

Northwestern University

Introduction to Latina/o Studies

Latin American and Caribbean Studies 251

Winter 2009

**Tuesday/Thursday 2:00-3:20pm
Kresge Hall 4-310**

Instructor: Jonathan Rosa

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Office Hours: By Appointment

Course Description

This course introduces students to the range of issues and analytical approaches that form the foundation of Latin@ studies. By tracing the history of the “Latina/o” concept in relation to key elements of sociocultural life, such as time, space, identity, community, power, language, nation, and rights, students will develop understandings of the particular ways in which Latina/o studies takes shape as an intellectual and political enterprise. On a practical level, the course balances depth and breadth in its study of the variety of perspectives and experiences that come to be understood as Latin@. Thus, we will analyze the histories of predominant Latina/o sub-groups, such as Mexicans, Chicanas/os and Puerto Ricans, while also incorporating broader considerations of the ways in which Central America, South America, and the Caribbean play crucial roles in constituting Latinidad.

Goals

This course draws on interactive lectures, reading assignments, writing exercises of varying lengths, and community activities in order to guide students as they begin develop a multifaceted understanding of Latinidad. This understanding will take root in our analysis of the history of the field 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 make sense of the theoretical concepts that are central to this course in terms of the ways in which they can be recognized in everyday life. Remember that this effort will require you to re-analyze lived experiences through the lens of social and cultural analysis.

Guidelines and Requirements

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. Do not eat, sleep, or carry on private conversations during class

– cellular phone calls are particularly egregious. Electronic devices may be used for note-taking purposes only; again, text messaging is a no. Disruptive students will be asked to leave. If there are particular learning issues that might exempt you from these regulations, please inform me at the beginning of the academic term. It goes without saying that all written assignments submitted MUST be original work for this course.

Grading and Assignments

	Points	Percentage of Overall Grade
* Attendance and Participation	100	20%
* Critical Analysis Papers	150	30%
* Blackboard Discussions	100	20%
* Community Engagement	50	10%
* Final Exam	100	20%
	500	100%

1. Attendance and Participation (20%)

Twenty percent of your grade will reflect overall class attendance and participation. These points will be based on attendance, involvement in class by raising questions and issues, listening and responding respectfully to others, and participating in group work. Excellent class attendance and participation means not missing class without notice, being on time and staying for the full time (i.e., not packing up before the class ends), and being actively engaged in the class.

One of the best ways to learn something is to hang out with people who already know how to do what you need or want to learn. They can be role models and give you feedback. You can benefit from observing and working with others who are also learning. They, too, can be role models and provide support. To be prepared for the class you should do the assigned reading and assignments prior to the class, 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.

2. Critical Analysis Papers (30%)

You will compose two critical analysis papers on topics to be announced. The first paper will be assigned at the beginning of Week 4 (1/27) and due in class at the beginning of Week 5 (2/3). This assignment will be 1000 words (roughly three to four double-spaced pages) and will be worth 60 points. The second Paper will be assigned at the beginning of Week 8 (2/24) and due in class at the beginning of

Week 9 (3/3). This assignment will be 1500 words (roughly five double-spaced pages) and will be worth 90 points.

Papers must be typed in 12pt. times new roman font, double-spaced, and submitted as hard copies. They must contain a title and page numbers. They must list a word count at the end. Papers will lose a letter grade for each day that they are late. Papers that are more than two days late will not be accepted. No excuses.

3. Blackboard Discussions (20%)

In order to encourage discussion of the reading, I will post questions on Blackboard prior to each week's meetings. You can access the discussion question by logging onto Blackboard, then clicking Communication, and then Discussion Board. I will demonstrate this in class. You will have until Monday at 10pm to post an initial response to each week's question. Your initial response must range from 150-250 words. You will then have until Wednesday at 10pm to post a follow-up response to your classmates' initial response. These follow-up responses must be no more than 100 words. In class I will often draw on your postings to prompt discussion.

Your participation in these online discussions will count for 15% of your grade. Points will be based on clarity, level of engagement with the reading, and the maturity demonstrated in your responses to your classmates' ideas.

Because of the size of the class, I will break you up into two separate groups for the blackboard discussions.

4. Community Engagement (10%)

Throughout the quarter you are required to attend 2 events in different (construed broadly) Latin@ communities. I will inform you of some possible events, but ultimately you are responsible for seeking out opportunities. After each activity you must write a response that is 300-400 words (roughly 1-1.5 double-spaced pages). Each response is worth 25 points. The first response is due by Week 6 (2/10) and the second is due by Week 10 (3/10). These responses are less formal than the critical analysis papers (i.e., they do not need a title or word count), but they should still draw on concepts from the readings and class discussions in order to reflect on whatever events you attend.

