

## **Lats 5/Socy 44 Complexities of Latina/o Identity**

Professor Christina Gómez

Summer 2014, 10A

Silsby 121 – 6-0328

Office Hours: Wed: 9 am – 12 pm

or by appointment

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The Latino population currently consists of approximately 53 million people in the United States, or approximately 17% of all Americans; by the year 2060 the U.S. Census estimates that the Latino population will make up at least 31 percent of the total U.S. population, about 129 million individuals. This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinas/os in the United States. The course combines the close reading of required texts with detailed classroom discussion. This course will provide students with the essential tools needed to question, discuss, and examine topics, such as, the social construction of race and ethnicity, identity, immigration, theories of power, colonialism, assimilation, manifest destiny, forms of resistance and social movement activity, urbanization, labor, family, gender issues and relations, race relations, and community social capital. The goal is to have students develop a greater appreciation and understanding of the impact of and the important roles played by Latino men and women in the formation and development of U.S. society. Dist. SOC; WCult: CI. Gómez.

### **Required Texts**

Bourgois, Philippe. *In Search of Respect: Selling Crack in El Barrio*. Cambridge University Press, 1996.

Suárez –Orozco, Marcelo (ed). *Latinos: Remaking America*. University of California Press, 2009.

Molina, Natalia. *How Race is Made in America: Immigration, Citizenship and the Historical Power of Racial Scripts*. University of California Press, 2014.

Garrod, Andrew, Kilkenny, Robert, Gómez, Christina (eds). ) *Mi Voz, Mi Vida: Latino College Students Tell Their Stories*. Cornell University Press, 2007.

*In the News* – current news articles about Latinos that I will post (almost daily) on Canvas.

\*Canvas: All readings (articles, chapters, and reports) listed in the syllabus with an asterisk (\*) will be located on Canvas. In addition I will be posting news articles (“In the News”) and “extra” readings throughout the term for those who might want more resources.

## Course Requirements

The class format will be a seminar/discussion, as well as student presentations. Students are expected to attend classes, read assigned texts, and come prepared to discuss material. Students will be asked to begin class with a critique of the reading and prepare questions for class discussion. Students will write two papers throughout the semester. In addition, the course will have a midterm exam and final paper. Students are responsible for checking their email for updated readings or changes in the syllabus.

Grades are based on:

Class Participation/Attendance	10%
Paper #1	15%
Paper #2	15%
Exam	30%
Final paper	30%

### *Papers*

Students will write two papers during the course. Each paper will be at approximately 5 pages in length, and must be completed by the appropriate date. Specifics about each paper will be given out in class. No late papers will be accepted. Papers are due in the box outside my office by 12:00 pm on the appropriate date. Paper grades will be based on the expression of ideas, how the student incorporates the texts, the clarity of writing (including grammar, spelling, style) and use of proper citation. Students should give themselves enough time to write thoughtful essays.

### *Exam*

A midterm exam will be given in class covering all material prior to the exam.

### *Students Accessibility Services*

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

### *Academic Honor Principle*

When studying for exams, I encourage you to work together to discuss lecture notes, handouts, and the required readings. The exams, however, are closed book, in-class, and non-collaborative. Students are responsible for the information in the Academic Honor Principle, including information concerning plagiarism found in *Standards of Conduct and Academic Regulations*, available in the Deans' Offices or at

**<http://www.dartmouth.edu/~deancoll/student-handbook/standards.html>**

## Course Outline

### **Week 1 - Latinos in the United States: an overview (Thursday, June 19)**

Suárez-Orozco, Preface and Introduction: The Research Agenda

Census Forms 1990, 2000, 2010

<https://www.census.gov/dmd/www/2000quest.html>

<http://www.census.gov/2010census/about/interactive-form.php>

Pew Research: Hispanics Nativity Shift

<http://www.pewhispanic.org/2014/04/29/hispanic-nativity-shift/>

Pew Research Center: In 2014 Latinos will surpass Whites in California

<http://www.pewresearch.org/fact-tank/2014/01/24/in-2014-latinos-will-surpass-whites-as-largest-raciaethnic-group-in-california/>

\*Hayes-Bautista and Jorge Chapa. 1987. "Latino Terminology" *American Journal of Public Health* 77: 61-67.

\*Beam, Christopher, "Is Hispanic the same thing as Latina?" *Washington Post*, May 27, 2009.

### **Week 2 - Mexicans, Mexican-Americans, Chicanos (Tuesday, June 24 & Thursday, June 26)**

Tuesday, June 24<sup>th</sup>:

Video: "History of the Mexican American Civil Rights Movement,"

*Quest for a Homeland* - You Tube (watch this before class)

<https://www.youtube.com/watch?v=RHQ4XS-DrqM>

Treaty of Guadalupe Hidalgo 1848

<http://www.loc.gov/rr/hispanic/ghtreaty/>

Gonzales, Rodolfo Corky, "Yo Soy Joaquin/I am Joaquin"

<http://www.latinamericanstudies.org/latinos/joaquin.htm>

Chicano! History of the Mexican American Civil Rights Movement

<http://www.albany.edu/jmmh/vol3/chicano/chicano.html>

Thursday, June 26<sup>th</sup>:

Diego Vigil, Community, "Dynamics and the Rise of Street Gangs," in Suárez-Orozco, Chapter 4.

Robert C. Smith, "Gender, Ethnicity, and Race in School and Work Outcomes," in Suárez-Orozco, Chapter 5.

