

New York University

**Topics in Latin@ Studies:
Latin@s and Urban Schools**

Social and Cultural Analysis/Latin@ Studies Program V18.0541.001

Fall 2010

**Wednesdays 9:30am-12:15pm
20 Cooper Square, Room 471**

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Office Hours: Wednesdays 1:00pm-2:00pm and also by appointment

Course Description

The rapid rise of the U.S. Latin@ population in recent decades has prompted scholarly and popular discussion about the implications of this demographic shift and the institutional management of the population in question. This course analyzes these trends by focusing on the experiences of Latin@s in one such institution: urban schools. Over the course of the semester, we will take up three central questions: (1) What is the meaning of “Latin@” as a sociocultural category? (2) What kinds of institutions are urban schools? (3) What societal structures, practices, and processes can we better understand by tracking the experiences of Latin@s in urban schools? These questions highlight our dual interest in developing understandings of the experiences of Latin@s in urban schools *and* of the broader sociocultural phenomena that shape these experiences. In order to engage these issues, we will draw on interactive lectures, reading assignments, writing exercises of varying lengths, and facilitated discussions. Students will be exposed to key thinkers, theories, and methodologies in Latin@ studies, education, and sociocultural analysis. 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. Electronic devices may be used for note-taking purposes only. 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

Percentage of Overall Grade	
* Attendance and Participation	20%
* Critical Analysis Papers	50%
* Blackboard Discussions	15%
* Facilitation/Discussion Questions	15%
	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 (50%)

You will compose two critical analysis papers. The first paper will be assigned at the beginning of Week 6 (10/13) and due in class at the beginning of Week 8 (10/27). This paper will be 6-8 pages in length and will be worth 15% of your final grade and will ask you to respond to a question from a set of prompts. The second paper will be 10-12 pages in length and will be worth 35% of your final grade. You will have the choice of revising and extending your initial paper or exploring a new topic. This paper will be due via email by 5pm on the day of the scheduled final examination for this course (12/22).

Papers must be typed in 12pt. times new roman font and double-spaced. 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 (15%)

In order to encourage discussion of the reading, I will post questions on Blackboard prior to each week's meeting. You can access the discussion question by logging onto Blackboard, then clicking on the "Discussion Board" tab. 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 Tuesday 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. Late postings will receive half-credit. Everyone is entitled to skip up to four responses during the semester (either four initial responses, four follow-up responses, or some combination thereof).

4. Facilitation/Discussion Questions (15%)

You are each required to facilitate an in-depth discussion of a reading at least one time during the quarter; depending on the length of the reading you select, you might be asked to facilitate discussion on more than one occasion. You will present key ideas in the reading, lead a discussion based on the text, and offer examples to illustrate key concepts. Making the discussion successful requires careful preparation; therefore, to be fair to the rest of the class and to me, you may not change your selection or reschedule if you miss class or are unprepared on your designated date.

For the day that you sign up to facilitate discussion, you are expected to develop a set of discussion questions and a creative way in which to guide the discussion. You will prepare a handout with your reflections on the reading and your discussion questions. This handout should be approximately one single-spaced page. Feel free to bring in any audiovisual media to supplement your handout.

Your Discussion Question and Facilitation assignment will be worth 15% of your final grade. Points will be based on your preparation, relevant examples, and classroom presentation.

Course Schedule

*Note on readings:

All readings are available on the Blackboard site for this course in the "Course Documents" section. Please contact me if you have any problem accessing these readings. Students are expected to complete ALL readings for this course. While I have sought to alleviate the financial burden of purchasing books by scanning all of the course texts, students are certainly encouraged to purchase any and/or all of the larger texts from which these readings are excerpted.

Week 1 (September 8): Introduction and Course Overview

I. What is the meaning of “Latin@” as a sociocultural category?

Week 2 (September 15): Shifting Demographics and Increasing Anxieties

1. Davis, Mike. 2000. “Education Ground Zero.” In *Magical Urbanism: Latinos Reinvent the U.S. City*. Brooklyn, NY: Verso. (Pp. 131-138)
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. Huntington, Samuel P. 2004. The Hispanic Challenge. *Foreign Policy* 141:30-45.
4. 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 (September 22): Constructing Latin@ Identities

1. Fergus, Edward, Pedro Noguera, and Margary Martin. 2010. “Construction of Race and Ethnicity for and by Latinos.” In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofia A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 170-181)
2. Zentella, Ana Celia. 2009[2002]. “Latin@ Languages and Identities.” In *Latinos: Remaking America*, edited by Marcelo M. Suárez-Orozco and Mariela M. Pérez. Berkeley, CA: University of California Press. (Pp. 21-35)
3. Bailey, Benjamin. 2007. “Shifting Negotiations of Identity in a Dominican American Community.” *Latino Studies*. 5(2):157-181.
4. 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)

Week 4 (September 29): A Shared Educational History and Future for Latin@s?

