

The History of Latina and Latino People in the US

Professor Geraldo Cadava

Spring 2025

Course Description

The recent growth of the Latino population has transformed the United States. It has led to heightened debates about their political power, cultural influence, citizenship, civil rights, and ethnic and racial categorization. This increased attention to Latinas and Latinos may feel “new.” But Latino communities have played a pivotal role in US history for a long time. In this course, we will explore the history of Latinos in the United States—and across the Americas—from the sixteenth century through the early twenty-first century.

The history of Latinos in the United States covers themes such as race, migration, labor, and empire. It is the history of a community, or, rather, several communities, including Mexican Americans, Puerto Ricans, Dominican Americans, Central Americans, and Cuban Americans. The members of these communities have moved within and between the US, Latin America, and the Caribbean, where they’ve struggled almost continuously for equality and belonging. Ultimately, students will gain a deeper sense of the issues and histories that bring Latinas and Latinos together, and those that continue to divide them.

Course Readings

1. Ferrer, Ada. *Cuba: An American History*. New York: Simon and Schuster, 2022. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
2. Ramos, Paola. *Finding Latinx: In Search of the Voices Redefining Latino Identity*. New York: Vintage, 2020.
3. Rodriguez-Muñiz, Michael. *Figures of the Future*. Princeton: Princeton University Press, 2021. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Course Requirements

- Contribute to nine discussion boards
- Complete five short papers (approximately 500 words each)
- Participate in at least three Q&As
- Complete a 15-page paper or project of appropriate rigor

Learning Objectives

1. To develop a working understanding of Latino history and its broad themes, in order to understand how Latinos have shaped, are shaping, and will continue to shape the past, present, and future of the United States.
2. To develop historical skills (including critical engagement, facility at formal writing, expressing ideas verbally, and defending or deconstructing an argument by using evidence from the past).
3. To understand how Latino history fits within the broader field of Latino studies, and how historians of Latino populations in the United States may or may not approach their subjects in ways that are similar or different compared with other Latino studies scholars.

Class Schedule

Week One: February 6: Who, or What, Is a "Latino" Anyway?

Readings

- Mark Hugo Lopez, Jens Manuel Krogstad, and Jeffrey S. Passel, "Who Is Hispanic?" *Pew Research Center*, September 15, 2022. ([A link to this reading can be found in the Week One module.](#))
- Ramos, *Finding Latinx*, Introduction.
- Isvett Verde, "Some Latinos Voted for Trump. Get Over It," *The New York Times*, November 5, 2020. ([A link to this reading can be found in the Week 1 module.](#))

Recommended Reading

- G. Cristina Mora, *Making Hispanics: How Activists, Bureaucrats, and Media Constructed a New American* (Chicago: University of Chicago Press, 2014), 1–16.
- Suzanne Oboler, "Disposable Strangers: Mexican Americans, Latinxs, and the Ethnic Label 'Hispanic' in the Twenty-First Century," in *Critical Dialogues in Latinx Studies*, ed. Ana Y. Ramos-Zayas and Mérida M. Rúa (New York: New York University Press, 2021), 1–10.

Assignments

- Discussion Board One
 - First post due: Sunday, February 9
 - Second post due: Wednesday, February 12

Week Two: February 13: Spanish Roots: The Spanish Colonial Period and Its Meanings for Latinos

Readings

- Ferrer, *Cuba: An American History*, Chapters 1–3.
- Christopher Columbus, “Columbus reports on his first voyage, 1493,” accessed on the Gilder Lehrman website. ([A link to this reading can be found in the Week Two module.](#))
- Álvaro Núñez Cabeza de Vaca, *Adventures in the Unknown Interior of America* (1542), accessed on ibiblio. ([A link to this reading can be found in the Week Two module.](#))
- Fray Marcos de Niza, *Relación* (1539). ([A link to this reading can be found in the Week Two module.](#))
- Francisco Vázquez de Coronado, letter to the King of Spain, October 20, 1541, accessed on PBS. ([A link to this reading can be found in the Week Two module.](#))
- Hernando de Soto, letter to the Justice and Board of Magistrates in Santiago de Cuba, July 9, 1539, accessed on American Journeys. ([A link to this reading can be found in the Week Two module.](#))
- Hernando de Escalante Fontaneda, *Memoir* (1575), accessed on Digital Commons at the University of South Florida. ([A link to this reading can be found in the Week Two module.](#))
- King Philip of Spain, “Ordinances for the discovery, the population and the pacification of the Indies,” 1573. ([A link to this reading can be found in the Week Two module.](#))
- The Governor Don Antonio de Otermín, letter, 1680, accessed on Digital History. ([A link to this reading can be found in the Week Two module.](#))
- “Declaration of Pedro Naranjo of the Queres Nation,” December 19, 1681, accessed on History Matters. ([A link to this reading can be found in the Week Two module.](#))

