

STANFORD UNIVERSITY
CSRE 180E/CHILATST 180E/EDUC 179E
INTRODUCTION TO LATINX STUDIES
WINTER 2022

Instructor: Dr. Jonathan Rosa (jdrosa@stanford.edu)

Office Hours: By appointment

Teaching Assistants: Victoria Melgarejo (vickymel@stanford.edu) & Alexandros Orphanides (alexorph@stanford.edu)

Office Hours: By appointment

Community Engaged Learning Coordinator: Angie Gomez (agomez3@stanford.edu)

Class Meetings: Wednesdays, 1:30-4:30PM PT

Weeks 1 & 2: Zoom

Weeks 3-7: Sequoia High School, Room 244

Week 8: Stanford, CERAS 108

Week 9: Sequoia High School, Room 244

Week 10: Stanford, CERAS 108

Final Exam/Celebration of Knowledge: Thursday, March 17, 12:15-3:15PM, location TBA

Course Description

This interdisciplinary, community-based course centers on a collaboration between Stanford and Sequoia High School to introduce students to a range of issues, experiences, and methodologies that form the foundation of Latina/o/x studies. By studying the relationship between the creation of “Latinx” and “American” identities, students will critically reconsider borders that constitute the U.S. as a political and cultural formation in relation to interlocking, imbricated histories and ongoing realities of European colonization, African enslavement, Indigenous dispossession, and imperially structured (im)migration. The course balances depth and breadth in its study of the variety of perspectives and experiences that come to be associated with U.S. Latinxs. Thus, we will analyze the histories of migration and colonialism associated with predominant U.S. Latinx sub-groups, such as Mexicans/Chicanxs and Puerto Ricans, while also examining how Central America, South America, and the Caribbean play crucial roles in constituting Latinidad. Additionally, we will consider what is at stake in disaggregating and rethinking nation-state and regional identities as a strategy for contesting colonial demarcations. Topics include comparative colonialisms and decolonization; the U.S./Mexico border and borderlands; (im)migration and diaspora; literary and cultural traditions; music and expressive practices; labor and structural inequality; social movements; Latinx urbanism; race and ethnicity; anti-Blackness and anti-Indigeneity; gender and sexuality; political and economic shifts; and inter- and intra-group relations. Sources include a range of social science and humanities scholarship, as well as work by Latinx artists, activists, and cultural producers. Finally, this course has been designated as a Cardinal Course by the Haas Center for Public Service. Cardinal Courses apply classroom knowledge to pressing social and environmental problems through reciprocal community partnerships. The units received through this course can be used towards the 12-unit requirement for the Cardinal Service transcript notation.

Goals

This course draws on lectures, reading assignments, collective dialogues, discussion facilitations, creative reflection exercises, and community activities to guide students as they develop critical understandings of Latinx Studies. Our work will focus on analysis of contributions from the field of Latina/o/x Studies and the various forms of marginalization it has continually sought to address. In the spirit of engaged scholarship, we will refine our understandings through *praxis*, the joint consideration of theory and practice. With this approach in mind, we will continually examine the theoretical concepts that are central to this course in terms of the ways in which they can be recognized in everyday life and vice versa. This effort will require you to re-analyze lived experiences through the lens of social and cultural analysis. A key component of our critical race and ethnic studies-based approach toward knowledge production will be our weekly collaborative meetings that take place not only among Stanford students, but also Sequoia high school students and staff. Finally, we will seek to connect our work to histories of activism and struggle that led to the creation of the field of Chicanx-Latinx Studies at Stanford and throughout the US, with a commitment to engaged scholarship as a space for the development of critical solidarities and the imagination of possible worlds.

Land Acknowledgment

Throughout the quarter, we will be participating in this course from unceded Muwekma, Ohlone, and Ramaytush territories. Land acknowledgments can disrupt the notion that colonialism was a distant historical event and draw attention to ongoing structures of Indigenous dispossession. Importantly, land acknowledgments are not ends in themselves, but rather strategies for recognizing, honoring, and sustaining Indigenous peoples, ecologies, and lifeways. I encourage you to identify and continually engage with Indigenous lands, ecologies, and lifeways that structure your participation in this course and your broader lived experiences as we seek to develop solidarity with broader efforts toward decolonization.

Guidelines and Requirements

This course is taking place in the context of an ongoing global pandemic and it is designed to prioritize our collective well-being. I honor your participation while also recognizing that we are adapting to shifting conditions and should be prepared to do so throughout the quarter. Due to the interactive nature of this course and the sensitive topics that it covers, it is imperative to maintain a high degree of mutual respect and maturity. Give one another the benefit of the doubt in class discussions, and analyze one another's ideas without waging personal attacks. If there are any particular learning issues that might affect your performance in this course, please inform me at the beginning of the academic term and/or as they arise.

