Course Description:
In this research seminar we will undertake a comparative study of African American and Latina/o histories, cultures, and politics. Major themes include slavery, colonialism, revolutions, social movements and racial formation in the modern era. Special emphasis will be placed on overlapping as well as distinctive histories and struggles for citizenship and human rights. Course will include analyses of African American and Latina/o oral traditions, film, poetry, drama, memoir, and various forms of expressive cultures.

Course Objectives/Student Learning Outcomes:
We will explore histories, cultures, and politics of African Americans and Latinx people since the Mexican War of Independence. Students will gain an understanding of the connections between events such as the abolition of slavery in Latin America, the US invasion of Mexico, and the coming of the American Civil War. 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 in the US South. In the 20th century, we will examine labor movements of Latina/o and African Americans in the American southwest and southeast including Florida. We will assess the rise of the modern Chicana/Latinx and African American civil rights and human rights movements and the presidency of Barack Obama.

Students will gain critical research, writing, and oral presentation skills on the way towards completing a major research paper. Seminar 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 policy decisions. Students will also achieve an understanding of the increasing economic, political, and cultural integration of the United States, Latin America, the Caribbean and Africa.

Electronic Etiquette Policy
Studies electronic devices in seminars demonstrate that students who are “wired” perform more poorly in class unless the course is explicitly designed for electronic interface.¹ Both the instructor as well as students will be giving presentations during the course of the seminar and our classroom time is too precious to waste on text-messaging, online shopping, Facebook, etc. In order to keep distractions to a minimum, there is a no laptop rule in the class. Turn off cell phones. (This includes the instructor!) No text messaging during class.

**Academic Honesty**
Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida’s honor code, see http://www.dso.ufl.edu/scrc/honorcodes/honorcode.php.

**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 will then provide it to the instructor: https://www.dso.ufl.edu/drc/

**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/).

**Current UF Grading Policy**
Review current UF Grading policy at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Electronic Copies of Syllabus**
May be found on our course Canvas site.

**UF Oral History, Latinx and Black Histories**
The Samuel Proctor Oral History Program (SPOHP) has been conducting oral history interviews with African Americans and Latinas/os, and these may be used for your final research projects. Links to one interview example may be found at: http://www.gainesvilleiguana.org/2012/articles/history-and-the-people-who-make-it-sonja-diaz/#more-747 SPOHP has conducted oral history interviews with alumni of the Student Action with Farmworkers organization at Duke University, as well as the Farmworker Association of Florida. In order to access these interviews, contact:

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**COURSE FORMAT**

**Synthesis Essays:** 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 *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, September 13, Friday, November 1 and Friday, November 22. *All essays are due at my office at Pugh Hall, 2nd floor, Samuel Proctor Oral History Program, #241 at 7:00 p.m.*

**Mid-Term Exam:** A take-home mid-term exam will be distributed in class on Wednesday, October 2. The exam is based on readings and materials from the week of September 11 through the week of October 2. The exam is due, Friday, October 11, Pugh Hall, #241.

**Attendance:** 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.

_African American and Latina/o History Research Seminar: 2_
**Final/Research Project:** Each student will write a fifteen-page research paper on a topic dealing with an aspect of comparative Latino/African American history. Early in the term, we will meet in the Reading Room, 2nd floor Library East for a research workshop led by P.K. Yonge Library Curator Dr. James Cusick. We will discuss final papers in seminar on a regular basis; however, you must meet with the instructor during office hours to receive formal approval for your research papers. You will present your project proposal in class the week [ ]for peer review. Letter grades on the research paper will be based on three criteria:

- Evidence—how good is the command and deployment of the relevant course material, and is the student employing the best evidence available to make his/her points;
- Interpretation—has the student developed an argument or point of view that is pertinent to the issue at hand, and that has breadth, coherence, and insight; and
- Expression (style)—is the prose (writing) clear, concise, and engaging?

**Project Proposal:** The project proposal is your mechanism for organizing research for the final paper. It includes: a tentative research project title; statement of topic; research questions; bibliography of primary and secondary sources; description of one primary source. The proposal is due in class [ ]

**Oral Presentations:** Students will give periodic class presentations of their research a 10-15 minute oral presentation of their research towards the end of the semester with a question-and-answer period to follow each presentation. Letter grades will be based on:

- Clarity—how well does the student present the work-in-progress to a general audience?
- Organization—does the student present the major ideas in a logical manner, explaining primary and secondary sources?
- Significance of research—is the student able to explain why the project is historically significant?