### **Week 3 - Puerto Ricans, Boricua, & Nuyoricans (Tuesday, July 1 & Thursday, July 3)**

Tuesday, July 1st:

\*Video: *PALANTE, SIEMPRE PALANTE!: The Young Lords* by Iris Morales, 1996 – Streaming on Library Reserves

Young Lords Party – 13 Point Program

[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/Young\\_Lords\\_platform.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html)

The Ideology of the Young Lords Party

<https://archive.org/stream/YoungLordsIdeology/ideology#page/n0/mode/2up>

\*Rodriguez, Clara, *Puerto Ricans in the U.S.A.*, Chapter 1.

Thursday, July 3rd:

\*Lopez, Iris. 2008. *Matters of Choice: Puerto Rican women's struggle for reproductive freedom*, Rutgers University Press.

**PAPER #1: DUE July 7<sup>th</sup> at noon, Silsby 121**

### **Week 4 - Caribbean Latinos: Cubans & Dominicans (Tuesday, July 8 & Thursday, July 10)**

Tuesday, July 8th:

\*Garcia, Maria Cristina, *Havana USA: Cuban Exiles and Cuban Americans in South Florida 1959-1994*. Univ. of California Press, 1999. p. 1 – 10.

\*Cubans in the United States, Pew Hispanic Center, 2006.

Stepick, Alex and Dutton-Stepick, “Power & Identity: Miami Cubans,” in Suárez-Orozco, Chapter 3.

Ojito, Mirta, “Best of Friends, Worlds Apart,” *New York Times in How Race is Lived in America*, June 5, 2000.

<http://www.nytimes.com/2000/06/05/us/best-of-friends-worlds-apart.html>

Thursday, July 10<sup>th</sup>:

\*Itzigsohn, Jose and Carlos Dore-Cabral, “Competing Identities? Race, Ethnicity, and Panethnicity Among Dominicans in the U.S.” *Sociological Forum* Vol 15, No 2 (June 2000) pp. 225-247.

Video: *Mirrors of the Heart* (watch in class, 20 minutes) – Streaming on Library Reserves

## **Week 5 – Race & Skin Color (Tuesday, July 15<sup>th</sup> & Thursday, July 17<sup>th</sup>)**

Tuesday, July 15<sup>th</sup>:

\*Gomez, Christina, “The Continual Significance of Skin Color: An Exploratory Study of Latinos in the Northeast.” *Hispanic Journal Of Behavioral Science*, vol. 22 (1) (Feb 2000): 94-103.

\*Duany, Jorge. “Reconstructing Racial Identity: Ethnicity, Color, and Class among Dominicans in the Us and Puerto Rico.” *Latin American Perspectives*, vol. 25, No. 3 (May 1998), pp. 147-172.

Thursday, July 17<sup>th</sup>:

Zurer Pearson, Barbara, “Bilingual Infants: Mapping the Research Agenda,” in Suárez-Orozco, Chapter 15.

Gándara, Patricia, “Learning English in California: Guideposts for the Nation, in Suárez-Orozco, Chapter 17.

English Only Movement – Websites

<http://www.us-english.org/>

## **Week 6 - Midterm in Class - Tuesday, July 22<sup>d</sup>**

### **Week 6 and 7 - Poverty & Drugs: the Underclass Debate**

**(Thursday, July 24, Tuesday, July 29 & Thursday, July 31<sup>st</sup>)**

Bourgois, Philipe. *In Search of Respect: Selling Crack in El Barrio*

July 24<sup>th</sup>: Introduction, Chapters 1- 3

\*Poverty Thresholds and Poverty Guidelines

<http://www.irp.wisc.edu/faqs/faq1.htm>

July 29<sup>th</sup>: Chapters 4 - 7

\*Drug Facts, National Institute on Drug Abuse, Facts on Crack and Cocaine <http://www.drugabuse.gov/publications/drugfacts/cocaine>

July 31<sup>st</sup>: Chapters 7 – 9, Conclusion and Epilogues

\*U.S. Sentencing Ranges Lowered for Crack Cocaine – NPR, November 2, 2007

<http://www.npr.org/templates/story/story.php?storyId=15885119&ft=1&f=1001>

## **Week 8 – Migration: Construction of Race and Citizenship**

**(Tuesday, August 5 & Thursday, August 7)**

Molina, Natalia *How Race is Made in America*

Tuesday, August 5<sup>th</sup> – Part One: Immigration Regimes I – Race & Citizenship

Thursday, August 7<sup>th</sup> – Part Two: Immigration Regimes II – Making Mexicans Deportable

\*Detention Centers in the U.S.

<http://www.ice.gov/detention-facilities/>

<http://www.detentionwatchnetwork.org/dwnmap>

\*Video: *Lost in Detention: The Hidden World of Immigration Enforcement* – Frontline Documentary –Streaming on Library Reserves

**PAPER #2 due – August 11th**

**Week 9- Latinos & Education (Tuesday, August 12 & Thursday, August 14)**

Garrod, Kilkenny, & Gomez, *Mi Voz, Mi Vida*

Students will be assigned specific chapters to present in class and hold discussion

\*Pew Hispanic Center – Education

<http://www.pewhispanic.org/topics/education/>

\*Freedom University

<http://www.freedomuniversitygeorgia.com/>

**Week 10 - The Future of Latinas/os?: Questions of Identity and Belonging (Tuesday, August 19)**

\*Huntington, Samuel. “The Hispanic Challenge,” *Foreign Policy* (March/April 2004), p. 30-45.

\*Pew Research Center, A Conversation About Identity, May 30, 2012

<http://www.pewhispanic.org/2012/05/30/a-conversation-about-identity-tell-us-your-story/>

**Final Take-Home Exam: Due Monday, August 25<sup>th</sup> at noon (Eastern Time)**