

University of Massachusetts Amherst

Department of Anthropology

Anthropology 397LB

U.S. Latin@s: Culture, Identity, History

Spring 2012

Instructor: Dr. Jonathan Rosa

Office: 204 Machmer Hall

Office Hours: Tuesdays, 2:30pm-4:30pm

Course Description

The continued rise of the U.S. Latina/o population has become linked to widespread public discourses concerning issues such as immigration, the economy, and the future of the nation's identity. This interdisciplinary course – drawing on approaches in anthropology, sociology, history, literature, and cultural/ethnic studies – positions these issues as starting points for analyzing the historical and contemporary role that Latinas/os have played in (trans)forming the U.S. By considering the relationship between the creation of “Latina/o” and “American” identities, students will develop understandings of the particular ways in which the U.S. takes shape as a political and cultural formation. On a practical level, the course balances depth and breadth in its study of the variety of perspectives and experiences that come to associated with U.S. Latinas/os. Thus, we will analyze the histories of predominant U.S. Latina/o sub-groups, such as Mexicans and Puerto Ricans, while also incorporating considerations of the ways in which broader populations with ties to Central America, South America, and the Caribbean play crucial roles in constituting U.S. Latina/o identities. This course draws on interactive lectures, reading assignments, discussion, writing exercises of varying lengths, and community activities in order to guide students as they begin to develop a multifaceted understanding of the U.S. and its Latina/o population.

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 the Anthropology of Latinidad. This understanding will take root in our analysis of contributions from the field of Latina/o 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 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. 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.

Grading and Assignments

	Percentage of Overall Grade
* Attendance and Participation	15%
* Critical Analysis Papers	30%
* Blackboard Discussions	20%
* Community Engagement	15%
* Final Exam	20%
* Overall Grade	100%

1. Attendance and Participation (15%)

Fifteen 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 being on time and staying for the full time (i.e., not packing up before the class ends) every class, and being actively engaged in the class.

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 page critical analysis papers, six-eight pages in length, on topics to be announced. The first paper will be assigned at the beginning of Week 4 and due in class at the beginning of Week 6. The second Paper will be assigned at the beginning of Week 10 and due in class at the beginning of Week 12. Each of these assignments will constitute 15% of your overall grade.

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.

3. Spark Discussions (20%)

In order to encourage discussion of the reading, I will post questions on Spark prior to each week's meetings. You can access the discussion question by logging

in to Spark, then clicking ANTHRO397, and then Discussions. 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.

4. Community Engagement (15%)

Throughout the quarter you are required to attend 2 events in Latin@ communities in Western Massachusetts. 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). The first response is due by Week 7 and the second is due by Week 14. These responses are less formal than the critical analysis papers (i.e., they do not need to contain 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. If you are unable to attend community engagement events, then you also have the option of reviewing Latin@-oriented films to fulfill this requirement. One community engagement exercise is the equivalent of two films, so if you do not attend any community engagement events you would have to review four films. Film reviews are 600-800 words and they must cite at least two readings from this course.

5. Final Exam (20%)

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

Course Texts

All of the required readings are available on the Spark site for this course. Please contact me if you have any problem accessing these readings. Students are expected to complete ALL required readings for this course.

Course Schedule

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

Week 1 (January 24/26): Defining Latin@ Studies

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, Francis. 2007. "(Re)constructing Latinidad: The Challenge of Latina/o Studies," in *A Companion to Latina/o Studies*. Malden, MA: Blackwell. (Pp. 39-47)
3. 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)
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)

Week 2 (January 31/February 2): Latin@ Stereotypes and Narratives of the Nation Part I: Stigmatization

1. Huntington, Samuel P. 2004. The Hispanic Challenge. *Foreign Policy* 141:30-45.
2. 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)
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)

Week 3 (February 7/February 9): Colonial Histories and Legacies: Direct/Indirect, Internal/External

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. "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)

Week 4 (February 14/16): Shifting Borders, Citizenship Classes, and Ethnoracial Categories

***FIRST CRITICAL ANALYSIS PAPER ASSIGNED IN CLASS ON 2/14**

1. Mae M. Ngai, excerpt from "Illegal Aliens: A Problem of Law and History" and "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law," in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. (Pp. 1-12, 21-55)
2. De Genova, Nicholas. 2004. The Legal Production of Mexican/Migrant "Illegality." *Latino Studies* 2(2):160-185.
3. 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)
4. Bailey, Benjamin. 2007. Shifting Negotiations of Identity in a Dominican American Community. *Latino Studies* 5(2):157-181.
 5. Torres-Saillant, Silvio. 2003. Inventing the Race: Latinos and the Ethnoracial Pentagon. *Latino Studies* 1:123-151.

