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| <p>Critical Thinking</p> <p>Personal Responsibility</p> <p>Social Responsibility</p> | <p>4. Analyze cause-and-effect relationships and discuss the effects of multiple causations upon historical events.</p> | <p>With lecture and/or reading, students will examine a range of explanations as to the causes of various historical developments and events related to post-1898 US history. Students will distinguish between proximate and long term causes in analysis of causation.</p> <p>Examples: Students read the main textbook, <i>Harvest of Empire</i>, which makes the argument that the rise of Latino populations in the United States stemmed from US military interventions, foreign policy, and economic imperialism in Latin America. Lectures underscore both short-term causes, such as fleeing immediate violence due to US military interventions, and long-term causes, such as growing economic inequality due to US economic imperialism, in driving Latin American immigration to the US.</p> | <p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: The Primary Source Analyses in Unit 2 require students to read and analyze primary source documents to determine the push and pull factors causing the immigration of specific Latino nationality groups. Essay 1 requires students to choose at least two of these groups and discuss similarities and differences in the causes of immigration.</p> |
| <p>Critical Thinking</p> <p>Communication</p> | <p>5. Compare and contrast how different cultures or subgroups interpret, perceive, or experience historical events.</p> | <p>Students will be presented in lecture and reading with the shared and divergent views or experiences of various cultural groups in the American past.</p> <p>For example, one might compare and contrast the experiences of two or more groups of Latino immigrant groups in US history, such as Mexican-Americans and Cuban-Americans, or different generations of immigrants from a single nationality group.</p> | <p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: Essay 1 requires that students analyze the factors that drove immigration and community formation among at least two nationalities of Latino-Americans during the twentieth century. Students must compare and contrast the factors driving these two communities' growth and development in the United States in areas such as the workforce, areas of geographic concentration,</p> |

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| <p>Critical Thinking Communication Personal Responsibility</p> | <p>6. Relate events and ideas to change over time and across a broad survey of United States or Texas history.</p> | <p>On the basis of lecture and/or reading, students will identify significant events and ideas in US history and their relationship to larger changes across time, including the rise of industrial, urban, and immigrant America, the rise of the US as a world power with WWI and WWII, its changing race and gender relations, struggles for civil rights, the sea-changes brought by the Great Depression and New Deal, and its post-WWII economic, social, and economic history.</p> | <p>and political participation. Essay exam, paper, or short writing assignment, or objective quizzes or exams. Example Syllabus: Primary Source Analysis 1 requires students to examine primary source documents about the Spanish American War and assess the extent to which this event marked a watershed in US history, by launching the so-called American century.</p> |
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Course Outcomes: See outcomes above.

Course Outline:

- Introduction
- Latino History as US History
- The Making of an Empire
- The American Century
- Puerto Ricans
- Mexicans
- Cubans
- Dominicans
- Central Americans
- Columbians and Panamanians
- Latinos in the Post-ware Period
- Toward Neoliberalism
- Contemporary Issues

- The American War for Independence
- Peace and the Critical Period
- Washington, Hamilton, Jefferson
- Adams, Jefferson, and the Election of 1800
- Expansion, Commerce, and War
- The Era of Good Feelings and the Transformation of Politics
- The Market Revolution in America
- Transformations in the North
- Transformations in the South
- The Presidency of Andrew Jackson
- Nullification and Indian Removal
- Reforming American Society
- Expansion and the Mexican War
- Slavery, Expansion, and Sectional Conflict
- Civil War Begins . . .
- . . . And Continues
- Presidential Reconstruction
- Radical Reconstruction
- The Retreat from Reconstruction

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

| Course Grade | A: 90-100 | B: 80-89 | C: 70-79 | D: 60-69 | F: 0-59 |
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| Summary of Course Exams, Quizzes, Activities, and Final | | | | | |
| | Paper | | | 20% of the course grade | |
| | Class Discussion (10) | | | 10% of the course grade | |
| | Content Quizzes (10) | | | 10% of the course grade | |
| | Exams (3) | | | 60% of the course grade | |