1. MacDonald, Victoria-María and Juan F. Carrillo. 2010. “The United Status of Latinos.” In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofia A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 8-26)
2. San Miguel, Jr., Guadalupe and Rubén Donato. 2010. Latino education in Twentieth-Century America: A Brief History.” In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofia A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 27-62)
3. 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)

II. What kinds of institutions are urban schools?

Week 5 (October 6): Sorting Students

1. Kozol, J. 2005. "From the Shame of the Nation." In *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (Pp. 145-161).
2. Flores-González. 2002. "Perspectives on Latino High School Drop-Out." In *School Kids/Street Kids: Identity Development in Latino Students*. NY: Teachers College Press. (Pp. 1-13)
3. Noguera, Pedro. 2003. "The Social Context and Its Impact on Inner-City Schooling." In *City Schools and the American Dream: Reclaiming the Promise of Public Education*. NY: Teachers College Press. (Pp. 23-41)
4. Lipman, Pauline. 2008. "Education and the New Urban Workforce in a Global City." In *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (Pp. 273-286).
5. Mendoza-Denton, Norma. 2008. "La Migra." In *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden, MA: Blackwell. (Pp. 10-41)

Week 6 (October 13): Working and Learning in Urban Schools

***First critical analysis paper assigned in class**

1. Michie, G. 1999. "Introduction," "Room to Learn," and "Never Touch a Student." In *Holler if You Hear Me*. NY: Teachers College Press. (pp. xix-xxii, 1-32).
2. Rosa, Jonathan. 2010. "'We are transforming at risk youth into young Latino professionals': Extreme Makeovers, Intra-racial Class Politics, and the Ambivalent Management of Stigmatized Identities." In *Looking like a Language, Sounding like a Race: Making Latin@ Panethnicity and Managing American Anxieties*. Unpublished Doctoral Dissertation, University of Chicago. (Pp. 33-51, 60-88)
3. Books, Sue. 2008. "What Teachers Need to Know About Poverty," in *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (pp. 184-193).

Week 7 (October 20): Field Trip – Location and Readings TBA

III. What societal structures, practices, and processes can we better understand by tracking the experiences of Latin@s in schools (urban and otherwise)?

Week 8 (October 27): (Im)Migration, Racialization, National Identities

***First critical analysis paper due at the beginning of class**

1. Olsen, L. 1997. "To Find Your Race and Your Place: Race Tracks at Madison High," in *Made in America*. NY: New Press. (Pp. 106-120).
2. Rosa, Jonathan. 2010. "'I heard that Mexicans are Hispanic and Puerto Ricans are Latino': EthnoRacial Contortions, Diasporic Imaginaries, and Institutional Trajectories." In *Looking like a Language, Sounding like a Race: Making Latin@ Panethnicity and Managing American Anxieties*. Unpublished Doctoral Dissertation, University of Chicago. (Pp. 89-150)

3. Hamann, Edmund T. and Linda Harklau. 2010. "Education in the New Latino Diaspora." In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofia A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 157-169)

Week 9 (November 3): Assimilation and Multiculturalism

1. Rodriguez, Richard. 1983. "Aria." In *Hunger of Memory*. New York, NY: Bantam. (Pp. 9-40)
2. Baltodano, Marta P. 2004. Latino Immigrant Parents and the Hegemony of Proposition 227. *Latino Studies*. 2:246-253.
3. Rosa, Jonathan. 2010. "'They're bilingual...that means they don't know the language': The Ideology of Languagelessness in Practices, Policy, and Theory." In *Looking like a Language, Sounding like a Race: Making Latin@ Panethnicity and Managing American Anxieties*. Unpublished Doctoral Dissertation, University of Chicago. (Pp. 152-175)
4. García, Ofelia and Rosario Torres-Guevara. 2010. "Monoglossic Ideologies and Language Policies in the Education of U.S. Latinas/os." In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofia A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 182-193)

