

AMST 2750W/ANTH 2750W: Latinos in the United States
Fall 2016
T/R 2:20-3:10
1957 E St., E214

Prof. Elaine Peña
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COURSE DESCRIPTION:

The U.S. Census Bureau projects that Latinos will make up the majority minority in the United States by 2050. But who are Latinos? What does that term mean now and how has it changed over time? How does the term Latino affect the communities it seeks to represent? Throughout the semester, we will critically analyze the evolution of the term and its impact on discussions of race, identity, and citizenship expectations in the United States. Using transnational and hemispheric frameworks, we will engage ethnographic and historical analyses, literary works, and films that explore Latino community formation across geographic regions in the United States and beyond. One of the goals of this course is to not only identify how transnational and hemispheric historical, political, and economic changes have shaped the term Latino but also connect those processes to contemporary understandings of immigration policy and political participation.

LEARNING OBJECTIVES:

- 1) Students will be able to understand Latino identity formation in the United States 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 debates and political action.
- 3) Students will enhance their awareness and appreciation for ethnic difference in the U.S. by evaluating local, transnational, and hemispheric economic, political, geographic, and historic contexts.
- 4) Students will learn to critically engage and write about notions of race, ethnicity, class, citizenship, and nation.

REQUIRED BOOKS:

Arlene Dávila, *Latinos Inc.: The Marketing and Making of a People*, revised edition with a new foreword by the author (Berkeley: University of California Press, 2012).

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton University Press, 2005).

FILMS:

The Couple in the Cage (1993)

Produced by: Coco Fusco and Paula Heredia

Available on Vimeo-- <https://vimeo.com/79363320>.

Farmingville (2004)

Produced by: Carlos Sandoval and Catherine Tambini

Available on Blackboard

ADDITIONAL READING:

Arlene Dávila and Yeidy M. Rivero, *Contemporary Latina/o Media: Production, Circulation, Politics* (New York: New York UP, 2014).

Nicolas de Genova, *Racial Transformations: Latinos and Asians Remaking the United States* (Duke UP, 2006).

Juan Gonzalez, *Harvest of Empire: A History of Latinos in America* (Penguin 2001).

Ramon Grosfoguel, Nelson Maldonado-Torres, and Jose David Saldívar, *Latino/as in the World-System: Decolonization Struggles in the 21st Century U.S. Empire* (Political Economy of the World-System Annuals) (Paradigm Publishers, 2006)

Miriam Jiménez Román and Juan Flores, *The Afro-Latino Reader: History and Culture in the United States* (Duke University Press, 2010).

Ana Patricia Rodríguez, “‘Departamento 15’: Cultural Narratives of Salvadoran Transnational Migration,” *Latino Studies* 3 (2005): 19-41.

Clara Rodríguez, *Changing Race: Latinos, the Census and the History of Ethnicity* (Critical America Series) (NYU Press, 2000)

Joseph A. Rodríguez and Vicki L. Ruiz, “At Loose Ends: Twentieth-Century Latinos in Current United States History Books,” *The Journal of American History* 86.4 (2000): 1689-99.

Ramón Solórzano and Sondra Ahlén, “Latino questions on race, ethnicity, and language at the advent of the 2010 census,” *Harvard journal of Hispanic policy* 22 (2010): 17-45.

Marcelo Suarez-Orozco, ed. *Latinos: Remaking America* (California UP, 2002).

COURSE REQUIREMENTS:

Participation (15%)

- ◆ Attendance is mandatory (10%): Must have note from doctor to miss lecture and/or discussion section.
- ◆ Weekly Think Piece (5%): This one-page single-spaced document *will not receive a letter grade but it will count toward your participation grade*. It is a chance for you demonstrate that you have made sense of the readings on your own terms. Please upload your think piece to blackboard **before class** on the assigned day.

Film Response (20%)

Draft a critical response to *The Couple in the Cage*. This paper (600-800 words) should integrate *at least two assigned scholarly articles*. Please refrain from submitting a film synopsis. Your essay should aim to make critical connections among the readings, our discussions, and the construction of ideas on film. Please use Times New Roman 12 pt. font and either MLA, APA, or Chicago style standards when preparing your essay. Footnotes, endnotes, and bibliographic references *do not count* toward the final word count. **Your film response is due on 09/23/2016.**

Mid Term Essay (25%)

Your mid-term essay (1000-1200 words) should critically analyze the history and construction of the term Latino using *a minimum of three in-class articles*. It should rehearse key debates and issues in Latino Studies. Feel free to bring in outside scholarly sources to add depth and breadth to your paper. Please use Times New Roman 12 pt. font and either MLA, APA, or Chicago style standards when preparing your essay. Footnotes, endnotes, and bibliographic references *do not count* toward the final word count. **Your mid-term paper is due on 10/28/2016.**

Final Essays [2] (40%)

Successfully completing this final assignment requires that you revise the mid-term paper and deliver your debate topic in essay form. These papers also fulfill the **Cross-Cultural and Critical Thinking** approaches offered in this course.

