Instructor Information

Table of Contents

Course Description (Catalog)

Latinos are the fastest growing minority in the United States and have played key roles in U.S. history. This course surveys the history of the Latino experience in the United States from a political, economic and cultural standpoint. Discover the difference between a “Hispanic” and a “Latino,” understand the intricacies of controversial issues such as immigration, and learn how this group has been influential in the past and is becoming increasingly important in the U.S.

Course Scope

This course will introduce students to the history of Latinos, an increasingly important group in the U.S. We will discuss what a Latino is, as well as the diverse groups that make up the Latino population. We will examine economic, cultural and political themes; it will also examine certain topics in-depth, such as the Bracero Program, the labor movement under Cesar Chavez, immigration, as well as other issues affecting the Latino population.

Course Objectives

LO 1: Define and discuss the terms “Hispanic” and “Latino;” identify the different groups considered “Latino” in the U.S.

LO 2: Compare and contrast the experience of Latinos with other groups in U.S. history.
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LO 3: Comprehend key events regarding Latinos in U.S. history

LO 4: Understand Latino Culture and recognize prominent Latinos

LO 5: Identify issues important to the Latino population

LO 6: Debate immigration policies

LO 7: Understand Latino influence on national issues and elections

LO 8: Demonstrate an understanding of appropriate research and analytical skills.

Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. All assignments are due as posted in the syllabus. I will accept late assignments only within 2 weeks of the due date, with a penalty as follows:

- One week late receives 75 percent credit
- Two weeks late receives 50 percent credit
- Greater than two weeks late receives 0 credit

There are exceptions to this policy, on a case-by-case basis, if extenuating circumstances are present. There are exceptions to this policy, on a case-by-case basis, if extenuating circumstances are present.
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Course Materials

All students taking history classes should have a mastery of online research methods; these include researching appropriate primary resources through the Web, and understanding the historiographical literature for this course so that they can do required assignments involving research. You are encouraged to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through The Online Library.
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

<table>
<thead>
<tr>
<th>Analytical Skills</th>
<th>100 Level</th>
<th>200 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with evidence: Primary sources</td>
<td>Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze / question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source.</td>
<td>Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.</td>
</tr>
<tr>
<td>Bottlenecks and difficulties for students in acquiring those skills</td>
<td>Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time.</td>
<td>Re-creating historical context and connecting it to a document. Identifying and empathizing with people from another place and time.</td>
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</table>

This table shows primary-source analysis skills that you need to learn and the difficulties that students encounter when learning them. You will gradually learn the more difficult skills as you progress from introductory to advanced courses.

As indicated by successful completion of research and writing requirements, you should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- Web 2.0: H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:
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- *The Valley of the Shadow: Two Communities in the American Civil War*
- National Geographic: Remembering Pearl Harbor
- *H-Net – Humanities and Social Sciences Online*
- *World History Matters*

*Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.*

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**REQUIRED TEXT:**

**RECOMMENDED REFERENCES**

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

**WEB-BASED READINGS**

*Braceros in Oregon* Photograph Collection,


Library of Congress,  [National Hispanic History Month Site](http://www.loc.gov/exhibits/hispmonth/)


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U.S. Latino and Latina World War II Oral History Project

* These can be accessed through “Web Resources” in the classroom

Evaluation Procedures

ASSIGNMENT COMPLETION:

All written assignments will be graded using Rubrics. Please see Rubric charts and assignment details in the classroom.

LATE ASSIGNMENTS:

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. For each week that an assignment is late, two points may be deducted from your grade for the assignment unless the student contacts the instructor ahead of time about an extenuating situation. To get the most from the class, you must keep on track with the class. Assignments cannot be submitted more than 2 weeks past the due date.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>% Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Class Policy Quiz</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Discussion Board Questions</td>
<td>23</td>
<td>23%</td>
</tr>
<tr>
<td>Discussion Board Responses (2 per discussion)</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Research Activity</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper Proposal</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
<td>27%</td>
</tr>
<tr>
<td>Research Paper Summary</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>260</strong></td>
<td><strong>100%</strong></td>
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Course Outline

