AMST 2750/ANTH 2750: Latinos in the United States
Prof. Elaine Peña

Class location: FNGR 210
Class time: M/W 3:45-5:00pm

Office hours: W 11:00am-12:00pm
Office location: 2108 G Street NW, Room 303
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Course Description: The U.S. Census Bureau projects that Latinos will make up the majority in the United States by 2050. But who are Latinos? What does that term mean now and how has it changed over time? Can the term accurately reflect the various communities it seeks to represent? Returning to those questions throughout the semester, we will critically analyze the evolution of the term “Latino” and its impact on discussions of race, identity, and citizenship expectations in the United States. We will engage ethnographic and historical analyses, legal perspectives, and films that explore Latino identity formation in geographic regions across the United States. One of the goals of this course is to not only identify how historical, political, and economic shifts have shaped the term Latino in the United States but also connect those processes to ongoing discussions of immigration reform and border security. This course fulfills critical thinking and cross-cultural perspective learning goals.

G-PAC LEARNING OBJECTIVES:
1) Students will be able to understand Latino cultural production from interdisciplinary and cross-cultural vantage points.
2) Students will not only understand how the terms Latino and Hispanic have changed over time but also how those shifts have affected policy decisions and public opinion.
3) Students will enhance their awareness and appreciation for ethnic difference by evaluating local and global economic, political, geographic, and social contexts alongside Latino cross-cultural perspectives.
4) Students will learn to critically engage and write about U.S. notions of race, identity formation, and citizenship expectations using scholarly materials.
5) Through the practice of conceptualizing and writing essays throughout the semester, participants will strengthen their ability to draft cogently argued papers analyzing key issues that traverse Latino studies and American studies.

REQUIRED BOOKS:


SELECT READINGS: (Available on Blackboard under Electronic Reserves)

Miriam Jimenez Roman and Juan Flores, *The Afro Latin@ Reader: History and Culture in the United States* (Duke UP, 2010)


Ronald L. Mize and Alicia C.S. Swords, *Consuming Mexican Labor: From the Bracero Program to NAFTA* (U Toronto P, 2010)


**FILMS: (Available on Blackboard)**

*Harvest of Empire* (2012)
Produced by Wendy Thompson-Marquez & Eduardo López

*The Couple in the Cage* (1993)
Produced by: Coco Fusco and Paula Heredia

Produced by: Carlos Sandoval and Catherine Tambini

**COURSE REQUIREMENTS:**

**Participation (30%)**

- **Attendance** is mandatory. Must have note from doctor to miss lecture and/or discussion section.

- **Weekly Think Piece:** This one page single-spaced document will not be graded. It is a chance for you to make sense of what you read. These texts (11) will be helpful as you draft your mid-term and final papers.

**Film Response (10%)**

Draft a critical response to *The Couple in the Cage*. This paper *(700 words)* should integrate *at least two scholarly articles*. Please abstain from submitting a superficial book/film report. We
will have all viewed the film and we will be very familiar with the plot and narrative twists. Your paper should aim to make critical connections between the readings, our discussions, and the construction of ideas on film. Please use Times New Roman 12 pt. font. Footnotes, endnotes, and bibliographic references do not count toward the final word count. Your film response is due on 09/19/2014.

**Mid Term Essay (20%)**

The midterm essay (800-1000 words) must critically analyze the history and construction of the term Latino using at least two in-class scholarly articles. Please use Times New Roman 12 pt. font. Footnotes, endnotes, and bibliographic references do not count toward the final word count. Your mid term paper is due on 10/16/2014.

**Final Essay (40%)**

The final term paper (1000-1200 words) must identify key themes and approaches, analyze debates, frame questions, and draw conclusions about the field of Latino Studies using at least three in-class scholarly articles and two out-of-class scholarly articles. While you should build on your mid-term paper, the objective of this essay is to imagine new directions in the field of Latino Studies. Please use Times New Roman 12 pt. font. Footnotes, endnotes, and bibliographic references do not count toward the final word count. A rough outline (5%) is due on 12/01/2014. It should include a working thesis statement and a preliminary list of sources. Your final paper (35%) is due on 12/15/2014.

**DEADLINES:**

*Film Response—Friday September 19, 2014 by 5pm at 2108 G St NW in the LUS box.
*Mid Term Paper—Friday October 16, 2014 by 5pm at 2108 G Street in the LUS box.
*Final Paper Rough Outline—Monday December 1, 2014 in class.
*Final Paper—Monday December 15, 2014 by 5pm via email eapena@gwu.edu

**ADDITIONAL INFORMATION:**

**Academic Integrity:** I support the GW Code of Academic Integrity, which states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” See: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html)

**GW’s Security Policy:** “In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.”

**SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM**

**DISABILITY SUPPORT SERVICES (DSS)**
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

WEEK 1: NOMENCLATURE

M 08/25 Opening Remarks/Game Plan

W 08/27 From Ethnic Labels, Latino Lives
   * “Introduction: We all sing a different song”
   * “Hispanics? That’s What They Call Us” p. 1-16.
   * “So Far From God, So Close to the United States” p. 17-43.
   **THINK PIECE DUE #1

WEEK 2: LATINO HISTORY as UNITED STATES HISTORY

M 09/01 No Class/Labor Day
   **Watch HARVEST OF EMPIRE


Discuss HARVEST OF EMPIRE
   **THINK PIECE DUE #2

WEEK 3: CLOSE ENCOUNTERS OF EMPIRE

M 09/08 “The Monroe Doctrine” (December 2, 1823) In Great Issues in American History: From the Revolution to the Civil War, 1765-1865 p. 244-47.

