**Cover Sheet**

**AMH 1 XXXAfrican American and Latino Histories**

### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Ugrad</th>
<th>Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Ortiz, Paul Andrew <a href="mailto:portiz@ufl.edu">portiz@ufl.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>10/5/2014 10:41:36 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>11/13/2014 9:30:58 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description**

Comparative examination of the histories of African Americans and Latinos from the early 19th century to present. Major themes include the social construction of race, the development of state policies that enforced racial inequality, struggles for equal citizenship, cultural and social movements for change.

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CLAS - History 011612000</td>
<td>Nina Caputo</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Recycled</td>
<td>CLAS - College of Liberal Arts and Sciences</td>
<td>Pharies, David A</td>
<td>At request of Dr. Caputo</td>
</tr>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CLAS - History 011612000</td>
<td>Nina Caputo</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Comment</td>
<td>CLAS - College of Liberal Arts and Sciences</td>
<td>Wolff, Joseph M</td>
<td>I have added this to the November 12th CCC Agenda. However, the most updated version of the UCC1 form must be used. Please download from the CLAS CCC webpage and replace.</td>
</tr>
<tr>
<td>College</td>
<td>Approved</td>
<td>CLAS - College of Liberal Arts and Sciences</td>
<td>Pharies, David A</td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td>Pending</td>
<td>PV - University Curriculum Committee (UCC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Departments

- **CLAS - History**
- **CLAS - College of Liberal Arts and Sciences**
- **PV - University Curriculum Committee (UCC)**

### Statewide Course Numbering System

- **Office of the Registrar**
- **Student Academic Support System**
- **Catalog**
- **College Notified**
Recommended SCNS Course Identification

1. Prefix    AMH  
2. Level    3  
3. Number    XXX  
4. Lab Code    Select  

5. Course Title    African American and Latino Histories  
6. Transcript Title (21 character maximum) AfAm and Latino History  

7. Effective Term    Earliest Available  
8. Effective Year    Earliest Available  
9. Rotating Topic?    No  
10. Amount of Credit    3  
11. If variable, # minimum and # maximum credits per semester.  
12. Repeatable credit?    No  
13. If yes, total repeatable credit allowed #  
14. S/U Only?    No  
15. Contact Type    Regularly Scheduled [base hr]  
16. Degree Type    Baccalaureate  
17. If other, please specify:    Click here to enter text.  
18. Category of Instruction    Intermediate  

19. Course Description
Comparative examination of the histories of African Americans and Latinos from the early 19th century to present. Major themes include the social construction of race, the development of state policies that enforced racial inequality, struggles for equal citizenship, cultural and social movements for change.

20. Prerequisites
3 credits of AMH, ASH, EUH, AFH, LAH, HIS, or WOH

21. Co-requisites
Click here to enter text.

22. Rationale and Placement in Curriculum
The study of comparative race and ethnicity is an integral element of humanities and social science disciplines. Students will learn that neither “group” is monolithic and that there are important historical linkages in experiences with labor, colonialism, and citizenship struggles that connect African Americans and Latinos. Students will learn how to connect contemporary social changes (including the US transition to a minority-majority society) with historical processes, labor markets, and US foreign relations. Students will also achieve an understanding of the increasing economic, political, and cultural integration of the United States, Latin America and the Caribbean generally.

23. Complete the syllabus checklist on the next page of this form.
Syllabus Requirements Checklist
The University’s complete Syllabus Policy can be found at:
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- Course title
- Instructor contact information (if applicable, TA information may be listed as TBA)
- Office hours during which students may meet with the instructor and TA (if applicable)
- Course objectives and/or goals
- A weekly course schedule of topics and assignments.
- Methods by which students will be evaluated and their grades determined
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.
- List of all required and recommended textbooks
- Materials and Supplies Fees, if any
- A statement related to class attendance, make-up exams and other work such as: “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.”
- A statement related to accommodations for students with disabilities such as: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”
- A statement informing students of the online course evaluation process such as: “Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.”

It is **recommended** that the syllabus contain the following:

- Critical dates for exams or other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
Course Description:

In this class we will undertake a comparative study of African American and Latina/o histories, cultures, and politics. Major themes include slavery, forced labor, colonialism, and racial formation in the modern era. Special emphasis will be placed on overlapping as well as distinctive histories and struggles for human rights, citizenship and civil rights in the 20th century in the United States, the Caribbean and Latin America. The course will include analyses of African American and Latina/o oral traditions, literature, and various forms of expressive cultures.