Evaluation and Assignments

Attendance and Participation

Attendance, as well as participation in class by raising questions and issues, listening and responding respectfully to others, and engagement in group work, are central to this course. To be prepared for the class you should do the assigned reading and assignments prior to the class, seek to understand the major themes in the reading and/or ask questions related to your lack of understanding, raise questions and issues for discussion, and share materials with others in the class.

Critical Reflection Exercises

You will engage in critical reflection exercises throughout the quarter that facilitate your engagement with course readings and concepts through your own writing and creative expression. We will discuss these assignments further during our first meeting.

Community Engagement

Each week we will meet with students at Sequoia High School to explore the issues that emerge in the readings and classroom dialogues at Stanford. This community-based approach to learning is central to Latinx Studies as a transformative political and intellectual project. You will partner with several Stanford students to facilitate these weekly small group meetings. In preparation for each weekly meeting at Sequoia you will work with your Stanford peers to develop a set of potential discussion questions and topics based on the short reading selection provided to the Sequoia students and on which you can draw during your conversations with them. Your group will submit these planned questions and topics via Canvas by 9pm on the Tuesday before each class meeting. You will keep a weekly community engagement journal in which you write 200-300 word entries, with a particular focus on the ways this collaboration embodies the Haas Center's Principles of Ethical and Effective service. You will submit your community engagement journal via Canvas two times during the quarter. You will also work with a group of Sequoia High School students to prepare a final presentation which will take place at Stanford at the end of the quarter.

Final Celebration of Knowledge

The final celebration of knowledge synthesizes course readings and activities in an effort to connect our work to broader intellectual projects and political struggles toward decolonization.

Course Texts

All readings are available electronically through Stanford libraries or on the Canvas site for this course unless otherwise noted. Please contact me if you have any problem accessing these readings.

Students with Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY). **I am also committed to working with students to address accessibility concerns that do not fit into the category of “documented disabilities”; please contact me as soon as possible to address any such concerns should they arise.**

Course Schedule

Week 1 (January 5): Introductions and Defining Latinx Studies

1. Dávila, Arlene. 2020. Latinx People in the US Are Never Going to Fit into One Demographic. <https://www.vice.com/en/article/epdn4k/latinx-cuban-voters-united-states-diverse-demographic-2020-election>
2. Milian, Claudia. 2019. "Introduction," in *LatinX*. Minneapolis, MN: University of Minnesota Press. (Pp. 1-7)

Week 2 (January 12): Colonial Histories and Legacies: Direct/Indirect, Internal/External, Settler/Franchise

*Please view the documentary Harvest of Empire in preparation for this meeting :

<https://www.youtube.com/watch?v=5gW84cAN2Pw>

1. Cabán, Pedro A. 2003. Moving from the Margins to Where? Three Decades of Latino/a Studies. *Latinos Studies* 1(1):5-35.
2. Aparicio, Frances. 2017. "Latinidad/es," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 64-68)
3. Gonzalez, Juan. 2001. "Conquerors and Victims: The Image of America Forms, 1500-1800," "The Spanish Borderlands and the Making of an Empire, 1810-1898," and "Banana Republics and Bonds: Taming the Empire's Backyard, 1898-1950," in *Harvest of Empire: A History of Latinos in America*. New York, NY: Penguin Books. (Pp. 3-78)
4. Acuña, Rodolfo. 1998. "Occupied America," in *The Latino/a Condition: A Critical Reader*. New York, NY: New York University Press. (Pp. 171-174)

Week 3 (January 19): A Political Economy of Latinx Stereotypes and Narratives of the Nation

1. Chavez, Leo. 2008. "The Latino Threat Narrative," in *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, CA: Stanford University Press. (Pp. 21-43)
2. Dávila, Arlene. 2008. "Introduction," in *Latino Spin: Public Image and the Whitewashing of Race*. New York, NY: New York University Press. (Pp. 1-20)
3. Grosfoguel, Ramón, Nelson Maldonado-Torres, and José David Saldívar. 2005. "Introduction: Latin@s and the 'Euro-American Meance': The Decolonization of the U.S. Empire in the Twenty-First Century," in *Latin@s in the World-System: Decolonization Struggles in the 21st Century U.S. Empire*. Boulder, CO: Paradigm Publishers. (Pp. 3-27)
4. Hernández, Ramona. 2017. "Capitalism," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 28-31)

Week 4 (January 26): Shifting Borders, Citizenship Classes, and Etbno-racial Categories

1. Blackwell, Maylei. 2017. "Indigeneity," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 100-105)
2. Hernández, Tanya Katerí. 2003. "Too Black to be Latino/a": Blackness and Blacks as Foreigners in Latino Studies. *Latinos Studies* 1(1):152-159.