8 Week Course

<table>
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<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s) and Web-Activities*</th>
<th>Assignment(s) and Discussion Boards</th>
</tr>
</thead>
</table>
| 1 | Introduction, Background, Terminology | LO 1: Define and discuss the terms “Hispanic” and “Latino;” identify the different groups considered “Latino” in the U.S. | Gutierrez, Introduction (1-29) 
Novas, Introduction, Chapters 1 & 2 
Video lecture | Post student biography; 
Warm up Discussion Board 
Question & responses |
|---|---|---|---|---|
| 2 | Spanish Legacy, Mexican War, Early 1900s, Latinos’ contribution to WWII | LO 2: Compare and contrast the experience of Latinos with other groups in U.S. history. 
LO 3: Comprehend key events regarding Latinos in U.S. history 
LO 4: Recognize prominent Latinos | Novas, Chapters 3 & 4 
Ch 5 pp. 166-199 
Ch 6 pp. 220-231 
Library of Congress National Hispanic History Month Site 
U.S. Latino and Latina World War II Oral History 
Video lecture | Discussion Board 
Question & responses 
Class Policy Quiz due |
| 3 | Bracero Program | LO 3: Comprehend key events regarding Latinos in U.S. history 
LO 8: Demonstrate an understanding of appropriate research and analytical skills | The Farmworkers Website 
Braceros in Oregon Photograph Collection 
Suarez-Orozco, *Latinos: Remaking America* Ch. 12 
Review: Novas, p. 92-97 
Video lecture | Research Activity |
| 4 | Latino Culture | LO 4: Recognize prominent Latinos | Novas: p. 158-165, 208-219, Ch 6 
Gutierrez, Ch. 9 p. 355-388 U.S. Latino Expressive Cultures | Research Essay |
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Video lecture</th>
</tr>
</thead>
</table>
| 5 | Latino Labor Movement | LO 2: Compare and contrast the experience of Latinos with other groups in U.S. history. Suarez-Orozco, *Latinos: Remaking America* Ch. 6 p. 126-142  
Review: Novas, Chapter 3, p. 107 - 113  
Video lecture |
| 6 | Immigration Issues & Other Immigrant Groups | LO 6: Debate immigration policies Novas p. 99-107, 199-208, 250-254, 299-303, Ch 7  
Suarez-Orozco, *Latinos: Remaking America* Chs.8 & 9  
Video lecture |
| 7 | Current Issues | LO 5: Identify issues important to the Latino population Novas, Chapter 8  
Gutierrez, p. 405-411, 421-458  
See classroom “Announcements” for links to web-based readings  
Video lecture |
| 8 | Latinos today | Apply all learning objectives Novas, Chapter 9  
Video lecture |

* See links for Websites in the Web-based reading section above and in the classroom. Additional sites may be added to the weekly reading assignments.

Table of Contents

CITATION AND REFERENCE STYLE
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Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the Chicago Manual of Style. This course will require students to use the citation and reference style established by Kate Turabian in A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the Chicago Manual of Style.

The Chicago Manual of Style for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.

Papers may not use encyclopedic and dictionary-type articles for citation in papers. Wikipedia is not acceptable as a scholarly citation for APUS papers.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student’s rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See Student Handbook.

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.
Online Library Research Center & Learning Resources

The Online Library Resource Center is available to you from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- **Book Catalog** - Link to thousands of *electronic* books
- **Databases** - Find *articles* and reports from scholarly journals, magazines, and newspapers
  - ABC Clio US at War
  - CIAO
  - EBSCO
  - Praeger Security International
  - ProQuest
- **Journal Title Search Engine**
  - *American Historical Review* from 2/01/1975 to 1 year ago in EBSCO
  - *Cold War History* from 08/01/2000 to 1 year ago in EBSCO
  - *Early Medieval Europe* from 03/01/1998 to 1 year ago in EBSCO
  - *Journal of Early Modern History* from 02/01/1999 to 1 year ago in EBSCO
  - *Journal of Medieval and Early Modern Studies* from 01/10/1997 to 1 year ago in EBSCO
  - *Journal of World History* from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
  - *The Historical Approach to Research*
  - Historical Research Methods
  - *Reading, Writing, and Researching for History: A Guide for College Students*
  - *A Student's Guide to the Study of History*
  - H-Diplo: diplomatic and international history - H-Net discussion group dedicated to diplomatic history and international affair. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.