The first essay (20%) is a revision/reassessment of your mid-term essay (1200-1500 words). You must keep the three articles you used initially and *two additional in-class articles*. *Please remember to critically engage the idea of Hemispheric Latino Studies*. This assignment encourages the inclusion of external scholarly sources to add depth and breadth to your analysis. Please use Times New Roman 12 pt. font and either MLA, APA, or Chicago style standards when preparing your essay. Footnotes, endnotes, and bibliographic references *do not count* toward the final word count.

The second essay (argumentative, 1000-1200, 20%) gives you an opportunity to examine a novel, play, film, television show, album, painting, or advertising campaign that you think takes a hemispheric approach to portraying or representing “Latino” identity. You should aim to use *at least three in-class articles and at least three external sources* (peer-reviewed). Please use Times New Roman 12 pt. font and either MLA, APA, or Chicago style standards when preparing your essay. Footnotes, endnotes, and bibliographic references *do not count* toward the final word count.

Both papers are due on or before 12/16/2016 by 5 pm at 2108 G St. (LUS box).

DATES TO REMEMBER:

09/23/2016	Film Response due by 5pm at 2108 G St. (LUS box).
10/28/2016	Mid-term Paper due by 5pm at 2108 G St. (LUS box).
12/16/2016	Final Essays due by 5 pm at 2108 G St. (LUS box).

ADDITIONAL INFORMATION:

University Policy on Average Minimum amount of Out-of-Class Learning (per week)

In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning or 7.5 hours per week. More information about GW's credit hour policy can be found at: <http://bulletin.gwu.edu/university-regulations/>

Academic Integrity Code

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. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity

University Policy on Religious Holidays

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

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 Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services 202-994-5300

The University's Mental Health Services 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. counselingcenter.gwu.edu/

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.

WEEK 1: NOMENCLATURE

- T 08/30 Opening Remarks
Syllabus
- R 09/01 Suzanne Oboler, *Ethnic Labels, Latino Lives: Identity and the Politics of Re(Presentation) in the United States* (University of Minnesota Press, 1995).
* "Introduction: We all sing a different song"
* "Hispanics? That's What *They* Call Us" p. 1-16.
Think Piece #1 due

WEEK 2: GENEALOGIES & DEBATES

- T 09/06 Pedro A. Caban, "Moving from the Margins to Where?: Three Decades of Latino/a Studies" *Latino Studies* 1.1 (2003): 5-35.

Sonia E. Alvarez, Arturo Arias, and Charles R. Hale, "Re-Visioning Latin American Studies," *Cultural Anthropology* 26.2 (2011): 225-246.
- R 09/08 Juan Flores, "Triple Consciousness? Afro-Latinos on the Color Line," *Wadabagei* 8.1 (2005): 80-85.
Think Piece #2 due
- F 09/09 Watch COUPLE IN THE CAGE (available on blackboard)

WEEK 3: CLOSE ENCOUNTERS OF EMPIRE

- T 09/13 "The Monroe Doctrine" (December 2, 1823) In *Great Issues in American History: From the Revolution to the Civil War, 1765-1865* p. 244-47.

Gilbert M Joseph, et. al. *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations* (Duke UP, 1998)
* Gilbert M. Joseph, "Close Encounters: Toward a New Cultural History of U.S.-Latin American Relations" p. 4-46.
- R 09/15 From *Close Encounters of Empire*
* William Roseberry, "Social Fields and Cultural Encounters" p. 515-524.

* Discuss COUPLE IN THE CAGE
Think Piece #3 due

WEEK 4: CLOSE ENCOUNTERS cont.

- T 09/20 From *Close Encounters of Empire*
* Ricardo D. Salvatore, "The Enterprise of Knowledge: Representational Machines of Informal Empire" p. 69-106.

R 09/22 From *Close Encounters of Empire*
* Seth Fein, "Everyday Forms of Transnational Collaboration: U.S.-Film Propaganda in Cold War Mexico" p. 400-450.

