

AMST 2750W/ANTH 2750W Latinos in the U.S.

Prof. E. Peña

Funger Hall 221

T/R 12:45-2:00

Fall 2017

Office hours: Tuesday 3:00-5:00pm

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Office hours: Tuesday 11:00-12:00pm and Thursday 2:15-3:15pm (or by appointment)

Office location: 2108 G St NW, Room 301

### **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:**

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

María Josefina Saldaña-Portillo. 2016. *Indian Given: Racial Geographies across Mexico and the United States*. Durham: Duke University Press.

## 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 (October 9, 2017-November 6, 2017)

*No Country for Old Men* (2008)

Directed by: Joel and Ethan Cohen

Available on Blackboard (all semester)

## ADDITIONAL READING:

Margaret Anne Castro, "Caribbean Collusion: Junot Díaz, Edwidge Danticat and the New Yorker Fiction Podcast," *Afro-Hispanic Review* 32.2 (2013): 11-26.

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).

Maria del Mar Logroño Narbona, Paula G. Pinto, and John Tofik Karam. 2015. *Crescent over Another Horizon: Islam in Latin America, the Caribbean, and Latino USA* (Austin: U of Texas P, 2015).

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, 2006)

Miriam Jiménez Román and Juan Flores, *The Afro-Latino Reader: History and Culture in the United States* (Duke UP, 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 (20%)

- ◆ Attendance is mandatory (10%): Must have note from doctor to miss lecture and/or discussion section.
- ◆ Weekly Think Piece (10%): 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 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 09/22/2017 by 5pm-2108 G St NW (LUS box).**

### 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 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 midterm paper is due on 10/27/2017 by 5 pm-2108 G St NW (LUS box).**

### 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 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 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 12/15/2017 by 5 pm-2108 G St. (LUS box).**

### **DATES TO REMEMBER:**

09/22/2017	Film Response due by 5pm-2108 G St. (LUS box).
10/27/2017	Mid-term Paper due by 5pm-2108 G St. (LUS box).
10/30/2017	Extra Credit Response Paper due by 5pm via <a href="mailto:eapena@gwu.edu">email—eapena@gwu.edu</a>
12/15/2017	Final Essays due by 5 pm-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: [provost.gwu.edu/policies-forms](http://provost.gwu.edu/policies-forms) (webpage); or [provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf](http://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf) (form)

#### **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](http://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/](http://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: HISPANICS and LATINOS**

- T 08/29 Syllabus Overview and Course Expectations
- R 08/31 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.
- Macarena Gómez-Barris and Licia Fiol-Matta, "Introduction: Las Américas Quarterly," *American Quarterly* 66.3 (2014): 493-504.  
***Think Piece #1 due before class***

#### **WEEK 2: GENEALOGIES & DEBATES**

- T 09/05 Pedro A. Caban, "Moving from the Margins to Where?: Three Decades of Latino/a Studies" *Latino Studies* 1.1 (2003): 5-35.
- R 09/07 Sonia E. Alvarez, Arturo Arias, and Charles R. Hale, "Re-Visioning Latin American Studies," *Cultural Anthropology* 26.2 (2011): 225-246.  
***Think Piece #2 due before class***
- F 09/08 Watch COUPLE IN THE CAGE (available on blackboard)

#### **WEEK 3: CLOSE ENCOUNTERS OF EMPIRE**

- T 09/12 "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*  
\* Gilbert M. Joseph, "Close Encounters: Toward a New Cultural History of U.S.-Latin American Relations" p. 4-46.
- R 09/14 Joseph cont.  
**\* Discuss COUPLE IN THE CAGE**  
***Think Piece #3 due before class***

#### **WEEK 4: CLOSE ENCOUNTERS cont.**

- T 09/19 From *Close Encounters of Empire*  
\* Ricardo D. Salvatore, "The Enterprise of Knowledge: Representational