Course Objectives/Student Learning Outcomes:

We will explore comparative histories, cultures, and politics of African Americans and Latinos since the Haitian Revolution and the Mexican War of Independence. Students will gain a greater understanding of the connections between slavery, racial formation, and major events such as the Latin American Wars of Independence, the Mexican-American War, and the American Civil War. In the late 19th century, we will examine the relationship between Reconstruction in the United States and the Ten Years War in Cuba including efforts by African Americans to provide support to the struggle for Cuban independence. We will also study connections between the Spanish American War and the expanding Jim Crow/Juan Crow systems of racial repression in the American South. In the 20th century, we will examine comparative labor movements of Latina/o and African Americans in the American southwest and southeast. We will assess the rise of the modern Latin@ and African American civil rights and human rights movements and the presidency of Barack Obama.

Students will gain critical research and writing skills. Participants will learn how to connect contemporary social changes (including the US transition to a minority-majority society) with historical processes, labor markets, and US foreign relations. Students will also achieve an understanding of the increasing economic, political, and cultural integration of the United States, Latin America and the Caribbean generally.

Classroom Policies:

- **Attendance & makeup policy**: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

- **Late Policy**: A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student’s final participation grade. Students will lose 1% from their final grade each time they arrive late.

- **Cell phone and texting policy**: Students must turn cell phones to vibrate before coming to class. Each time a student’s cell phone rings or each time that a student texts during class, 1% will be deducted from that student’s final grade for each instance.
• **Grade Disputes**: Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Grading Scale (& GPA equivalent):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>(3.67)</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>(3.33)</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>(3.0)</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>(2.67)</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>(2.33)</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>(2.0)</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
<td>(1.67)</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
<td>(1.33)</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>(1.0)</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
<td>(0.67)</td>
</tr>
<tr>
<td>E</td>
<td>59-50</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**Note**: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades) [http://www.isis.ufl.edu/minusgrades.html](http://www.isis.ufl.edu/minusgrades.html)

**Academic Honesty**: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Course Evaluations**: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu](https://evaluations.ufl.edu)

**Accommodations for Students with Disabilities** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor. Contact the Disability Resources Center ([http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) for information about available resources for students with disabilities.

**Counseling and Mental Health Resources** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; [http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)).

**COURSE FORMAT**

_African American & Latino Histories, Spring Semester Senior Seminar, 2013_
Synthesis Essays: (60% of your grade.) You will write three synthesis essays this semester that compare and contrast readings across weeks. Each essay will be 4-5 pages in length. Your first essay will focus on Piri Thomas’s classic memoir Down These Mean Streets. In these essays you should reference several reading assignments. I am looking for serious engagement with the major themes, and historical comparisons of African American and Latino experiences. Synthesis Essay due dates: Friday, February 1; Friday March 21, and Friday, April 19. All essays are due at my office at Pugh Hall, 2nd floor, Samuel Proctor Oral History Program, #245 at 7:00 p.m.

Mid-Term Exam (20% of your grade.) A take-home mid-term exam will be distributed in class on February 20th. The exam is due, Friday, March 1, 7 pm., Pugh Hall, #245. The exam is based on readings and materials from the February 6th-Feb 20th class sessions.

Attendance: (10% of your grade.) Unexcused absences will result in automatic reduction of grade. A medical certificate is needed to excuse absence. If you miss a class you are responsible for getting notes and/or assignment instructions from one of your peers or instructor during regular office hours.

Final-Exam (10% of your grade.) A take-home final exam will be distributed on the final day of class and will be due finals week. This will be a cumulative exam covering the major themes of the course.

Office Hours: I will be holding office hours this semester at my office at the Oral History Program, Pugh Hall, #245, on Wednesdays, 10:30 to Noon and Thursdays, 10:30 to Noon. Periodically, I am also available for meetings via appointment. My cell phone number is 831-334-0131.

Email: Check your class email account on a regular basis for reading questions and course updates.

Required Texts: (Available at Library West Reserves.) Piri Thomas, Down These Mean Streets; Anani Dzidzienyo and Suzanne Oboler, eds., Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos; Juan Gonzalez, Harvest of Empire: A History of Latinos in America; Gerald Horne, Black and Brown: African Americans and the Mexican Revolution, 1910-1920; August Wilson, The Piano Lesson; Martín Espada, Zapata’s Disciple. AMH 3931 Course Reader available at Xerographics, 927 Northwest 13th Street. Most, but not all essays in course reader are available on our online reserves page.

