

AMST 2750W/ANTH 2750: Latinos in the United States (CRN: 67251)
2020 K St, Room 15
T/R 12:45-1:35
Fall 2015

Prof. Elaine Peña
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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? 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 a hemispheric approach, we will engage ethnographic and historical analyses, literary works, and films that explore Latino community formation in geographic regions across the nation. One of the goals of this course is to not only identify how historical, political, and economic changes have shaped the term Latino but also connect those processes to shifts in immigration policy and political action.

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 and hemispheric economic, political, geographic, and historic contexts.
- 4) Students will learn to critically engage and write about U.S. notions of race, identity formation, and citizenship.
- 5) Students will learn to prepare and deliver oral statements about key issues affecting Latino populations in the United States.

REQUIRED BOOKS:

Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (University of California Press, 2013).

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

ARTICLES and ADDITIONAL REQUIRED READING (Available on Blackboard)

FILMS (Available on Blackboard)

The Couple in the Cage (1993)

Produced by: Coco Fusco and Paula Heredia

Farmingville (2004)

Produced by: Carlos Sandoval and Catherine Tambini

COURSE REQUIREMENTS:

Participation (10%)

- ◆ Attendance is mandatory (5%): 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 (10%)

Draft a critical response to *The Couple in the Cage*. This paper (600-800) should integrate *at least two assigned scholarly articles*. Please abstain 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 09/25/2015.

Mid Term Essay (20%)

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 10/16/2015.

Debate (20%)

Each group should work collectively to prepare, draft, and deliver an informed, deeply researched statement about Latinos and immigration policy or Latinos and race/ethnicity categories (3 minute opening remarks). You should also work together to anticipate potential rebuttal scenarios (2 minute rebuttal). One grade will be given based on the group's overall performance (see debate grading rubric). Participants will have the opportunity to refine their contribution individually as part of one of two final essay submissions.

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.

Essay #1 (20%) is a revision/reassessment of your mid-term essay (1200-1400 words). You must keep the three articles you used initially and *two additional in-class articles*. 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. This final paper is due on 12/15/2015.

Your preparation for the debate portion of the course informs your second final essay submission (20%). Essay #2 (1000-1200 words) is an opportunity for you to further develop a position on immigration policy reform or racial/ethnic categorization using individual research and developing scholarly arguments of your choice. Final essays are due on 12/15/2015 via email kpend@gwu.edu.

DATES TO REMEMBER:

09/25/2015	Film Response due by 5pm at 2108 G St. (LUS box).
10/16/2015	Mid-term Paper due by 5pm at 2108 G St. (LUS box).
10/27/2015	In-class debate prep (mandatory attendance)
11/17/2015	Debate Sessions #1 and #2
11/19/2015	Debate Sessions #3 and #4
12/15/2015	Final Essays due by 5 pm via email kpend@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>

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

T 09/01 Opening Remarks
Syllabus
Approach

R 09/03 Suzanne Oboler, *Ethnic Labels, Latino Lives: Identity and the Politics of (Re) Presentation in the United States* (U Minnesota P, 1995).
* "Introduction: We all sing a different song" p. xi-xxi.
* "Hispanics? That's What *They* Call Us" p. 1-16.

WEEK 2: GENEALOGIES & DEBATES

T 09/08 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 09/10 Juan Flores, "Triple Consciousness? Afro-Latinos on the Color Line," *Wadabagei* 8.1 (2005): 80-85.
**THINK PIECE DUE #1

F 09/11 Over the Weekend: Watch *The Couple in the Cage* (Available on blackboard)

WEEK 3: CLOSE ENCOUNTERS OF EMPIRE

T 09/15 From *Great Issues in American History: From the Revolution to the Civil War, 1765-1865*, Vol. 2. ed. Richard Hoftstadter (Vintage Books, 1969).
* James Monroe, "The Monroe Doctrine" (December 2, 1823) p. 244-47.

From *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*, eds. Gilbert M. Joseph et al. (Duke UP, 1998).

* Gilbert M. Joseph, "Close Encounters: Toward a New Cultural History of U.S.-Latin American Relations" p. 4-46.

R 09/17 Discuss THE COUPLE IN THE CAGE

From *Close Encounters of Empire*

* Ricardo D. Salvatore, "The Enterprise of Knowledge: Representational Machines of Informal Empire" p. 69-106.

**THINK PIECE DUE #2

WEEK 4: RACIAL FORMATION IN THE U.S.

T 09/22 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 09/24 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.
**THINK PIECE DUE #3

F 09/25 **Film Response due by 5pm at 2108 G St. (LUS box).**

WEEK 5: IMPOSSIBLE SUBJECTS

T 09/29 Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton UP, 2005).
* “Illegal Aliens a Problem of Law and History,” p. 1-14

R 10/01 From *Impossible Subjects*
* “Part 1: The Regime of Quotas and Papers,” p. 15-90.
**THINK PIECE DUE #4

WEEK 6: IMPOSSIBLE SUBJECTS (cont.)