Recommended Reading

- Juan Gonzalez, *Harvest of Empire: A History of Latinos in America* (New York: Penguin Books, 2011), xix–1.

Assignments

- Discussion Board Two
 - First post due: Sunday, February 16
 - Second post due: Wednesday, February 19
- Short Paper One due: Wednesday, February 19
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Three: February 20: America's Example: US Independence, Latin American Independence, Democracy, and Capitalism during the Late Eighteenth and Early Nineteenth Centuries

Readings

- Ferrer, *Cuba*, Chapters 4–9.
- José Álvarez de Toledo, "Philadelphia Manifesto, 1811," Appendix in *A World Not to Come* by Raúl Coronado (Cambridge: Harvard University Press, 2013). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Nicolás Kanellos, "José Álvarez de Toledo y Dubois and the Origins of Hispanic Publishing in the Early American Republic," *Early American Literature* 43, No. 1 (2008): 83–100. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Simon Bolivar, "Address at the Congress of Angostura," 1819.
- Lorenzo de Zavala, *Journey to the United States of North America* (Paris: 1834), Chapters 1–3, 6–8, 10, 12, and Conclusion. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Discussion Board Three
 - First post due: Sunday, February 23
 - Second post due: Wednesday, February 26
- Final Paper/Project Question due: Wednesday, February 26
 - In roughly 1–2 pages, outline the question your final paper or project will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular paper or project is worth pursuing.

Week Four: February 27: American Expansion: The Texas Revolution and the US-Mexico War

Readings

- Raúl Ramos, *Beyond the Alamo: Forging Mexican Ethnicity in San Antonio, 1821-1861* (Chapel Hill: University of North Carolina Press, 2008), Chapters 4–6. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

- *The U.S. War with Mexico: A Brief History with Documents*, ed. Ernesto Chávez (New York: Bedford/St. Martin's, 2007).
 - Manuel Mier y Terán, "Letter to the War Department," November 29, 1829.
 - Benjamin Lundy, "Conditions for African Americans in Mexican Texas," 1833.
 - Antonio López de Santa Anna, "Message to the Inhabitants of Texas," March 7, 1836.
 - Eulalia Yorba, "Another Story of the Alamo: The Battle Described by an Alleged Eyewitness," April 1896.
 - El Mosquito Mexicano, "Article Criticizing U.S. Interests in Texas," June 14, 1836.
 - General Pedro de Ampudia and General Zachary Taylor, Dispatches, April 12, 1846.
 - President James K. Polk, "War Message to Congress," May 11, 1846.
 - Susan Shelby Magoffin, "Comments on Mexican Women," 1846.
 - American Officer, "The Virtues of Mexican Women," September 1846.
 - Henry William Herbert, "Pierre the Partisan: A Tale of the Mexican Marches," 1848.
 - United States and Mexico, "Treaty of Guadalupe Hidalgo," February 1848.
 - Mexican President Manuel de la Peña, "An Address in Support of the Treaty of Guadalupe Hidalgo," May 7, 1848.
 - Manuel Crescencio, "Observations on the Treaty of Guadalupe Hidalgo," April 17, 1848.
 - Nathan Clifford, "The Protocol of Queretaro," 1848.
- *Latino Americans*, "Foreigners in Their Own Land" (Episode 1), produced by Nina Alvarez, Dan McCabe, Ray Telles, and John Valadez, 2013. ([This video can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Texas Declaration of Independence, March 2, 1836. ([A link to this reading can be found in the Week Four module.](#))

Assignments

- Discussion Board Four
 - First post due: Sunday, March 2
 - Second post due: Wednesday, March 5
- Short Paper Two due: Wednesday, March 5
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Five: March 6: The Conquerors and the Conquered: The Fate of Latinos during the Late Nineteenth Century

Readings

- William Deverell, *Whitewashed Adobe* (Los Angeles: University of California Press, 2004), 11–48. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- William Walker, *The War in Nicaragua* (Mobile: S. H. Goetzel & Co., 1860), Chapters 1–3, accessed on LatinAmericanStudies.org. ([A link to this reading can be found in the Week Five module.](#))

Recommended Reading

- David Weber, *Foreigners in Their Native Land: Historical Roots of the Mexican Americans* (Albuquerque: University of New Mexico Press, 2004), Part IV “All the Rights of Citizens” and Part V “Accommodation, Assimilation, and Resistance.”