Syllabus & Reading List

PART I: BEYOND MESTIZAJE: INTERCULTURAL CONNECTIONS

“It is urgent that our America learn the truth about the United States”
--José Martí, Cuba

WEEK OF JANUARY 9: SEEING THE AMERICAS WHOLE

Wednesday: Syllabus overview; ice-breaker; introductions

Friday: Syllabus review; introductions, cont. and Discussion Questions for next week.
FILM: Gordon Parks, “The World of Piri Thomas”

Reading Discussion: Scan the following web sites, and watch the online videos:


Short Lecture: African American and Latina/o histories, 1800s to present

WEEK OF JANUARY 16: WALKING DOWN THESE MEAN STREETS

Reading discussion, Piri Thomas, Down These Mean Streets, Introduction to pp. 148 and afterward.


Piri Thomas’s web site: http://cheverote.com/piri.html

In-class film screening: Jonathan Robinson, "Every Child Is Born A Poet," film on the life of Piri Thomas


Short Lecture: Racism, Labor and Functional Stereotypes

WEEK OF JANUARY 23: BEYOND THE BLACK/WHITE PARADIGM

Meet: Library East, Reading Room, 2nd Floor, Dr. James Cusick, Curator, P.K. Yonge Library.

Reading: Piri Thomas, Down These Mean Streets, 149-230.


African American & Latino Histories, Spring Semester Senior Seminar, 2013
http://www.bostonreview.net/BR37.4/junot_diaz_paula_moya_drown_race.php

Dr. Martin Luther King, Jr. “Beyond Vietnam” Riverside Church, April 4, 1967
http://www.ratical.org/ratville/JFK/MLKapr67.html


**WEEK OF JANUARY 30: HARVEST OF EMPIRE**

*Reading Discussion:* Piri Thomas, *Down These Mean Streets*, finish book

Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*, Introduction to 78)

http://aapo.tamu.edu/files/Open%20Letter.pdf

“Early voting limits motivated Democrats, minorities to turn out,” *The Palm Beach Post*, December 1, 2012

*In-Class:* Juan Gonzalez, *Harvest of Empire*, documentary film

*Listen:* Susana Baca, *Sounds of Afro-Peru and Legacies of Slavery in South America*

*Lecture/Slide Show,* The Spanish “Casta” system, Mestizaje, and the origins of race in the Americas.

*1st Synthesis essay due: Friday, February 1, 7 pm, Pugh Hall, #245 (Oral History Program)*

---

**PART II: REVOLUTION & THE EMANCIPATION OF THE AMERICAS**

“*Both the Spanish and the American colonial enterprises were grounded in racism—in a system of status inequality built on presumed racial difference.*”

--Laura Gomez

“*Opposite One-Drop Rules,*” (89)

“*First Haiti invented human rights, and then Latin America invented democracy.*”

--Laurent Dubois

---

**WEEK OF FEBRUARY 6: RACE, AFRICA & LATIN AMERICAN INDEPENDENCE**

*African American & Latino Histories, Spring Semester Senior Seminar, 2013*


Howard Zinn, "We Take Nothing By Conquest, Thank God," in Zinn, A People's History of the United States, 1492—Present, 147-166. CR & LR

Reading Discussion: Eduardo Galeano, "Racism and Sexism 101," in Upside Down: A Primer for the Looking-Glass World, 43-73 CR & LR


WEEK OF FEBUARY 13 : THE EMPIRE STRIKES BACK


Farm Labor Organizing Committee/Black Workers For Justice, Juneteenth, 2001 announcement (Handout)

Interview with Paul Ortiz: “The Cinco skinny: Drop that Corona,” (on Cinco de Mayo), San Francisco Bay Guardian Online, http://www.sfbg.com/gsf/2008/05/05/cinco-skinny-drop-corona


Winston James, “From a Class for Itself to a Race on its Own: The Strange Case of Afro-Cuban Radicalism and Afro-Cubans in Florida, 1870-1940,” in Winston James, Holding Aloft the Banner of Ethiopia: Caribbean Radicalism in Early Twentieth-Century America, 232-261. CR & LR

Ariel E. Dulitsky, “A Region in Denial: Racial Discrimination and Racism in Latin America,” in Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos

African American & Latino Histories, Spring Semester Senior Seminar, 2013
Suggested Reading: José Marti on Antonio Maceo, http://www.historyofcuba.com/history/marti/martimac.htm

Short Lecture: Frederick Douglass on the Causes of the Civil War

In-class Screening: Danny Glover, "Buffalo Soldiers"

**WEEK OF FEBRUARY 20: JIM CROW/JUAN CROW**

**Due: Project Proposal Plans (Bring to Class For Peer Review)**

*Reading discussion: Juan Gonzalez,* Harvest of Empire, 81-163.