4. Final Exam – Thursday, March 19, 3-5pm (20%)

The comprehensive final exam will consist of short answer and essay questions that cover *all* course readings, discussions, and lectures.

Course Schedule

*Note on readings:

All readings are available on the Blackboard site for this course in the "Course Documents" section (<http://courses.northwestern.edu/>). Please contact me if you have any problem accessing these readings. Students are expected to complete ALL required readings for this course.

Part I. Sociocultural, Political, Historical, and Economic Overview of Latinidad

Week 1 (1/6 & 1/8): Introductions: Defining Latin@ Studies

Required:

1. Cabán, Pedro A. 2003. Moving from the Margins to Where? Three Decades of Latino/a Studies. *Latinos Studies* 1(1):5-35.
2. Suárez-Orozco, Marcelo M. and Francisco X. Gaytán. 2009. "Preface to the 2009 Edition," in *Latinos: Remaking America*. Berkeley, CA: University of California Press. (Pp. xi-xxiii)
3. Aparicio, Francis. 2007. "(Re)constructing Latinidad: The Challenge of Latina/o Studies," in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 39-47)
4. Wallerstein, Immanuel. 2005. "Latin@s: What's in a Name?" in *Latin@s in the World System: Decolonization Struggles in the 21st Century U.S. Empire*. Boulder, CO: Paradigm Publishers. (Pp. 31-39)

Recommended further reading:

Delgado, Richard and Jean Stefancic. 1998. *The Latino/a Condition: A Critical Reader*. New York, NY: New York University Press; Gracia, Jorge, J. E. 2008. *Latinos in America: Philosophy and Social Identity*. Malden, MA: Blackwell; Stavans, Ilan. 2001. *The Hispanic Condition: The Power of a People*. New York, NY: Rayo; Darder, Antonia and Rodolfo D. Torres, eds. 1998. *The Latino Studies Reader: Culture, Economy, Society*. Malden, MA: Blackwell; Oboler, Suzanne. 1995. *Ethnic Labels, Latino Lives: Identity and the Politics of (re)Presentation in the United States*. Minneapolis, MN: University of Minnesota Press.

Week 2 (1/13 & 1/15): Latin@ Stereotypes and Narratives of the Nation

Required:

1. Huntington, Samuel P. 2004. The Hispanic Challenge. *Foreign Policy* 141:30-45.
2. Chavez, Leo. 2008. "Chapter 1: The Latino Threat Narrative," in *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, CA: Stanford University Press. (Pp. 21-43)
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)

Recommended further reading:

Santa Ana, Otto. 2002. *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. Austin, TX: University of Texas Press; Huntington, Samuel P. 2005. *Who Are We?: The Challenges to America's National Identity*. New York, NY: Simon & Schuster.

Week 3 (1/20 & 1/22): Colonial Histories and Legacies: Direct/Indirect, Internal/External

Required:

1. Acuña, Rodolfo. 1998. "Occupied America," in *The Latino/a Condition: A Critical Reader*. New York, NY: New York University Press. (Pp. 171-174)
2. Gonzalez, Juan. 2001. "Chapter 1, Conquerors and Victims: the Image of America Forms, 1500-1800," "Chapter 2: The Spanish Borderlands and the Making of an Empire, 1810-1898," and "Chapter 3: 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)

Recommended further reading:

Acuña, Rodolfo. 2007. *Occupied America: A History of Chicanos* (Sixth Edition). New York, NY: Longman; Briggs, Laura. 2002. *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*. Berkeley, CA: University of California Press; Hardt, Michael and Antonio Negri. 2000. *Empire*. Cambridge, MA: Harvard University Press. Kessell, John L. 2002. *Spain in the Southwest: A Narrative History of Colonial New Mexico, Arizona, Texas, and California*. Norman, OK: University of Oklahoma Press.

Week 4 (1/27 & 1/29): Shifting Borders, Citizenship Classes, and Ethnoracial Categories
***First Critical Analysis Paper Assigned**

Required:

1. De Genova, Nicholas. 2004. The Legal Production of Mexican/Migrant "Illegality." *Latino Studies* 2(2):160-185.
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. Bailey, Benjamin. 2007. Shifting Negotiations of Identity in a Dominican American Community. *Latino Studies* 5(2):157-181.