Week 5 (February 21/February 23): (Im)Migration, Acculturation, Assimilation

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. 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.
3. Arias, Arturo. 2003. Central American-Americans: Invisibility, Power, and Representation in the US Latino World. *Latino Studies* 1(1):168-87.
4. Oboler, Suzanne. 2005. Introduction: Los Que Llegaron: 50 Years of South American Immigration (1950-2000) – An Overview. *Latino Studies* 3(1):42-52.
5. Benjamin Bailey, “Acculturation Among Children of the New Immigration,” in *Language, Race, and Negotiation of Identity: A Study of Dominican Americans*. (Pp. 13-21)

Week 6 (February 28/March 1): Transnationalism and the Diaspora Concept

***FIRST CRITICAL ANALYSIS PAPER DUE IN CLASS ON 3/1**

1. Duany, Jorge. 2002. “Introduction: Rethinking Colonialism, Nationalism, and Transnationalism: The Case of Puerto Rico,” “The Construction of Cultural Identities in Puerto Rico and the Diaspora,” “Mobile Livelihoods: Circular Migration, Transnational Identities, and Cultural Borders between Puerto Rico and the United States,” in *The Puerto Rican Nation on the Move: Identities on the Island and in the United States*. Chapel Hill, NC: University of North Carolina Press. (Pp. 1-38, 208-235)
2. Smith, Robert Courtney. 2006. “Transnational Life in Ethnographic Perspective” and “Dual Contexts for Transnational Life,” in *Mexican New York: Transnational Lives of New Immigrants*. Berkeley, CA: University of California Press. (Pp. 1-52)

Week 7 (March 6/8): Latin@ Stereotypes and Narratives of the Nation Part 2: Romanticization

1. Dávila, Arlene. 2008. “Introduction,” “Here Comes the Latino Middle Class,” “Latinos: ‘The New Republicans (They Just Don’t Know It),’” and “The Hispanic Consumer: That’s ‘A Lot of Dollars, Cars, Diapers, and Food,’” in *Latino Spin: Public Image and the Whitewashing of Race*. New York, NY: New York University Press. (Pp. 1-96)

2. Vasconcelos, José. 1997[1979; 1925]. "The Cosmic Race/La Raza Cósmica," in *The Cosmic Race/La Raza Cósmica*, translated by Didier T. Jaén. Baltimore, Maryland: The Johns Hopkins University Press. (Pp. 1-6).

Part II: Latinidad in Context: Practices, Performances, Problematics, and Possibilities

Week 8 (March 13/15): Literary Articulations of Latin@ Experience: EthnoRaciality, Class, Religion Gender, and Sexuality as Co-Constitutive Categories

***FIRST COMMUNITY ENGAGEMENT REFLECTION DUE IN CLASS ON 3/15**

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 for 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)
- 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)
5. Alvarez, Julia. 1991. "A Regular Revolution," in *How the García Girls Lost Their Accents*. New York, NY: Plume. (Pp. 107-132)

Week 9 (March 20/22): No Class (Spring recess)

Week 10 (March 27/29): Spanglish-Only: Language Ideologies, Linguistic Practices, and Latin@ Identities

***SECOND CRITICAL ANALYSIS PAPER ASSIGNED IN CLASS ON 3/27**

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. Mendoza-Denton, Norma. 2008. "Hemispheric Localism: Language, Racialized Nationalism, and the Politicization of Youth," in *Homegirls: Language and Culture Practice among Latina Youth Gangs*. Malden, MA: Blackwell Publishing. (Pp. 101-147)

4. Baltodano, Marta P. Latino Immigrant Parents and the Hegemony of Proposition 227. *Latino Studies*. 2:246-253.
5. Hill, Jane H. 1998. Language, Race, and White Public Space. *American Anthropologist* 100(3):680-689.

Week 11 (April 3/5): Icons of Latinidad: Representations, Practices, and Embodiments

1. Mendible, Myra. 2007. "Embodying Latinidad: An Overview," in *From Bananas to Buttocks: The Latina Body in Popular Film and Culture*, edited by Myra Mendible. Austin, TX: University of Texas Press. (Pp. 1-28)
2. 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)
3. 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)
4. Mendoza-Denton, Norma. 2008. "'Muy Macha': Gendered Performances and the Avoidance of Social Injury," in *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden, MA: Blackwell Publishing. (Pp. 148-175)
5. Gaytán, Marie Sarita. 2011. Tequila Talk: Consumption, Gender, and the Transnational Terrain of Cultural Identity. *Latino Studies*. 9(1):62-86.

