

MAS 318G: The “New” Latinas/os/xs

Cross-listed with: ANT 310J - GOV 319D - SOC 309G

Professor Ocampo



Course Description

The U.S. Latina/o/x population is diverse and heterogeneous. While over 60% of Latinas/os/xs trace their ancestry to Mexico, a sizable share of Latinxs come from many other countries and contexts. Latinxs from these other regions have been on the rise in recent years. Now, Salvadorans make-up the third largest Latinx origin group, displacing the Cuban population, which for a very long time was the third largest community of Latinxs. Since 2010, Latinxs hailing from Venezuela, the Dominican Republic and Guatemala saw the fastest population growth. What are the experiences of these “The New Latinas/os/xs” in the United States? Are they in fact “New Latinx” communities? How does race, gender, sexuality, class, indigeneity, language, migration, and geography influence their lives, identities, and sociopolitical incorporation? How do these communities complicate our understanding of Latinxs in the U.S.? This class explores the trajectories of various communities many have called “The New” Latinas/os/xs. In doing so, the course surveys materials from various disciplines to arrive at an understanding of the realities of “New” Latina/o/x communities.

Course Requirements

This class is in-person and discussion-intensive. Given the size of the class, we will engage in open discussions, group and partner activities throughout the semester. Therefore, students are expected to come to class fully prepared to discuss the assigned reading material. This means that

students are expected to have done the reading **before** class and must show up to class with the readings and their notes and be ready to critically engage with the material in a cumulative manner.

Attendance and participation in this class are highly important. If you must be absent because of an emergency or illness please make every effort to speak with me beforehand. I will excuse such absences with a doctor's note or other form of official documentation. Keep in mind that more than **three (3)** unexcused absences will begin to affect your final grade. If you are having troubling meeting any of the class requirements, please consult with the professor or your TA.

****Important**** If you you are sick, please stay home. If your roommate(s), friend(s), or any other person(s) who you have had close contact with are sick, please stay at home and let me or your TA know as soon as possible. In the event that I become sick, or anyone in family does, I might be absent from class or might have to conduct class virtually for a few days, adjust the class format or content as needed. However, virtual format is reserved only for strenuous circumstances.

Grade breakdown

In-class participation	15%
Creative reading responses (3)	15%
Assignments (2)	40%
Final bio project	30%

In-class participation (15%)

Your participation grade will be based on your attendance and contribution during class discussions. The materials that we will be reading are dense and introduce complex topics and theories. Some of these also use complex methodologies. I strongly recommend annotating the readings and taking notes so that you can rely on these during class discussions. I expect all of you to provide critical and insightful commentary during our class discussions.

Every class day, we will open class with the following question *“What is going in the news, and how is it relevant to the course?”* Coming to class prepared to answer this question will be part of your participation grade. In order to answer this question, pay close attention to the news (local, state or national) and be ready to share with the class relevant news stories that connect to the class material.

Creative reading responses (15%)

You are expected to submit a total of **three (3)** creative reading responses throughout the semester. Each one of these will be worth 5%. These should be *brief* and to the point. We have a total of 26 meetings as a class with assigned readings. This means that you can do a creative response for any day or assigned readings of your choosing. However, you must complete a **total of 3** by the last day of class. On the days that you do submit a creative reading response, you must submit it by **11:59pm CST** the night before class readings are due. Any creative response after this time will **not** count toward your required entries. Moreover, in order to receive full credit for your entry these must engage critically, creatively and analytically with the material and must be connected to the readings for that day or week. For additional instructions on the reading responses please visit the class webpage or the creative responses handout.

Assignments (40%)

Throughout the semester you will have to complete two short assignments (3-4 pages). Each assignment will be 20% of your final grade. The assignments will ask you to respond to a brief prompt or do a creative mini-project. The assignment will be made available to you the day the assignment is released. Assignments should be double-spaced, one-inch margins, using 12 pt. font either Times New Roman or Arial. Footnotes, endnotes, tables, figures and a bibliography do not count toward the page limit. All assignments are due on the Canvas site on the specified due dates at **11:59pm CST**. **Late assignments** will be penalized and **will be deducted 5% from the final assignment grade for each 24 hours that the assignment is late**.

Final (30%)

The final requirement for the class is a final project. The final is due on the Canvas site on **Friday May 3rd, 2024**. For the final project, you will be asked to choose a “New” Latina/o/x character, musician, artist, athlete, politician, icon, etc of your preference and write-up a biography about them. In this bio, you will be expected to detail the sociopolitical trajectory of this “New” Latinx individual or character through the lens of this course. In other words, you must incorporate theories and concepts covered throughout the course on migration pathways, pan-ethnicity and self-identification, geography, class, race, skin color, among others. The final project should be typed up, double-spaced, one-inch margins, using 12 pt. font either Times New Roman or Arial. Footnotes, endnotes, tables, figures and a bibliography do not count toward the page limit. **Late assignments** will be penalized and **will be deducted 5% from the final assignment grade for each 24 hours that the assignment is late**.