Week 10 (November 10): Gendered Experiences of Violence and Marginalization

1. Rosa, Jonathan. 2010. "'That doesn't count as a book, that's real life!': Inverted Literacies, Criminalized Intertextualities, and Institutional Linkages." In *Looking like a Language, Sounding like a Race: Making Latin@ Panethnicity and Managing American Anxieties*. Unpublished Doctoral Dissertation, University of Chicago. (Pp. 221-261)
2. Pérez, Gina. 2006. "How a Scholarship Girl Becomes a Soldier: The Militarization of Latina/o Youth in Chicago Public Schools." *Identities: Global Studies in Culture and Power*. 13:53-72.
3. Noguera, Pedro. 2003. "The Culture of Violence and the Need for Safety in Schools." In *City Schools and the American Dream: Reclaiming the Promise of Public Education*. NY: Teachers College Press. (Pp. 103-141)

Week 11 (November 17): No Class (I will be at the American Anthropological Association Annual Meeting in New Orleans, so no office hours either)

Week 12 (November 24): Reframing Deficits

*Film Screening: Mad Hot Ballroom

1. Freire, Paulo. 2003[1970]. "Chapter 2." In *Pedagogy of the Oppressed*, reprinted in *The Critical Pedagogy Reader*, New York: Routledge. (Pp. 57-68).
2. Ladson-Billings, Gloria. 1994. "Chapter 3: Seeing Color, Seeing Culture." In *Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass. (Pp. 30-53)
3. Delpit, L. 2008. "Lessons from Teachers." In *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (Pp. 113-135).
4. Nieto, S. 2010. "Introduction." In *Language, Culture and Teaching*. Mahwah, NJ: Lawrence Erlbaum. (Pp. 1-24).

Week 13 (December 1): School, Home, and Community Connections as Institutional Interrelations

1. Zentella, Ana Celia. 2005. "Premises, Promises, and Pitfalls of Language Socialization Research in Latino Families and Communities." In *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press, edited by Ana Celia Zentella. (Pp. 13-30)
2. Baquedano-López, Patricia. 1997. "Creating Social Identities through *Doctrina* Narratives." *Issues in Applied Linguistics*. 8(1): 27-45. (Reprinted in *Linguistic Anthropology: A Reader*, Pp. 343-358)
3. Castañeda, Antonia I. 2004. "¿Qué dice? ¿Qué dice?: Child Translators and the Power of Language." In *Tongue-Tied: The Lives of Multilingual Children in Public Education*. Lanham, MD: Rowman & Littlefield. (Pp. 66-69)
4. Rodríguez, M. Victoria. 2005. "Dominican Children with Special Needs in New York City: Language and Literacy Practices." In *Building on Strength: Language and Literacy in Latino Families and Communities*. New York, NY: Teachers College Press, edited by Ana Celia Zentella. (Pp. 119-133)
5. Benmayor, Rita, Rosa M. Torruellas, and Ana L. Juarbe. 1997. "Claiming Cultural Citizenship in East Harlem: 'Si Esto Puede Ayudar a la Comunidad Mía...'" In *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston: Beacon Press. (Pp. 152-209)

Week 14 (December 8): School Reform and Social Transformation

1. Contreras, Frances E. 2010. "The Role of High-Stakes Testing and Accountability in Educating Latinos." In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofía A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 194-209)
2. Portes, Pedro R., Margaret A. Gallego, and Spencer Salas. 2010. "Dismantling Group-Based Inequality in a NCLB Era, Effective Practices, and Latino Students Placed and Left at Risk." In *Handbook of Latinos and Education: Theory, Research, and Practices*, edited by Enrique G. Murillo, Jr., Sofía A. Villenas, Ruth Trinidad Galván, Juan Sánchez Muñoz, Corinne Martínez, and Margarita Machado-Casas. New York, NY: Routledge. (Pp. 438-449)
3. Stovall, David. 2006. "From Hunger Strike to High School: Youth Development, Social Justice, and School Formation." In *Beyond Resistance: Youth Activism and Community Change*. NY: Routledge, edited by Shawn Ginwright, Pedro Noguera, and Julio Cammarota. (Pp. 97-110)
4. Noguera, Pedro. 2003. "Finding Hope Among the Hopeless." In *City Schools and the American Dream: Reclaiming the Promise of Public Education*. NY: Teachers College Press. (Pp. 1-22)
5. Anyon, J. 2008. "Putting Education At the Center." In *City Kids, City School: More Reports from the Front Row*. NY: The New Press. (pp. 310-323).

***Final critical analysis paper due via email by 5pm on December 22**