- Machines of Informal Empire” p. 69-106.  
 R 09/21 From *Close Encounters of Empire*  
 \*William Roseberry, “Social Fields and Cultural Encounters” p. 515-524.
- F 09/22 **Film Response due by 5pm at 2108 G St. (LUS box).**
- WEEK 5: RACIAL FORMATION THEORY**
- T 09/26 Juan Flores, “Triple Consciousness? Afro-Latinos on the Color Line,”  
*Wadabagei* 8.1 (2005): 80-85.
- Michael Omi and Howard Winant, *Racial Formation in the United States from the 1960s to the 1990s, 2<sup>nd</sup> 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 09/28 *Racial Formation* (cont.)  
**Think Piece #4 due before class**
- WEEK 6: IMPOSSIBLE SUBJECTS**
- T 10/03 From *Impossible Subjects*  
 \* “Illegal Aliens a Problem of Law and History,” p. 1-14
- R 10/05 \* “Part 1: The Regime of Quotas and Papers,” p. 15-90.  
**Think Piece #5 due before class**
- WEEK 7: IMPOSSIBLE SUBJECTS (cont.)**
- T 10/10 Fall Break—Classes Dismissed
- R 10/12 From *Impossible Subjects*  
 \* “Part II: Migrants at the Margins of Law and Nation,” p. 91-166.  
**Think Piece #6 due before class**
- WEEK 8: IMPOSSIBLE SUBJECTS (cont.)/THE “NEW” LATINO SOUTH**
- T 10/17 From *Impossible Subjects*  
 \* “Part IV: Pluralism and Nationalism in Post-World War II Immigration Reform,” p. 225-264.
- R 10/19 \*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.  
**Think Piece #7 due before class**
- F 10/20 \*Watch FARMINGVILLE (available on blackboard)

**WEEK 9: LATINOS IN NEW ENGLAND/FARMINGVILLE**

- T 10/24 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.
- R 10/26 \*Marcelli and Granberry cont.  
**\*Discuss FARMINGVILLE**

EXTRA CREDIT: GW Humanities Seminar Event. Details forthcoming. Attend and draft a one-page single space critical response piece. Please focus on making connections with themes and debates we have discussed in class. Submit via email to eapena@gwu.edu by 5:00pm on Monday 10/30 and receive up to 5 extra points on your mid-term paper.

F 10/27 **Mid-Term Due by 5pm at 2108 G St. (LUS box).**

**WEEK 10: PERCEPTION and PARTICIPATION**

- T 10/31 Douglas Massey and Karen A. Pren, "Origins of the New Latino Underclass," *Race and Social Problems* 4.1 (2012): 5-17.
- R 11/02 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 #8 due before class**

**WEEK 11: INDIGENEITY, LATIN AMERICA, and LATINO STUDIES**

- T 11/07 Nicholas de Genova, "The Incurable Subject: Mobilizing a Critical Geography of (Latin) America through the Autonomy of Migration," *Journal of Latin American Geography* 16.1 (2017): 17-42.
- R 11/09 María Josefina Saldaña-Portillo. 2016. *Indian Given: Racial Geographies across Mexico and the United States*. Durham: Duke University Press.  
\*Introduction: pp. 1-32.  
**Think Piece #9 due before class**

**WEEK 12: INDIAN GIVEN**

- T 11/14 From *Indian Given*  
\*Chapter 1: pp. 33-65 and Ch.2: pp. 95-107.
- R 11/16 From *Indian Given*  
\*Chapter 4: pp. 154-194.  
**Think Piece #10 due before class**

**WEEK 13: THANKSGIVING BREAK**

- T 11/21 Class and discussion sections will not meet (make up day: 12/08)
- R 11/23 Thanksgiving Day Holiday

**WEEK 14: HEMISPHERIC AESTHETIC/POLITICAL TIES**

T 11/28 From *Indian Given*  
\*Chapter 5: pp. 195-232 and Conclusion: pp. 233-258.

R 11/30 Lecture cancelled. Meet with TA.

**WEEK 15: FINAL PAPER PREPARATION**

T 12/05 Course Overview/Final Paper Workshop

R 12/07 Closing Remarks

**Final Essays due Friday December 15, 2017 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.