T 10/06 From *Impossible Subjects*
* “Part II: Migrants at the Margins of Law and Nation,” p. 91-166.

R 10/08 From *Impossible Subjects*
* “Part IV: Pluralism and Nationalism in Post World War II Immigration Reform,” p. 225-264.
**THINK PIECE DUE #5

WEEK 7: LATINOS IN THE NOT SO “NEW” LATINO SOUTH

T 10/13 *Julie M. Weise, “Dispatches from the ‘Viejo’ New South: Historicizing Recent Latino Migrations,” *Latino Studies* 10.1-2 (2012): 41-59.

R 10/15 *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.

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

F 10/16 Over the Weekend: Watch *Farmingville* (Available on Blackboard)

WEEK 8: LATINOS IN NEW ENGLAND

T 10/20 From *Consuming Mexican Labor: From the Bracero Program to NAFTA* eds. Ronald L. Mize and Alicia C.S. Swords (U Toronto P, 2010).
* “The Bracero Program (1942-1964)” p. 3-24
* “Operation Wetback (1954)” p. 25-42.

R 10/22 *Discuss FARMINGVILLE

From *Latinos in New England* ed. Andrés Torres (Temple UP, 2006).
*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 DUE # 6

WEEK 9: FRESH FRUIT, BROKEN BODIES

T 10/27 From Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* (U California P, 2013).

*Introduction: "Worth Risking Your Life?" p. 1-29.

*Ch. 2: "We are Field Workers' Embodied Anthropology of Migration" p. 30-44.

***Form Debate Groups**

R 10/29 From *Fresh Fruit, Broken Bodies*

*Ch. 3: "Segregation on the Farm: Ethnic Hierarchies at Work" p. 45-87.

**THINK PIECE DUE # 7

WEEK 10: DEBATE PREP and FRESH FRUIT cont.

T 11/03 Arlene Dávila et. al. 2014. "Vital Topics Forum: On Latin@ and the Immigration Debate," *American Anthropologist* 116 (1): 146-159.

*In-Class Debate Prep

R 11/05 From *Fresh Fruit, Broken Bodies*

*Ch. 4: "How the Poor Suffer': Embodying the Violence Continuum" p. 88-110.

Cecilia Menjívar, "Central American Immigrant Workers and Legal Violence in Phoenix, Arizona," *Latino Studies* 11. 2 (2013): 228-252.

**THINK PIECE DUE # 8

WEEK 11: Fresh Fruit Cont.

T 11/10 From *Fresh Fruit, Broken Bodies*

*Ch. 6: "Because They're Lower to the Ground': Naturalizing Social Suffering" p. 155-181.

*Ch. 7: "Conclusion: Change, Pragmatic Solidarity, and Beyond" p. 182-198.

R 11/12 Douglas Massey and Karen A. Pren, "Origins of the New Latino Underclass," *Race and Social Problems* 4.1 (2012): 5-17.

*THINK PIECE DUE #8

WEEK 12: DEBATES

T 11/17 Debate #1 (Groups 1 and 2)

R 11/19 Debate #2 (Groups 3 and 4)

WEEK 13: LATINOS and the MEDIA

T 11/24 Arlene Dávila, "Mapping Latinidad Language and Culture in the Spanish TV Battlefront," *Television and New Media* 1.1 (2000): 75-94.

Arlene Dávila, "El Kiosko Budweiser: The Making of a 'National' Television Show in Puerto Rico," *American Ethnologist* 25.3 (1998): 452-470.

*THINK PIECE DUE #9

R 11/26 No Class-Thanksgiving Holiday

WEEK 14:

T 12/01 Debate Feedback
Final Paper Preparation

R 12/03 Closing Remarks

Final Essays due Tuesday December 15, 2015 by 5pm at 2108 G St. (LUS box).

Grading Rubric (Paper)

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.

Grading Rubric (Debate)

A debate performance (90-100):

- displays thorough understanding of the topic and supports arguments with many relevant facts.
- is attentive to global and local historical, political, economic, and cultural contexts and integrates details and examples of key facts in a polished manner.
- rebuttal is highly effective.
- shows superior level of preparation, specifically integration and analysis of scholarly literature and arguments.

B debate performance (80-89):

- displays considerable understanding of the topic and supports arguments with relevant facts.
- is attentive to global and local historical, political, economic, and cultural contexts and integrates details and examples of key facts confidently.
- rebuttal is effective.
- shows skilful level of preparation, specifically integration and analysis of scholarly literature and arguments.

C debate performance (70-79):

- displays some understanding of the topic.
- is marginally attentive to global and local historical, political, economic, and cultural contexts.
- rebuttal is somewhat effective.
- shows minimal level of preparation, specifically in regard to integration and analysis of scholarly literature and arguments.

D debate performance (60-69):

- displays lack of understanding of the topic and does not support arguments with relevant facts.
- is not attentive to global and local historical, political, economic, and cultural contexts.
- rebuttal is not effective.
- does not convey sufficient level of preparation.
- does not integrate analysis of scholarly literature and arguments.

F debate performance (59 and below):

- does not participate.