Recommended:

Torres-Saillant, Silvio. 2003. Inventing the Race: Latinos and the Ethnoracial Pentagon. *Latino Studies* 1:123-151; De Genova, Nicholas and Ana Y. Ramos-

Zayas. 2003. *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. New York, NY: Routledge; Wallerstein, Immanuel. 2005. "Latin@s: What's in a Name?" in *Latin@s in the World-System: Decolonization Struggles in the 21st Century U.S. Empire*. Boulder, CO: Paradigm Publishers. (Pp. 31-39); Alcoff, Linda Martín. 2006. "Latinos and the Categories of Race" and "Latinos, Asian Americans, and the Black-White Binary," in *Visible Identities: Race, Gender, and the Self*. New York, NY: Oxford University Press. (Pp. 227-246, 247-263); Gracia, Jorge J. E., ed. 2007. *Race or Ethnicity?: On Black and Latino Identity*. Ithaca, NY: Cornell University Press.

Week 5 (2/3 & 2/5): (Im)Migration, Acculturation, Assimilation, Transnationalism, and the Diaspora Concept

***First Critical Analysis Paper Due in Class**

Required:

1. Portes, Alejandro. 2007. "The New Latin Nation: Immigration and the Hispanic Population of the United States," in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 15-24)
2. Arias, Arturo. 2003. Central American-Americans: Invisibility, Power, and Representation in the US Latino World. *Latino Studies* 1(1):168-87.
3. Oboler, Suzanne. 2005. Introduction: Los Que Llegaron: 50 Years of South American Immigration (1950-2000) – An Overview. *Latino Studies* 3(1):42-52.
4. Pérez, Gina M. 2003. "Puertorriqueñas Rencorosas y Mejicanas Sufridas": Gendered Ethnic Identity Formation in Chicago's Latino Communities. *Journal of Latin American Anthropology*. 8(2):96-124.

Recommended:

Pérez, Gina M. 2004. *The Near Northwest Side Story: Migration, Displacement, and Puerto Rican Families*. Berkeley, CA: University of California Press; Rodríguez, Ana Patricia. 2005. "Departamento 15": Cultural Narratives of Salvadoran Transnational Migration. *Latino Studies* 3:19-41; Paerregaard, Karsten. 2005. Inside the Hispanic Melting Pot: Negotiating National and Multicultural Identities among Peruvians in the United States. *Latino Studies* 3:76-96; Duany, Jorge. 2002. *The Puerto Rican Nation on the Move: Identities on the Island and in the United States*. Chapel Hill, NC: University of North Carolina Press; De Genova, Nicholas. 2005. *Working the Boundaries: Race, Space, and "Illegality" in Mexican Chicago*. Durham, NC: Duke University Press; Smith, Robert Courtney. 2006. *Mexican New York: Transnational Lives of New Immigrants*. Berkeley, CA: University of California Press.

Part II: Siting Latinidad: Practices, Performances, Problematics, and Possibilities

Week 6 (2/10 & 2/12): Literary Articulations of Latin@ Experience: EthnoRaciality, Gender, Class, Religion, and Sexuality as Co-Constitutive Identities

*First Community Engagement Reflection Due

Required:

1. Anzaldúa, Gloria. 1999. "Movimientos de rebeldía y las culturas que traicionan" and "La conciencia de la mestiza/Towards a New Consciousness," in *Borderlands/La Frontera: The New Mestiza* (Second Edition). San Francisco, CA: Aunt Lute Books. (Pp. 37-45, 99-113)
 2. Rodriguez, Richard. 1983. "Aria," in *Hunger of Memory*. New York, NY: Bantam. (Pp. 9-40)
 3. Cisneros, Sandra. 1991[1984]. "Hairs," "My Name," "Those Who Don't," "Chanclas," "Papa Who Wakes Up Tired in the Dark," "No Speak English," "A House of My Own," and "Mango Says Goodbye Sometimes," in *The House on Mango Street*. (Pp. 6-7, 10-11, 28, 46-48, 56-57, 76-78, 108-110) New York, NY: Vintage.
 4. Thomas, Piri. 1997. "Babylon for the Babylonians," in *Down these Mean Streets*. New York, NY: Vintage. (Pp. 81-88)
 5. Alvarez, Julia. 1991. "A Regular Revolution," in *How the García Girls Lost Their Accents*. New York, NY: Plume. (Pp. 107-132)
- Díaz, Junot. 1996. "Edison, New Jersey" and "How to Date a Browngirl, Blackgirl, Whitegirl, or Halfie," in *Drown*. New York, NY: Riverhead Books. (Pp. 121-149)

Recommended:

Díaz, Junot. 2007. *The Brief Wondrous Life of Oscar Wao*. New York, NY: Riverhead Books; Santiago, Esmerelda. 1994. *When I Was Puerto Rican*. New York, NY: Vintage; Christie, John S. and José B. Gonzalez, eds. 2005. *Latino Boom: An Anthology of U.S. Latino Literature*. New York, NY: Longman; Ventura, Gabriela Baeza, ed. 2004. *U.S. Latino Literature Today*. New York, NY: Longman; Dalleo, Raphael and Elena Machado Sáez. 2007. *The Latino/a Canon and the Emergence of Post-Sixties Literature*. New York, NY: Palgrave Macmillan; Moraga, Cherrie, ed. 1983. *This Bridge Called My Back*. New York, NY: Kitchen Table, Women of Color Press; García, Cristina. 1992. *Dreaming in Cuban*. New York, NY: Ballantine Books.