Week 12 (April 10/12): Latin@ Metropolises

***SECOND CRITICAL ANALYSIS PAPER DUE IN CLASS ON 4/12**

1. Davis, Mike. 2000. "Spicing the City," "The Latino Metropolis," and "Tropicalizing Cold Urban Space," in *Magical Urbanism: Latinos Reinvent the U.S. City*. New York, NY: Verso. (Pp. 1-10, 49-68).
2. Valle, Victor M. and Rodolfo D. Torres. 2000. "Introduction," in *Latino Metropolis*. Minneapolis, MN: University of Minnesota Press Valle and Torres. (Pp. 3-15)
3. Laó-Montes and Arlene Dávila, eds. 2001. "Introduction," in *Mambo Montage: The Latinization of New York*. New York: Columbia University Press. (Pp. 1-55)
4. De Genova, Nicholas and Ana Yolanda Ramos-Zayas. 2003. "'Latino' Locations: The Politics of Space in Chicago," and "Latino Rehearsals: Divergent Articulations of Latinidad," in *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. New York, NY: Routledge. (Pp. 31-56)

Week 13 (NO CLASS ON APRIL 17; class resumes on April 19): Latin@ Marginalization: Structural Inequality Across Institutional Contexts

1. Rosa, Jonathan. From "At Risk Youth" to "Young Latino Professionals": Extreme Makeovers and the Management of Stigmatized Identities.
2. 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)

3. Hernández, David Manuel. 2008. Pursuant to Deportation: Latinos and Immigrant Detention. *Latino Studies* 6:35-63
4. Rosas, Gilberto. 2006. The Managed Violences of the Borderlands: Treacherous Geographies, Policeability, and the Politics of Race. *Latino Studies* 4:401-418.
5. Sacks, Michael Paul. 2011. The Puerto Rican Effect on Hispanic Residential Segregation: A Study of the Hartford and Springfield Metro Areas in National Perspective. *Latino Studies*. 9(87-105).

Week 14 (April 24/26): Latin@ Social Movements: Transnational Subjectivities and Translocal Struggles

***SECOND COMMUNITY REFLECTION DUE IN CLASS ON 4/26**

1. Oboler, Suzanne. 2006. "Redefining Citizenship as a Lived Experience," in *Latinos and Citizenship: The Dilemma of Belonging*, ed. by Suzanne Oboler. New York, NY: Palgrave Macmillan. (Pp. 3-30)
2. Rosaldo, Renato. 1997. "Cultural Citizenship, Inequality, and Multiculturalism," in *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*, edited by William V. Flores and Rina Benmayor. Boston: Beacon Press.
3. Flores, William V. 2003 New Rights: Undocumented Immigrants and Latino Cultural Citizenship. *Latin American Perspectives*. 30(2):87-100.
4. Betancur, J. and Maricela Garcia. 2011. The 2006-2007 Immigration Mobilizations and Community Capacity: The Experience of Chicago. *Latino Studies*. 9(1):10-37.

Week 15 (May 1): Latin@ Panethnicity

1. Lopez, David and Yen Espiritu. 1990. Panethnicity in the United States: A Theoretical Framework. *Ethnic and Racial Studies*. 13:198-224.
2. Jones-Correa, Michael and David L Leal. 1996. 'Becoming 'Hispanic': Secondary Panethnic Identification among Latin American-Origin Populations in the United States. *Hispanic Journal of Behavioral Sciences*. 18(2):214-254.
3. Ricourt, Milagros and Ruby Danta. 2003. "Women and Convivencia Diaria," in *Hispanas de Queens: Latino Panethnicity in a New York City Neighborhood*. Ithaca, NY: Cornell University Press. (Pp. 24-38)
4. De Genova, Nicholas and Ana Yolanda Ramos-Zayas "Latino Crossings" and "Latino Rehearsals: Divergent Articulations of Latinidad," in *Latino Crossings: Mexicans, Puerto Ricans, and the Politics of Race and Citizenship*. New York, NY: Routledge. (Pp. 1-30 and 175-210)
5. Rosa, Jonathan. "I heard that Mexicans are Hispanic and Puerto Ricans are Latino": Ethnoracial contortions, Diasporica Imaginaries, and Institutional Trajectories.

Final Exam – Date/Time/Location TBA