Assignments

- Discussion Board Five
 - First post due: Sunday, March 9
 - Second post due: Wednesday, March 12
- Revised Question and Proposed Bibliography due: Wednesday, March 12
 1. Revise your initial proposal to incorporate your section professor’s feedback AND
 2. Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a short paragraph describing the source and what it will contribute to your final paper/project.

Week Six: March 13: Exiles and Immigrants: War and Revolution, US Interventions, and the Formation of Latino Communities in the United States in the Early Twentieth Century

Readings

- Jesse Hoffnung Garskof, *Racial Migrations: New York City and the Revolutionary Politics of the Spanish Caribbean* (Princeton: Princeton University Press, 2019), Prologue and Chapters 1–2. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- *Major Problems in Latina/o History*, ed. Omar Valerio-Jimenez and Carmen Teresa Whalen (Boston: Cengage Learning, 2014).
 - “Jose Marti Explains Cuba’s Struggle for Independence from Spain,” 1895.
 - “*New York Times* Reveals Desire to Take Puerto Rico as a ‘Permanent Possession,’” 1898.
 - “Eugenio Maria de Hostos Fears U.S. Intentions in Puerto Rico,” 1898.
 - “Major General Nelson A. Miles Declares U.S. Military Occupation for ‘Liberty,’” 1898.

- o "Editorial Cartoon Portrays Attitudes toward Cuba, Puerto Rico, and the Philippines," 1898.
- o "U.S. Shapes Cuba's Constitution with the Platt Amendment," 1903.
- o "Plaintiff Isabel Gonzalez Voices Demands for Puerto Rico," 1905.
- o "Cuban-American Jose Yglesias Depicts His Family's History in Florida," 1890.
- o "Afro-Cuban Club Established in Tampa," 1901.
- o "Father Antonio Casulleras Describes Philadelphia's Community," 1910.
- o "Afro-Puerto Rican Arturo Schomburg Begins Archives on African Diaspora," 1911.
- o "Colombian Novelist Alirio Diaz Guerra Portrays Immigrants' Struggles in New York City," 1914.
- o "Luis Muñoz Rivera Criticizes 'Inferior' Citizenship for Puerto Ricans," 1914, in *Major Problems in Latina/o History*.
- o "Bernardo Vega Describes New York City's Pan-Latino Community," 1916.
- o "U.S. Government Proposes Labor Recruitment of Puerto Ricans," 1917.
- o "Puerto Ricans Musicians' Experiences in U.S. Army as Depicted by Noble Sissle," 1917.
- o "Puerto Rican Writer and Activist Jesus Colon Confronts Working Conditions in New York City," 1919.
- o "Alfred P. Thom Characterizes Southwestern Industries as Dependent on Mexican Labor," 1928.
- Ernesto Galarza, *Barrio Boy* (Notre Dame: University of Notre Dame Press, 1991) "North from Mexico." ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- *Latino Americans*, "Empire of Dreams" (Episode 2), produced by Nina Alvarez, Dan McCabe, Ray Telles, and John Valadez, 2013. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))

Recommended Reading

- José Martí, *Selected Writings by José Martí* (New York: Penguin, 2002), 261–268, 288–295, 318–320.