**Grading:** Class participation, including discussion (10%); Mid-Term exam (10%) Synthesis Essays (30%); Project Proposal (10%); Oral Presentation (10%) Final Research Paper (30%).

**Office Hours:** I will be holding office hours this semester at my office at the Oral History Program, Pugh Hall, #241, on Wednesdays, 10:30 to Noon and Fridays, 10:30 to Noon. 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.


*African American and Latina/o History Research Seminar: 3*
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 AUGUST 21: RE-VISIONING US HISTORY, SEEING THE AMERICAS WHOLE

Wednesday: Syllabus overview; get to know each other and Discussion Questions for next week.


Ralph Matthews, “Yes, We have No Bananas,” Cleveland Call & Post, July 3, 1954

The National Era, “The Central America Scheme,” January 4, 1855

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

FILM: Gordon Parks, “The World of Piri Thomas”

WEEK OF AUGUST 28: WALKING DOWN THESE MEAN STREETS

Syllabus review; introductions, continued

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


Terry Blas, “I’m Latino. I’m Hispanic. And they’re different, so I drew a comic to explain,” Vox, https://www.vox.com/2015/8/19/9173457/hispanic-latino-comic?fbclid=IwAR2k2UcLUMmlZvUOEArOfMyoeY6qpQij21PCcZb6Tcb2cbrr0ltd7jdpK1

African American and Latina/o History Research Seminar: 4
In-class film screening: Jonathan Robinson, "Every Child Is Born A Poet," film on the life of Piri Thomas

WEEK OF SEPTEMBER 4: BEYOND THE BLACK/WHITE PARADIGM OF RACE

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

Latina/o Diaspora in the Americas Project (LDAP) of the Samuel Proctor Oral History Program, 
https://oral.history.ufl.edu/projects/latinao-diaspora-in-the-americas-project/

Paul Ortiz, “Teaching Comparative African American and Latina/o Histories in an Age of Neoliberal Crisis,” Kalfou (Spring 2016) (Canvas)


https://www.americasquarterly.org/content/dominican-republic-and-haiti-shared-view-diaspora

WEEK OF SEPTEMBER 11: HARVEST OF EMPIRE: HOW WE ARRIVED AT THIS POINT

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

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


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, September 13, 7 pm, Pugh Hall, #241 (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

African American and Latina/o History Research Seminar: 5
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 SEPTEMBER 18: ABOLITIONISM AND THE WARS OF INDEPENDENCE

Reading Discussion: Paul Ortiz, An African American and Latinx History of the United States, author’s note, introductory materials, chaps. 1-3

George Reid Andrews, “The Wars for Freedom 1810-1890,” In: Afro-Latin America (Canvas)


WEEK OF SEPTEMBER 25: THE EMPIRE STRIKES BACK

Margarita Vargas-Betancourt and Stephanie Birch, Smathers Libraries Faculty, “Research Projects” 1:55 to 3:00

Reading Discussion: Paul Ortiz, Reading Discussion: Paul Ortiz, An African American and Latinx History of the United States, introductory materials, chaps. 4-5.


And “The Truth About the United States,” http://readingtheperiphery.org/marti/

Suggested Reading: José Martí on Antonio Maceo, http://www.historyofcuba.com/history/marti/martimac.htm

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

WEEK OF OCTOBER 2: JIM CROW/JUAN CROW

Due: Project Proposal Plans (Bring one copy to class for peer review; one copy for instructor)

Reading discussion: Juan Gonzalez, Harvest of Empire, 81-163.
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. (Canvas)


Suggested:


Discussion groups to review/critique research project plans

Mid-Term Exam Distributed. Due, Friday, October 11, 7 pm., Pugh Hall, #241.

PART III: Literature and Liberation

WEEK OF OCTOBER 9: MAKING A NEW DEAL/ECONOMIC INEQUALITY NOW

Reading Discussion: Reading Discussion: Paul Ortiz, An African American and Latinx History of the United States, introductory materials, chapters 6-7

Zaragosa Vargas, Labor Rights are Civil Rights: Mexican American Workers in Twentieth Century America, Introduction (Canvas)


July 12, 2012,

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

**Film Screening, Piano Lesson**

*Mid-Term Essay Exam Due, Friday, October 11*

**WEEK OF OCTOBER 16: FROM SLAVERY TO FREEDOM: AUGUST WILSON**

*Reading Discussion:* August Wilson, *The Piano Lesson*


Interview with August Wilson, “You Can’t Write Plays Without Knowing the Craft of Playwriting,” http://www.believermag.com/issues/200411/?read=interview_wilson