From Close Encounters of Empire

W 09/10 From Close Encounters of Empire
* Steve J. Stern, “The Decentered Center and the Expansionist Periphery: The Paradoxes of Foreign-Local Encounter” p. 47-68

**THINK PIECE DUE #3

F 09/12 Watch COUPLE IN THE CAGE (available on blackboard)

WEEK 4: LATINOS/AS in the WORLD SYSTEM

M 09/15 From Latino/as in the World System:
* Immanuel Wallerstein, “Latin@s in World-History” p. 31-39.

W 09/17 *Discuss COUPLE IN THE CAGE

F 09/19 Film Response due by 5pm at 2108 G St. (LUS box).

WEEK 5: THE RACE QUESTION

M 09/22 From Racial Formation in the United States
* “Paradigms of Race, Ethnicity, Class, and Nation” p. 9-13
* “Ethnicity” p. 14-23
* “Class” p. 24-35
* “Nation” p. 36-47
* “Towards a Racial Formation Perspective” p. 48-52


**THINK PIECE DUE #4

WEEK 6: RECALIBRATING LATINO STUDIES


**THINK PIECE DUE #5**

**WEEK 7**

**RECALIBRATING LATINO STUDIES (cont.)**

**M 10/06**


**W 10/08**
From *Latinos in New England*

**THINK PIECE DUE #6**

**WEEK 8**

**MEXICAN LABOR and PUSH-PULL FACTORS**

**M 10/13**
From *Consuming Mexican Labor*
*“The Bracero Program (1942-1964)” p. 3-24*
*“Operation Wetback (1954)” p. 25-42.

From *Latinos Remaking America*

**T 10/14**
Watch FARMINGVILLE (available on blackboard)

**W 10/15**
Discuss FARMINGVILLE

**F 10/16**
Mid-Term Essay due by 5pm at 2108 G St. (LUS box)

**WEEK 9**

**LEGAL AFTER EFFECTS OF MIGRATION**

**M 10/20**
From *Impossible Subjects*
*“Illegal Aliens a Problem of Law and History,” p. 1-14*

**W 10/22**
From *Impossible Subjects*
*“Part II: Migrants at the Margins of Law and Nation,” p. 91-166.

**THINK PIECE DUE #7**
WEEK 10  POLICY/IMMIGRATION REFORM

M  10/27 From Impossible Subjects

**THINK PIECE DUE #8

WEEK 11  IMMIGRATION POLICY & THE U.S.-MEXICO BORDER


**THINK PIECE DUE #9

WEEK 12  CULTURE WORKS

M  11/10 From Culture Works

W  11/12 From Culture Works
*Ch. 1 “Ideologies of Consumption and the Business of Shopping Malls in Puerto Rico” p. 21-47.
*Ch. 2 “Authenticity and Space in Puerto Rico’s Culture-Based Informal Economy” p. 48-72.
**THINK PIECE DUE #10

WEEK 13  CULTURE WORKS (cont.)

M  11/17 From Culture Works
*Ch. 3 “The Battle for Cultural Equity in the Global Arts Capital of the World” p. 73-93.
*Ch. 6 “Tango Tourism and the Political Economy of Space” p. 135-163.

W  11/19 From Culture Works
*Ch. 7 “Urban/Creative Expats: Outsourcing Lives in Buenos Aires” p. 164-188.
**“Conclusion: The Cultural Politics of Neoliberalism” p.189-200.**

**THINK PIECE DUE #11**

**WEEK 14**

**FINALS PREP WEEK**

M  11/24  NO CLASS-AAR conference

W  11/26  NO CLASS-Thanksgiving Break

**WEEK 15**

**LATINOS IN WASHINGTON D.C.**


**Final paper rough outline due in class.**

T  12/02  Make up day


W  12/03  Future Directions in Latino Studies

**Final Essay due Monday December 15, 2014 by 5pm via email eapena@gwu.edu**
**Grading Rubric**

**A** paper demonstrates the student (90-100)
- Demonstrates sophisticated understanding of how diverse experiences and cultures affect human behavior, thought, and expression.
- can conduct research that is attentive to global and local historical, political, economic, and cultural contexts and integrate details and examples of that work in a polished form. This includes citing sources and using quotes that strengthen your argument but do not speak for you.
- can integrate and analyze scholarly literature and arguments, particularly with respect to theoretical orientation and sources of support
- can organize ideas in a logical manner and can lead the reader through the paper with transitions between paragraphs.
- can follow grammatical conventions of writing. This includes: inclusion of title, full title page, numbering pages, proper footnote or endnote citation, etc.

**B** paper demonstrates the student (80-89)
- Demonstrates adequate understanding of how diverse experiences and cultures, on local and global levels, affect human behavior, thought, and expression.
- attempts to advance an original research question distinct from the authors but does not fully develop one as would be found in an “A” paper
- can analyze scholarly literature but does not fully integrate sources into the paper in a way that strengthens the thesis
- can organize ideas but does not provide a framework with articulate transitions, main ideas, and supporting material
- has paid attention to grammar in a partial way

**C** paper demonstrates the student (70-79)
- Demonstrates some understanding of how diverse local and global experiences and cultures affect human behavior, thought, and expression.
- does not advance an original thesis/argument but provides a descriptive essay or a “book report”
- has not conducted sufficient research to advance an argument that is distinct from those provided in the assigned texts
- has paid little attention to grammar (i.e. lacking title page, page numbers, footnotes, etc.)

**D** paper demonstrates the student (60-69)
- Inability to understand how diverse local and global experiences and cultures affect human behavior, thought, and expression.
- makes some points but does not organize them in a cogent way
- has not revised the paper sufficiently (i.e. numerous grammatical mistakes)
F (59 and below)

- A paper that is not turned in, and/or shows no knowledge of the material studied.