Assignments

- Discussion Board Six
 - o First post due: Sunday, March 16
 - o Second post due: Wednesday, March 19
 - Short Paper Three due: Wednesday, March 19
 - o Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Seven: March 20: Nation and Capital: For and Against America During the Great Depression

Readings

- César Ayala and Rafael Bernabe, *Puerto Rico in the American Century: A History Since 1898* (Chapel Hill: the University of North Carolina Press, 2009), Chapters 4–6. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- Michel Gobat, *Confronting the American Dream: Nicaragua under U.S. Imperial Rule* (Durham: Duke University Press Books, 2005), Chapters 8–9. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- José Vasconcelos, "The Cosmic Race," in *The Mexico Reader*, ed. Gilbert Joseph and Timothy Henderson (Chapel Hill: Duke University Press, 2003), 15–19.
- Américo Paredes, *The Hammon and the Beans and Other Stories* (Houston: Arte Publico Press, 1994), "The Hammon and the Beans." ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- Natalia Molina, *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (Berkeley: University of California Press, 2014), "'What Is a White Man?': The Quest to Make Mexicans Ineligible for U.S. Citizenship." ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- Benjamin H. Johnson, "The Cosmic Race in Texas: Racial Fusion, White Supremacy, and Civil Rights Politics," *Journal of American History* 98, no. 2 (September 2011): 404–419. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- "Puerto Rican Activist Bernardo Vega Recalls the Harlem Riot," 1935, in *Major Problems in Latina/o History*.
- Pedro Albizu Campos, "Puerto Rican Nationalism," 1936, accessed on Marxists.org. ([A link to this reading can be found in the Week Seven module.](#))
- "Piri Thomas, a Writer of Cuban and Puerto Rican Descent, Depicts the Great Depression in Harlem," 1941, in *Major Problems in Latina/o History*.

Recommended Reading/Viewing

- Carey McWilliams, "Getting Rid of the Mexican," *American Mercury* 28 (March 1933): 322–324.
- Film: *Los Repatriados* (2001).

Assignments

- Discussion Board Seven
 - First post due: Sunday, March 23
 - Second post due: Wednesday, March 26

- Short Paper Four due: Wednesday, March 26
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Eight: March 27: Latinos during World War II: Military Service, Immigration, and Persistent Racism

Readings

- Zaragosa Vargas, *Labor Rights Are Civil Rights* (Princeton: Princeton University Press, 2007), 203–251. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- Lorena Oropeza, *iRaza Sí! ¡Guerra No!: Chicano Protest and Patriotism During the Vietnam War Era* (Berkeley: University of California Press, 2005), Chapter 1. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- Choose five oral histories from the [World War II collection](#), Voces Oral History Center, Moody College of Communication.
- Choose five oral histories from the [Bracero History Archive](#).
- *Latino Americans*, “War and Peace” (Episode 3), produced by Nina Alvarez, Dan McCabe, Ray Telles, and John Valadez, 2013.

Recommended Reading

- Mireya Loza, *Defiant Braceros: How Migrant Workers Fought for Racial, Sexual, and Political Freedom* (Chapel Hill: University of North Carolina Press, 2016), Introduction and Chapters 2–3. ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Paper/Project Preview due: Wednesday, April 2
 - Paper: Turn in a rough draft of the first five pages of your final paper
 - Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
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Week Nine: April 3: Communism and Anti-Communism: The Cold War and Its Legacies for Latinos During the Mid- to Late Twentieth Century

Readings

- Ramos, "A Journey from the West to the Southwest."
- Luis Muñoz Marin, "An American to Serve the World," speech, April 7, 1956.
- *The Cuba Reader*, ed. Aviva Chomsky, Barry Carr, Alfredo Prieto, and Pamela Maria Smorkaloff (Durham: Duke University Press Books, 2003). ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
 - "The U.S. Government Responds to Revolution: Foreign Relations of the United States," (dispatches from 1959–1960).
 - "Castro Calls on Cubans to Resist the Counterrevolution," 1959.
 - "Offensive Missiles on That Imprisoned Island," October 1962.
 - "Inconsolable Memories: A Cuban View of the Missile Crisis," 1965.
 - "The Assassination Plots," (1967 CIA report, declassified in 1994).
- *Major Problems in Latina/o History*.
 - "U.S. Government Provides Assistance for Cuban Refugees," 1961.
 - "Scholar María de los Angeles Torres Recalls Her Experiences with Operation Pedro Pan," 1961.
 - "U.S. Government Assists 'Cuba's Children in Exile,'" 1967.
 - "U.S. State Department Outlines Program in the Dominican Republic," 1962.
 - "Dominicans Settle in New York City," 1971.
- Conrad Lynn, "The Defense of Lolita Lebron: An Interview with Conrad Lynn," 1978, accessed on MediaBurn.org. ([A link to this reading can be found in the Week Nine module.](#))
- Michelle Norris, host, "Remembering Puerto Rican Activist Lolita Lebron," August 3, 2010, accessed on NPR. ([A link to this reading can be found in the Week Nine module.](#))
- Herbert Biberman, dir., *Salt of the Earth*, Independent Production Company (IPC), 1954. ([A link to this video can be found in the Week Nine module.](#))
- *Latino Americans*, "The New Latinos" (Episode 4), produced by Nina Alvarez, Dan McCabe, Ray Telles, and John Valadez, 2013, accessed on PBS. ([This video can be accessed through the Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Discussion Board Eight
 - First post due: Sunday, April 6
 - Second post due: Wednesday, April 9
- Short Paper Five due: Wednesday, April 9
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Ten: April 10: Latino Civil Rights: Brown Power and Anti-Colonialism