3. Arrizón, Alicia. 2017. "Mestizaje," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 133-136)
4. Dowling, Julie. 2017. "White," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 239-242)
5. Guzmán, Joshua Javier. 2017. "Brown," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 25-28)
6. Menjívar, Cecilia. 2017. "Illegality," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 93-96)
7. De Genova, Nicholas. 2017. "Citizenship," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 36-39)
8. Guidotti-Hernández, Nicole. "Borderlands," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 21-24)

Week 5 (February 2): (Im)Migration, Assimilation, Marginalization, Refusal

1. Ramírez, Catherine S. "Assimilation," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 14-18)
2. Stepick, Alex and Carol Dutton Stepick. 2009[2002]. "Power and Identity: Miami Cubans," in *Latinos: Remaking America*. Berkeley, CA: University of California Press. (Pp. 75-92)
3. Márquez, John. 2012. Latinos as the "Living Dead": Raciality, Expendability, and Border Militarization. *Latino Studies* 10(4):473-498.
4. Contreras, Sheila Marie. 2017. "Chicana, Chicano, Chican@, Chicanx," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 32-35)

Week 6 (February 9): Transnationalism, Diaspora, and Panethnicity

1. Ortiz, Ricardo L. 2017. "Diaspora," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 47-105)
2. Candelario, Ginetta E. B. 2017. "Transnationalism," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 236-239)
3. Arias, Arturo. 2003. Central American-Americans: Invisibility, Power, and Representation in the US Latino World. *Latino Studies* 1(1):168-187.
4. Rodríguez, Ana Patricia. 2005. "Departamento 15": Cultural Narratives of Salvadoran Transnational Migration. *Latino Studies* 3(1):19-41.
5. Mora, G. Cristina. 2014. Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965-1990. *American Sociological Review* 79(2):183-210.

Week 7 (February 16): Gender, Latina Feminisms, and Queer Latinidades

1. Moraga, Cherrie. 2015. "Catching Fire," in *This Bridge Called My Back: Writings by Radical Women of Color* (Fourth Edition). Albany, NY: State University of New York Press. (Pp. xv-xxvi)
2. Coteria, María Eugenia. 2017. "Feminisms," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 64-68)
3. Rodríguez, Juana María. "Sexuality," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 196-105)

4. Decena, Carlos Ulises. 2008. Tacit Subjects. *GLQ: A Journal of Lesbian and Gay Studies*. 14(2-3):339-359.
5. Rivera-Servera, Ramón. 2012. "Quotidian Utopias: Latina/o Queer Choreographies," in *Performing Queer Latinidad: Dance, Sexuality, Politics*. Ann Arbor, MI: The University of Michigan Press. (Pp. 124-167)

Week 8 (March 23): Latinx Media, Performance, & Expressive Culture

1. Gonzalez, Rita. "Art," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 12-)
2. Rodriguez, Ana Patricia. 2017. "Literature," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 122-125)
3. Cepeda, María Elena. 2017. "Music," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 144-147)
4. Rivera-Servera, Ramón. 2017. "Performance," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 152-155)
5. Nieto-Phillips, John. 2017. "Language," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 109-113)
6. Martínez, Anne M. 2017. "Religion," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 192-196)
7. Delgadillo, Theresa. 2017. "Spirituality," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 212-216)
8. Castañeda, Mari. 2017. "Media," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 129-132)

Week 9 (March 2): Latinx Structural Inequity Across Societal Contexts

1. Valenzuela, Angela. 2017. "Education," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 51-54)
2. Cammarota, Julio. 2017. "Race War in Arizona: Reflections on the Ethnic Studies Ban and White Hegemony." *Latino Studies* 15(4):522-531.
3. Rosa, Vanessa. 2020. Mi Casa is Not Su Casa: A Research Reflection. *Meridians: Feminism, Race, Transnationalism*. 19(2):278-294.
4. Mckiernan-González, John. 2017. "Health," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 79-82)
5. Hames-García, Michael. 2017. "Incarceration," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 96-99)
6. Gleeson, Shannon. 2017. "Labor," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 105-109)
7. Stern, Alexandra Minna. 2017. "Sterilization," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 217-220)

Week 10 (March 9): Latinx Social Movements: Transnational Subjectivities and Translocal Struggles

1. Ontiveros, Randy J. 2017. "Social Movements," in *Keywords for Latina/o Studies*. New York, NY: NYU Press. (Pp. 200-204)
2. Blackwell, Maylei. 2017. Geographies of Indigeneity: Indigenous Migrant Women's Organizing and Translocal Politics of Place. *Latino Studies* 16(2):156-181.

3. Unzueta Carrasco, Tania A., and Hinda Seif. Disrupting the Dream: Undocumented Youth Reframe Citizenship and Deportability through Anti-Deportation Activism. *Latino Studies* 12(2):279-299.
4. Zepeda-Millán, Chris. "Introduction," in *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York: Cambridge University Press. (Pp. 1-24)

Final Exam/Celebration of Knowledge – Thursday, March 17, 12:15-3:15PM