Week 7 (2/17 and 2/19): Spanglish-Only: Language Ideologies, Linguistic Practices, and Latin@ Identity

Required:

1. Morales, Ed. 2002. "Introduction: What I'm Talking About When I Speak in Spanglish, or the Spanglish Manifesto," in *Living in Spanglish: The Search for Latino Identity in America*. New York, NY: St. Martin's Press. (Pp. 1-29)

2. Zentella, Ana Celia. 2007. “‘Dime con quién hablas, y te dire quién eres’: Linguistic (In)security and Latina/o Identity,” in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 25-38)
3. Darder, Antonia. 2004. The Politics of Language: An Introduction. *Latino Studies* 2:231-236.
4. Baltodano, Marta P. Latino Immigrant Parents and the Hegemony of Proposition 227. *Latino Studies*. 2:246-253.

Recommended:

Flores, Juan and George Yúdice. 1990. Living Borders/Buscando America: Languages of Latino Self-Formation. *Social Text* 24:57-84; Mendoza-Denton, N. 2008. *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell; Urciuoli, Bonnie. 1998. *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Boulder: Westview Press; Zentella, Ana Celia, ed. 2005. *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press; Zentella, Ana Celia 1997. *Growing up bilingual*. Malden, MA: Blackwell; Zentella, Ana Celia. 2002. “Latin@ Languages and Identities,” in *Latinos: Remaking America*. Edited by Marcelo M. Suárez-Orozco and Mariela M. Páez. Berkeley, CA: University of California Press; Sommer, Doris, ed. 2004. *Bilingual Aesthetics*. Durham: Duke University Press; González, Norma. 2001. *I Am My Language: Discourses of Women and Children in the Borderlands*. Tucson, AZ: University of Arizona Press.

Week 8 (2/24 & 2/26): Latin@ Popular Culture

***CLASS WILL NOT MEET ON 2/26**

***Second Critical Analysis Paper Assigned**

Required:

1. Negrón-Muntaner, Francis. 2004. “Jennifer’s Butt: Valorizing the Puerto Rican Racialized Female Body,” in *Boricua Pop: Puerto Ricans and the Latinization of American Culture*. New York, NY: New York University Press. (Pp. 228-246)
2. Hernández, Deborah Pacini. 2007. “The Name Game: Locating Latinas/os, Latins, and Latin Americans in the US Popular Music Landscape,” in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 49-59)
3. Dávila, Arlene. 2002. “Talking Back: Spanish Media and U.S. Latinidad,” in *Latino/a Popular Culture*. New York, NY: New York University Press. (Pp. 25-37)

Recommended:

Aparicio, Frances R. 2003. Jennifer as Selena: Rethinking Latinidad in Media and Popular Culture. *Latino Studies* 1:90-105; Dávila, Arlene. 2001. *Latinos Inc.: The Marketing and Making of a People*. Berkeley, CA: University of California Press; Rivera, Raquel Z. 2003. *New York Ricans from the Hip Hop Zone*. New York, NY: Palgrave Macmillan; Flores, Juan. 2000. *From Bomba to Hip-Hop: Puerto Rican Culture and Latino Identity*. New York, NY: Columbia University Press;

Vargas, Deborah R. 2007. Selenia: Sounding a Transnational Latina/o Queer Imaginary. *English Language Notes* 45(2):65-76; Villa, Raúl Homero. 2000. *Barrio-Logos: Space and Place in Urban Chicano Literature and Culture*. Austin, TX: University of Texas Press.

Week 9 (3/3 & 3/5): Latin@ Marginalization and Social Movements: Transnational Subjectivities and Translocal Struggles

***Fieldtrip to Juan Antonio Corretjer Puerto Rican Cultural Center (2739-41 W. Division St., Chicago, IL 60622), Details to be announced**

***Second Critical Analysis Paper Due**

Required:

1. Noguera, Pedro. 2007. "Y Qué Pasará Con Jovenes Como Miguel Fernández?": Education, Immigration, and the Future of Latinas/os in the United States," in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 202-214)
2. Rinaldo, Rachel. 2002. Space of Resistance: The Puerto Rican Cultural Center and Humboldt Park. *Cultural Critique* 50:135-174.
3. Rodríguez-Muñiz, Michael. "Grappling with Latinidad: Puerto Rican Activism in Chicago's Pro-Immigrant Rights Movement," in *¡La Marcha!: Latino Chicago and the Immigrant Rights Movement*. Forthcoming.