Readings

- Ramos, "The South."
- Rodríguez Muñiz, Introduction and Chapters 1–3.
- Pablo "Yoruba" Guzmán, "Before People Called Me a S***, They Called Me a N***," in the *Afro-Latin@Reader: History and Culture in the United States*, ed. Miriam Jiménez Román and Juan Flores (Durham: Duke University Press Books, 2010). ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- Alurista, "El Plan Espiritual de Aztlán," March 1967, accessed on Latinopia.com. ([A link to this reading can be found in the Week Ten module.](#))
- "Chicanas Assert a 'Revolution within a Revolution,'" in *Major Problems in Latina/o History*.
- "Cuban Youth Promote Dialogue with Cuba," in *Major Problems in Latina/o History*.
- "Writer Achy Obejas Describes Generational Conflicts in the Cuban Community," in *Major Problems in Latina/o History*.
- *Latino Americans*, "Pride and Prejudice" (Episode 5), produced by Nina Alvarez, Dan McCabe, Ray Telles, and John Valadez, 2013, accessed on PBS.

Recommended Reading/Viewing

- Ruben Salazar, *Ruben Salazar: Border Correspondent, Selected Writings, 1955–1970*, ed. Mario Garcia (Berkeley: University of California Press, 1998), "Who Is a Chicano? And What Is It the Chicanos Want?" and "Chicanos vs. Traditionalists."
- Iris Morales, dir., *Palante, Siempre Palante! The Young Lords*, 1996.

Assignments

- Rough Draft due: Wednesday, April 16
 - Paper: Turn in a rough draft of the first ten pages (at minimum) of your final paper.
 - Project: Submissions of the project rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.

Week Eleven: April 17: Immigration and the Border

Readings

- Ramos, "The Northeast to the Midwest."
- Jimmy Patiño, *Raza Sí, Migra No: Chicano Movement Struggles for Immigrant Rights in San Diego* (Chapel Hill: University of North Carolina Press, 2017), "Who's the Illegal Alien, Pilgrim?" and "Abolishment of the INS/Border Patrol." ([This reading can](#)

[be accessed through the Musselman Library with your Gettysburg College credentials.](#))

- Leo Chavez, *The Latino Threat: Constructing Immigrants, Citizens, and the Nation* (Stanford: Stanford University Press, 2008), "The Latino Threat Narrative." ([This reading can be accessed through the Musselman Library with your Gettysburg College credentials.](#))
- *Major Problems in Latina/o History.*
 - "The 1980s: U.S. Intervention and Central American Immigration."
 - "From Golden Exiles to 'Bad Press' for Cubans."
 - "Writer Reinaldo Arenas on Being Cuban and Gay."
 - "Journalist Mirta Ojito Explores the Relationships Between Afro-Cubans and White Cubans," 2000.
 - "Continuing Immigration Debates."
- Almudena Carracedo, dir., *Made in L.A.*, 2007. ([This video can be accessed through the Musselman Library with your Gettysburg College credentials.](#))

Recommended Reading/Viewing

- Ana Minian, *Undocumented Lives: The Untold Story of Mexican Migration* (Cambridge: Harvard University Press, 2018), "A Law to Curtail Undocumented Migration" and "The Cage of Gold."
- "Testimony of a Salvadoran Refugee," in *Presente! U.S. Latino Catholics from Colonial Origins to the Present*, ed. Timothy Matovina (Eugene: Wipf and Stock, 2000).
- Film: *Sanctuary* (1983).