**WEEK OF OCTOBER 23: INTERCULTURAL CONNECTIONS: MARTIN ESPADA**

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


*The Young Lords Party 13-Point Program and Platform:* http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html (1969)

Listen: “Now the Dead will Dance the Mambo,” and other poems by Martin Espada;

*African American and Latina/o History Research Seminar: 8*
PART IV: SOCIAL MOVEMENTS

WEEK OF OCTOBER 30: BLACK AND BROWN IN ARTS AND ORGANIZING

Reading Discussion: Gaye Therese Johnson, Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles. (1st half of book)


Gwendolyn Zoharah Simmons, “Martin Luther King Jr. Revisited: A Black Power Feminist Pays Homage to the King,” Journal of Feminist Studies in Religion (Fall 2008), 189-213


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

2nd Synthesis Essays (on “Literature and Liberation”) due: Friday, November 1, 5 PM.

WEEK OF NOVEMBER 6: ORGANIZING/SOCIAL MOVEMENTS

Reading: Gaye Theresa Johnson, Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles. (finish book)

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

Paul Ortiz, An African American and Latinx History of the United States, introductory materials, chapter 8, epilogue.

African American and Latina/o History Research Seminar

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

**WEEK OF NOVEMBER 13: BUILDING COALITIONS**

*Reading:* Mike Davis, “Armageddon at the Emerald City: Local 226 vs. MGM Grand,” *The Nation*, July 11, 1994 (Canvas)


**WEEK OF NOVEMBER 20: NEW ORIGIN NARRATIVES OF THE AMERICAS: NO NEW READING**

Student Research Project Presentations of work-in-progress.

*Synthesis Essay #3 on Social Movements, due, Friday, November 22*

**WEEK OF NOVEMBER 27: THANKSGIVING ADELANTE: NO NEW READING**

Week of DECEMBER 4: LAST DAY OF CLASSES

Research Project Presentations, continued

**Finals Week:**

*RESEARCH PAPER DUE: Wednesday, 5 pm, my office, Pugh Hall*

Course Evaluation Criteria:

“Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvenVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfKub76k8eaDIyYGQkZMpqCQZ66&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRsOlmezE7-Mky8W2E_HUO3wQ&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvenVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfKub76k8eaDIyYGQkZMpqCQZ66&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRsOlmezE7-Mky8W2E_HUO3wQ&e=). Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at

African American and Latina/o History Research Seminar: 10
About the Instructor:

Paul Ortiz is a professor of history and director of the award-winning Samuel Proctor Oral History Program at the University of Florida. Professor Ortiz is a third-generation US military combat veteran and a 1st generation college graduate. Between 1982 and 1986 Ortiz served as a paratrooper and radio operator in the 82nd Airborne Division and the 7th Special Forces Group in Central America. He attained the rank of sergeant and received an honorable discharge in 1986. Ortiz was awarded the Army’s Humanitarian Service Medal for service during the Nevado del Ruiz volcanic disaster in Tolima, Colombia 1985. Paul’s grandfather was a soldier in the Mexican Revolution. The family fled to the United States around the time that the US Marines occupied Tampico.

Prof. Ortiz received his Ph.D. in history from Duke University in 2000. He earned his bachelor’s degree from the Evergreen State College in 1990 in history and political economy. He earned his Associate of Arts degree from Olympic Community College in 1988.

He is currently the faculty adviser for UF chapters of the Dream Defenders, the Venezuelan Students Association, CHISPAS, Por Colombia, Students for Bernie and many other student organizations. He was awarded the 2013 César E. Chávez Action and Commitment Award, for “Outstanding leadership through engaging in activities which dignify workers and by making notable contributions to the labor movement & demonstrating resilience in organizing workers, especially those who have been traditionally disadvantaged,” by the Florida Education Association, AFL-CIO. The Samuel Proctor Oral History Program received the Oral History Association’s 2013 Stetson Kennedy Vox Populi Award for outstanding achievement in using oral history to create a more humane and just world.

Ortiz is the recipient of numerous book awards. An African American and Latinx History of the United States is the recipient of the 2018 PEN Oakland-Josephine Miles Award for Literary Excellence. He is also the author of Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Blood Election of 1920. He was an interviewer and co-editor of Remembering Jim Crow: African Americans Tell About Life in the Segregated South (New Press) Paul is currently writing the book, “Settler Colonialism and the ‘War on Terror’: 1492 to the Present,” which will be published by Beacon Press.