Nancy Raquel Mirabal, “Scripting Race, Finding Place: African Americans, Afro-Cubans, and the Diasporic Imaginary in the United States,” in *Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos*


Discussion groups to review/critique research project plans

*Mid-Term Exam Distributed. Due, Friday, March 1, 7 pm., Pugh Hall, #245.*

**PART III: Literature and Liberation**

**WEEK OF FEBRUARY 27: JIM CROW/JUAN CROW**

**Guest Lecture: Wage Theft**

**Wednesday: Reading Discussion:** Paul Ortiz, “¡Sí, Se Puede! Revisited: Latino/a Workers in the United States,” in *Social Work Practice with Latinos,* Eds., Richard Furman & Nalini Negi, 45-66. CR


*African American & Latino Histories, Spring Semester Senior Seminar, 2013*

John Brown Childs, “Towards a Transcommunal Black History Month in the Multicultural United States,” *Handout via email*.

Mark Anderson, “Bad Boys and Peaceful Garifuna: Transnational Encounters Between Racial Stereotypes of Honduras and the United States (And Their Implications for the Study of Race in the Americas),” in *Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos*


**Film Screening, Piano Lesson**

*Friday, March 1: Mid-Term Essay Exam Due*

*WEEK OF MARCH 2 THROUGH 9 NO CLASS, SPRING BREAK 2013*

**WEEK OF MARCH 12: FROM SLAVERY TO FREEDOM: AUGUST WILSON**


In-class film screening: "Race: The Power of an Illusion, Volume 3: 'The House we Live In"


**WEEK OF MARCH 19: INTERCULTURAL CONNECTIONS: MARTIN ESPADA**

*Reading Discussion:* Martin Espada, *Zapata’s Disciple*

Silvio Torres-Saillant, “Racism in the Americas and the Latino Scholar,” in *Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos*


Lecture: Social Movements, Latino and African American,”

*Listen:* “*Now the Dead will Dance the Mambo,*” by Martin Espada;

*African American & Latino Histories, Spring Semester Senior Seminar, 2013*
2nd Synthesis Essays (on “Literature and Liberation”) due: Friday, March 21, 5 PM.

PART IV: SOCIAL MOVEMENTS

WEEK OF MARCH 26: BLACK AND BROWN IN THE MEXICAN REVOLUTION


In-class film screening: “Fight in the Fields”

Week of March APRIL 3: ORGANIZING/SOCIAL MOVEMENTS

Reading Discussion: Juan Gonzalez, Harvest of Empire: A History of Latinos in America, 167-224


John Brown Childs, Transcommunality: From the Politics of Conversion to the Ethics of Respect, 7-20 CR & LR


WEEK OF APRIL 10: BUILDING COALITIONS

Reading Discussion: Juan Gonzalez, Harvest of Empire: A History of Latinos in America, 225-311.

Mark Sawyer, “Racial Politics in Multiethnic America: Black and Latina/o Identities and Coalitions,” in Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos

African American & Latino Histories, Spring Semester Senior Seminar, 2013
Reading Discussion: Suzanne Oboler and Anani Dzidzienyo, “Flows and Counterflows: Latinas/os, Blackness and Racialization in Hemispheric Perspective,” in Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos

Mike Davis, "In L.A., Burning All Illusions: Urban America Sees Its Future," The Nation, June 1, 1992, 743-747. LR


WEEK OF APRIL 17: A NEW ORIGIN NARRATIVE OF THE AMERICAS?
Research Project Presentations of work-in-progress.

Synthesis Essay #3 on Social Movements, due, Friday, April 19

WEEK OF APRIL 24: ADELANTE: NO NEW READING

Research Project Presentations, CONT.

Week of April 27: FINALS WEEK

RESEARCH PAPER DUE: Tuesday, April 30th.