Recommended:

Torres, Rodolfo D. and George Katsiaficas, eds. 1999. *Latino Social Movements: Historical and Theoretical Perspectives*. New York, NY: Routledge; Nieto, Sonia. 2007. "Latinas/os and the Elusive Quest for Equal Education," in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 217-228); Fernández-Kelly, Patricia. 2007. "The Moral Monster: Hispanics Recasting Honor and Respectability Behind Bars," *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 229-239); Decena, Carlos Ulises. 2007. "Surviving AIDS in an Uneven World: Latina/o Studies for a Brown Epidemic," in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 276-288); Hernández, David Manuel. 2008. Pursuant to Deportation: Latinos and Immigrant Detention. *Latino Studies* 6:35-63; González, M. Alfredo. 2007. Latinos on "Da Down Low": The Limitations of Sexual Identity in Public Health. *Latino Studies* 5:25-52; Rosas, Gilberto. 2006. The Managed Violences of the Borderlands: Treacherous Geographies, Policeability, and the Politics of Race. *Latino Studies* 4:401-418; Jonas, Susanne. 2005. "Decolonization from within the Americas: Latin@ Immigrant Responses to the U.S. National Security Regime and the Challenges of Reframing the Immigration Debate," in *Latin@s in the World-System: Decolonization Struggles in the 21st Century U.S. Empire*. Boulder, CO: Paradigm Publishers (Pp. 183-197); Guidotti-Hernández, Nicole M. 2007. Dora the Explorer, Constructing "Latinidades," and the Politics of Global Citizenship. *Latino Studies* 5:209-232; Flores, William V. and Rina Benmayor, eds. 1997. *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston, MA: Beacon Press; Ramos-Zayas, Ana Y. 2003. *National Performances: The Politics*

of Class, Race, and Space in Puerto Rican Chicago. Chicago, IL: The University of Chicago Press. Torres, Andrés and José E. Valázquez, eds. 1998. *The Puerto Rican Movement: Voices from the Diaspora*. Philadelphia, PA: Temple University Press.

Week 10 (3/10 & 3/12): Looking Ahead: Spectres of Latinidad

***CLASS WILL NOT MEET ON 3/12; WE WILL SCHEDULE A REVIEW SESSION DURING FINALS WEEK**

Required:

1. Davila, Arlene. 2008. "Introduction," in *Latino Spin: Public Image and the Whitewashing of Race*. New York, NY: New York University Press. (Pp. 1-21)
2. De Genova, Nicholas and Ana Yolanda Ramos-Zayas "Chapter 7: Latino Rehearsals: Divergent Articulations of Latinidad," in *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. New York, NY: Routledge. (Pp. 175-210)

Recommended:

Cohen, James. 2005. "Sociopolitical Logics and Conflicting Interpretations of 'Latinization' in the United States," in *Latin@s in the World-System: Decolonization Struggles in the 21st Century U.S. Empire*. Boulder, CO: Paradigm Publishers (Pp. 165-182); Reifer, Thomas Ehrlich. 2005. "Latin@ Century, Pacific Century: Twenty-First Century Possibilities in World-Systems Perspective," in *Latin@s in the World-System: Decolonization Struggles in the 21st Century U.S. Empire*. Boulder, CO: Paradigm Publishers (Pp. 199-211); Viego, Antonio. 2007. *Dead Subjects: Toward a Politics of Loss in Latino Studies*. Durham, NC: Duke University Press; De Genova, Nicholas, ed. 2006. *Racial Transformations: Latinos and Asians Remaking the United States*. Durham, NC: Duke University Press; Laó-Montes and Arlene Dávila, eds. 2001. *Mambo Montage: The Latinization of New York*. New York, NY: Columbia University Press; Valle, Victor M. and Rodolfo D. Torres. 2000. *Latino Metropolis*. Minneapolis, MN: University of Minnesota Press; Dávila, Arlene. 2004. *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City*. Berkeley, CA: University of California Press; Davis, Mike. 2000. *Magical Urbanism: Latinos Reinvent the U.S. City*. New York, NY: Verso.

FINAL EXAM – THURSDAY, MARCH 19, 3-5pm, KRESGE 4-310