Extra Credit

Students will have the opportunity to receive extra credit in the course, which will count towards their final grade. To receive extra credit, students can attend a MALS event or another event on campus (or a virtual event) related to the course material. After attending the event, the student must write a 1-page summary of the event. If the event is not listed on Canvas, the event must be approved by the professor or TA before being submitted for extra credit. Students will be allowed to complete a maximum of two extra credit write-ups. Each write-up can earn up to 1/2 point. To receive full credit, the summary write-up **MUST** provide details of the event (i.e. title, location, date, who was present, who led the event, what type of event, etc) and it must also address how the event related to a concept, theory, or idea discussed during class.

Grade Grievances

If any inquiries regarding your grades come up please follow these instructions:

- Carefully re-read the assignment and read all comments.
- Within **one week** but no less than **24 hours** of receiving a grade provide a 1-page written statement explaining why you believe the grade that you received should be changed.
- Bring the exam or paper to your TA office hours (or by appointment) so that you can discuss the issue in person. Inquiries over grades will **not** be accepted if not made in office hours.

- Your TA and professor will discuss the request after the in-person meeting. If warranted, we will re-read the exam or paper and return within one week of when the inquiry was made.
- Please note that when you submit for a re-grade and re-assessment your grade may either go up or down.

Grading

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|-------------|-------------|-------------|
| • A 94-100% | • B- 80-83% | • D+ 67-69% |
| • A- 90-93% | • C+ 77-79% | • D 64-66% |
| • B+ 87-89% | • C 74-76% | • D- 60-63% |
| • B 84-86% | • C- 70-73% | • F 0-59% |

Electronics Policy

Electronics (tablets and computers) are only allowed for the purposes of the class. In other words, you may **only** use your computer or tablet to access your notes, collaborative class documents, the reading materials or to take notes during the class. In the event that electronics become a distraction, I reserve the right to ban their usage. Please refrain from text messaging, using social media or the internet (except for Canvas) during class session. This is disrespectful to your fellow students and professor.

Class Conduct

A positive learning environment relies upon creating and fostering an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending the points of view we have formed outside the classroom.

Course Outline and Reading Assignments

The schedule below is a working guideline of the material we will be covering. I will be modifying this syllabus throughout the semester as needed. The only required text is: Juan Gonzalez' *Harvest of Empire*. You can find all chapters for this book using the UT-Austin Library site. All other readings can be found using the links below or the UT-Austin Library website. Selected book chapters will be made available on the Canvas site.

I reserve the right to give in-class pop-up quizzes worth up to 5% of your grade if I find that students are not doing the reading before class.

Content Warning

The content and discussion in this course will engage with topics of race, and ethnicity almost every week. A lot of it will be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense content that discusses or represents racism, violence, misogyny, and self-harm. I will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.

	Monday	Wednesday	Assignment
Unit 1: Historical Foundations			
Week 1 1/17		Introduction & syllabus overview	
Week 2 1/22 - 1/24	Gonzalez, Juan. Harvest of Empire. Chapters 2-3.	Gonzalez, Juan. Harvest of Empire. Ch. 4-5	
Week 3 1/29 - 1/31	Gonzalez, Juan. Harvest of Empire. Ch. 6-7	Gonzalez, Juan. Harvest of Empire. Ch. 8-9	
Unit 2: Latinas/os/xs: One Group?			
Week 4 2/5 - 2/7	- Mora, Cristina. Making Hispanics. Introduction. - NPR Latino USA Podcast. The Making of Hispanics Listen Here .	- Gonzalez, Juan. Harvest of Empire. Ch. 10 - Aparicio, Frances R. "(Re) constructing latinidad: The challenge of Latina/o studies." A Companion to Latina/o studies (2017): 39-48. https://doi.org/10.1002/9781405177603.ch4	
Unit 3: Migration Pathways			
Week 5 2/12 - 2/14	Silva and Massey. Violence, Networks, and International Migration from Colombia https://onlinelibrary.wiley.com/doi/abs/10.1111/imig.12169	Donato, Katharine. U.S. Migration from Latin America: Gendered Patterns and Shifts https://journals.sagepub.com/doi/10.1177/0002716210368104	
Week 6 2/19 - 2/21	Escamilla Garcia, When Internal Migration Fails: A Case Study of Central American Youth Who Relocate Internally Before Leaving Their Countries.	- Cardenas. The Growing Venezuelan Diaspora in the United States https://link.springer.com/chapter/10.1007/978-3-319-95738-8_12 -NYT The Daily Podcast. A Mother, A Daughter, a Deadly Journey. Listen here .	Assignment 1 due 2/23 at 11:59pm.
Unit 4: Geography and Place			