Assignments

- Discussion Board Nine
 - First post due: Sunday, April 20
 - Second post due: Wednesday, April 23

Week Twelve: April 24: The Latino Future: Voters, Immigrants, and more

Readings

- Ramos, "Between the Shadows and the Sun."
- Rodriguez-Muñiz, Chapters 4–6 and Conclusion.
- Richard Alba, "The Likely Persistence of a White Majority," *The American Prospect*, January 2016. ([A link to this reading can be found in the Week Twelve module.](#))
- G. Cristina Mora and Michael Rodriguez-Muñiz, "A Response to Richard Alba's 'The Likely Persistence of a White Majority,'" *New Labor Forum*, April 2017. ([A link to this reading can be found in the Week Twelve module.](#))

- Richard Alba, "How Census Data Mislead Us about Ethno-Racial Change in the United States: A Response to Mora and Rodríguez-Muñiz," *New Labor Forum*, April 2017. ([A link to this reading can be found in the Week Twelve module.](#))

Assignments

- Final Paper/Project due: Wednesday, April 30

Course and Program Policies

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment's due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

Grading scale

Letter Grade	Number Grade	Grade Points
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A	95%–100%	4
A-	90%–94%	3.67
B+	87%–89%	3.33
B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1
D-	60%–63%	.67
F	0%–59%	0

Assignment Descriptions

Short Papers (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Student-created prompts should reflect the themes discussed in course readings and be included at the beginning of the paper. If you need help getting started, you can complete one of the options listed below.

Complete a thesis identification - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

Complete a primary source evaluation - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week's readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?

- For what reason was this document created?

Complete a book review - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author's argument?
- Does the author adequately support their argument?
- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

Discussion Board Posts (18% of grade – 2% per discussion board)

Students will interact in nine discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

Question-and-Answer Sessions (15% of grade – 5% per reaction)

Throughout the semester the lead professor of each course will conduct five Q&As. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must attend the session live and complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be completed within two weeks of the missed Q&A.**

Final Project/Paper (42% of grade)

For the final assignment of each course, you will choose to complete either a research project or 15-page research paper. Research projects are a public-education tool designed for the general population, teachers, and/or students of varying ages. Sample projects include (but are not limited to) vodcasts and podcasts, documentary editing and transcription, websites, annotated readers, walking tours, or museum exhibits. Lesson plans *will not* be accepted. A 5-page paper narrative must accompany the project. Your section professor must approve research projects.

The research paper can be a traditional position paper that uses original research to prove a thesis statement or a historiography paper that critically examines how American historians have interpreted the same event differently and why shifts in historical debates may have occurred.

Both final assignment options require you to ask an open-ended historical question (something that does not have an easy yes or no answer) that you do not yet know the answer to. You will then use the research process (pulling from a variety of resources,

mostly primary source documents) to explore that question and create a thesis-driven answer. Regardless of whether you choose to pursue a project or paper, finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows time to incorporate instructor feedback into assignments.

Scaffolded Assignments

- Final Project/Paper Proposal (2%)

In roughly 1–2 pages, you should outline the main question, topic, or purpose of your final project or paper. This should include a description of the project or paper you are proposing, some background information and historical context on your topic (answer the questions who, what, where, and when), a brief description of your research plan (this does not need to be super specific, but should outline how many weeks you plan to research, if you need to schedule research trips or if your sources are published or available digitally, and when you plan to begin writing) and a justification for why your particular project or paper is worth pursuing (what is the significance of this topic? What does it add to our historical knowledge? Are you filling a gap that other historians have overlooked such as considering race, ethnicity, or gender?).

- Revised Proposal and Annotated Bibliography (3.5%)

This assignment will give you the opportunity to incorporate the feedback you received on the first draft of your proposal. In addition to incorporating your section professor's comments, you will also submit a proposed bibliography listing five sources you plan on utilizing in your research for your final product. Each of these sources should be followed by a brief summary (3–5 sentences) of the source and what it will contribute to your research process.

- Project or Paper Preview (5%)

This will give you the opportunity to show the progress you have made on your final project or paper and get some early-stage feedback from your section professor. For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be roughly the first five pages of what will ultimately be your final submission.

- Rough Draft (10.5%):

For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be, at minimum, the first ten pages of what will ultimately be your final submission.

- Final Product (21%):

Final Project: Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

Final Paper: Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.