F 09/23 **Film Response due by 5pm at 2108 G St. (LUS box).**

WEEK 5: RACIAL FORMATION THEORY

T 09/27 Michael Omi and Howard Winant, *Racial Formation in the United States from the 1960s to the 1990s*, 2nd ed. (Routledge, 1994).
* "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

R 09/29 *Racial Formation* (cont.)
Think Piece #4 due

WEEK 6: IMPOSSIBLE SUBJECTS

T 10/04 From *Impossible Subjects*
* "Illegal Aliens a Problem of Law and History," p. 1-14

R 10/06 * "Part 1: The Regime of Quotas and Papers," p. 15-90.
Think Piece #5 due

WEEK 7: IMPOSSIBLE SUBJECTS (cont.)

T 10/11 From *Impossible Subjects*
* "Part II: Migrants at the Margins of Law and Nation," p. 91-166.

R 10/13 From *Impossible Subjects*
* "Part IV: Pluralism and Nationalism in Post World War II Immigration Reform," p. 225-264.
Think Piece #6 due

F 10/14 Watch FARMINGVILLE (available on blackboard)

WEEK 8: THE "NEW" LATINO SOUTH/LATINOS IN NEW ENGLAND

T 10/18 *Jamie Winders and Barbara Ellen Smith, "Excepting/Accepting the South: New Geographies of Latino Migration, New Directions in Latino Studies," *Latino Studies* 10.1-2 (2012): 220-245.

*Julie M. Weise, "Dispatches from the 'Viejo' New South: Historicizing Recent Latino Migrations," *Latino Studies* 10.1-2 (2012): 41-59.

- R 10/20 From *Latinos in New England*
 *Andrés Torres, "Introduction: Latinos in New England" p. 1-24.
 *Enrico A. Marcelli and Phillip J. Granberry, "Latino New England: An Emerging Demographic and Economic Portrait" p. 25-52.
Think Piece #7 due

WEEK 9: FARMINGVILLE

- T 10/25 Fall Break, No Class
- R 10/27 *Discuss FARMINGVILLE
- F 10/28 **Mid-Term Due by 5pm at 2108 G St. (LUS box).**

WEEK 10: LATIN AMERICAN POWER in the U.S.

- T 11/01 Leandro Rodríguez-Medina and R. Guy Emerson, "The Periphery Strikes Back? The Subtlety of Latin American Power in the United States," *Latin American Policy* 6.2 (2015): 340-358.
Think Piece #8 due
- R 11/03 We do not meet. Class rescheduled.

WEEK 11: PERCEPTION and PARTICIPATION

- T 11/08 Douglas Massey and Karen A. Pren, "Origins of the New Latino Underclass," *Race and Social Problems* 4.1 (2012): 5-17.
- R 11/10 Rodolfo O. de la Garza and Alan Yang, "Language Dominance, Bilingualism, and Latino Political Participation in the United States," *Political Science Quarterly* 130.4 (2015): 655-699.
Think Piece #9 due

WEEK 12: LATINOS INC.

- T 11/15 Arlene Dávila, *Latinos Inc.: The Marketing and Making of a People*. (Berkeley: University of California Press, 2001).
 *"Introduction," 1-22.
 *"Chapter 1 'Don't Panic, I'm Hispanic': The Trends and Economy of Cultural Flows," 23-55.
- R 11/17 From *Latinos Inc.*
 *"Chapter 2 Knowledges: Facts and Fictions of a People as a Market," p. 56-87.
 *"Chapter 3 Images: Producing Culture for the Market," p. 88-125.
Think Piece #10 due

WEEK 13: LATINOS INC. (cont.)

T 11/22 From *Latinos Inc.*
*“Chapter 4 Screening the Image,” p. 126-152.
*“Chapter 7 Selling Marginality: The Business of Culture,” p. 216-240.
Think Piece #11 due

R 11/24 Thanksgiving Break-No Class

WEEK 14: HEMISPHERIC & TRANSNATIONAL CULTURAL PRODUCTION

T 11/29 Miguel L. Rojas-Sotelo, “Narcoaesthetics in Colombia, Mexico, and the United States: Death Narco, Narco Nations, Border States, Narcochingadazo?” *Latin American Perspectives* 41.2 (2014): 215-231.

R 12/01 Margaret Anne Castro, “Caribbean Collusion: Junot Díaz, Edwidge Danticat and the New Yorker Fiction Podcast,” *Afro-Hispanic Review* 32.2 (2013): 11-26.
Think Piece #12 due

WEEK 15: HEMISPHERIC & TRANSNATIONAL CULTURAL PRODUCTION (cont.)

T 12/06 Final Paper Workshop

R 12/08 Closing Remarks

Final Essays due Friday December 16, 2016 by 5pm at 2108 G St. (LUS box).

Grading Rubric

A paper (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 (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 (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 (60-69):

- conveys 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 paper (59 and below):

Paper not submitted or shows no knowledge of the material studied.