Week 7 2/26 - 2/28	Lee et al. Solamente Mexicanos? Patterns and Sources of Hispanic Diversity in US Metropolitan Areas https://doi.org/10.1016/j.ssresearch.2017.08.006	Ochoa Camacho. New York's lonely streets: Constructions of soledad in Colombian migrant experiences https://link.springer.com/article/10.1057/s41276-020-00266-4	
Unit 5: Pan-ethnicity and Self-identification			
Week 8 3/4 - 3/6	Umaña-Taylor and Fine. Methodological Implications of Grouping Latino Adolescents into One Collective Ethnic Group https://doi.org/10.1177/0739986301234001	Schut. "New White Ethnics" or "New Latinos"? Hispanic/Latino Pan-ethnicity and Ancestry Reporting among South American Immigrants to the United States https://journals.sagepub.com/doi/abs/10.1177/0197918321993100	
Spring Break 3/11 - 3/16			
Week 9 3/18 - 3/20	Zevallos-Aguilar. "Mapping the Andean Cultural Archipelago in the United States" in <i>The Other Latinos</i> https://link.springer.com/article/10.1057/s41276-022-00354-7	Lebron, Alan. "When Latinos are not Latinos: The case of Guatemalan Maya in the United States, the southeast and Georgia." https://link.springer.com/article/10.1057/lst.2012.8	
Unit 6: Skin color, race and racialization			
Week 10 3/25 - 3/27	Chalupa Young. "What part of Mexico is Peru in?" The racialization and identities of South American immigrants	Oropesa and Jensen. Dominican Immigrants and Discrimination in a New Destination: The Case of Reading, Pennsylvania https://doi.org/10.1111/j.1540-6040.2010.01330.x	Assignment 2 due 3/29 at 11:59pm.
Week 11 4/1 - 4/3	Benson and Clealand. "Re-Narrating Mariel: Black Cubans, Racial Exclusion, and Building Community in Miami" https://anthurium.miami.edu/articles/10.33596/anth.462?utm_source=TrendMD&utm_medium=cpc&utm_campaign=Anthurium_TrendMD_0	Landale and Oropesa. White, Black, or Puerto Rican? Racial Self-Identification among Mainland and Island Puerto Ricans https://doi.org/10.1353/sof.2002.0052	
Unit 7: Legal Status			

Week 12 4/8 - 4/10	Menjivar. Liminal legality: Salvadoran and Guatemalan immigrants' lives in the United States. https://doi.org/10.1086/499509	Rincon, Lina. 2017. The Indelible Effects of Legal Liminality among Colombian Migrant Professionals in the United States. https://link.springer.com/article/10.1057/s41276-017-0068-9	
Unit 8: Political Attitudes and Incorporation			
Week 13 4/15 - 4/17	Castro Irizarry. The Influence of Country of Origin in the Process of Party Identification Acquisition. https://doi.org/10.1017/rep.2023.34	Ocampo and Ocampo. Disaggregating the Latina/o/x 'umbrella': The political attitudes of US Colombians. https://doi.org/10.1057/s41276-020-00268-2	
Unit 9: Class and status			
Week 14 4/22 - 4/24	Itzigsohn. Encountering American faultlines: Race, class, and the Dominican experience in Providence. Russell Sage Foundation, 2009. Part II: Class, race, and mobility.	Canizales. Work Primacy and the Social Incorporation of Unaccompanied, Undocumented Latinx Youth in the United States https://academic.oup.com/sf/advance-article/doi/10.1093/sf/soab152/6461153	
Week 15 4/29	Make-up day		Final Bio Project due May 3rd at 11:59pm.

Cultural Diversity Flag (CD)

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

Academic Integrity

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status

sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Accommodations for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&As website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A , please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Title IX

Please remember that before talking with me, or with any faculty or staff member about a Title IX related or sexual misconduct incident, that I will be required to report this information.

However, if you need support, please know that you have rights and are not alone. For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419. The Title IX office can also provide support, resources and accommodations for pregnant, nursing and parenting students.

Pregnant and parenting students are eligible to receive support and resources from the Title IX Office. Support and resources may include supportive measures, medically necessary periods of leave, and leaves of absence. Case Managers from the Title IX Office connect with students to provide one-on-one, individualized support. For more information about support and resources and how to get connected with a Case Manager, contact the Title IX Support and Resources team supportandresources@austin.utexas.edu.

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