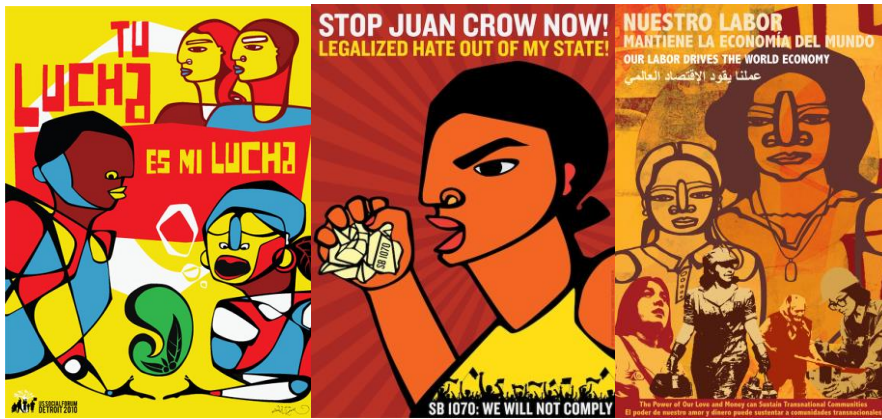

ANTH 3041/LLAS 3241

LATIN AMERICAN MINORITIES IN THE US: CRITICAL PERSPECTIVES

SPRING 2015, MWF 12:20-1:10 AUSTIN 163



Prints by Favianna Rodriguez, <http://favianna.com/>

Instructor: Jennifer A. Cook, MA (Please call me “Jenny”)
Contact: Jennifer.a.2.cook@uconn.edu
Office Hours: Mon 1:30-2:30 (or by appointment),
El Instituto Rm 232 (RJ Ryan Building)

INTRODUCTION

In this course, students will use diverse sources to examine the history and current experiences of Latinxs in the US. This course utilizes an interdisciplinary, multi-media, transnational perspective to examine such topics as: the diverse histories of different Latinx im/migrant groups, the construction of Latinx identity, the intersection of race, class, and gender in Latinx experiences, the U.S.-Mexico borderlands, and Latinx politics, activism, and social movements.

Note: This syllabus is a working document. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Husky CT. Please check Husky CT regularly for the current, most updated version of the syllabus.

ASSIGNMENTS AND ASSESSMENT

This course has no quizzes or exams. Instead, your grade will be composed of 14 discussion questions (7 sets of 2), 5 blog reflections, and a semester-long research project (see below for details).

Discussion questions (2x7)	30%
Blog reflections (x5) and comments (x5)	30%
Research proposal	10%
Final project (Due last day of class, 5/1)	30%

Note: There is no “participation grade” in this course. As a participant in this course, it is your responsibility to engage with the course materials and with your classmates. This can be accomplished during in-class time, or through email/the class discussion board.

Discussion questions:

You must submit **two discussion questions for each of seven weeks of readings** (14 discussion questions total, submitted in pairs). You may choose which weeks you want to write discussion questions for, but keep in mind that there are only 13 weeks in which readings are assigned (so don’t leave them all to the second half of the semester).

Your discussion questions will be graded out of 4 points based on the following criteria:

- Does the question demonstrate that the student has read carefully and thought critically about the assigned readings? Does the question cite or refer to specific passages in the readings?
- Does the question draw connections between multiple readings (if multiple readings were assigned)? Does it make (and/or challenge) connections between the text and other things we’ve read or discussed in class?
- Does the question encourage us to think deeply about the issues addressed in the text? (In other words, does the question lead us to more than simple “yes” or “no” answers?)
- Is the question written clearly and concisely?

Examples of good discussion questions:

1. How do the articles by Flores and Dávila (Week 2) each call into question the category of “Latino”? In what ways are their approaches similar or different?
2. What are the main concepts used by Gomberg-Muñoz to demonstrate that undocumented immigrant workers have agency? (What is agency?)

The purpose of these discussion questions is to demonstrate that you are engaging with the assigned readings, and to facilitate class discussion. I consider these to be an alternative to reading quizzes, so please take them as seriously as you would a quiz. (Otherwise, I may consider instituting pop quizzes.)

Discussion questions must be submitted through the Husky CT discussion board **by Sunday evening at 8 pm** (prior to discussing the readings in class) For example, if you want to write discussion questions for Week 2 (class on 2/2, 2/4, 2/6), you must submit your discussion questions by Sunday, February 2nd at 8 pm.

Blog postings and comments:

Students will write **five short (approx. 500 words) blog postings** over the course of the semester.

****STUDENTS MUST HAVE SUBMITTED
AT LEAST 2 BLOG POSTINGS AND 2 COMMENTS (TOTAL) BY SUNDAY 3/22,
AT LEAST 4 BLOG POSTINGS AND 2 COMMENTS (TOTAL) BY SUNDAY 4/12,
and ALL 5 BLOG POSTINGS AND COMMENTS BY SUNDAY 4/26,
OR ELSE RECEIVE LATE WORK DEDUCTIONS****

Blog postings should be uploaded to Husky CT on the discussion board, under the thread titled “Blog Postings.” Keep in mind that these blog postings will be visible to your peers – make sure they are written concisely and coherently, and don’t forget to copy edit and spell check!

Here are some hints for how to write a good blog reflection: <http://www.wikihow.com/Write-a-Reflection-Paper>

Students will also be required to post a **minimum of five thoughtful comments (2-3 sentences)** on blog postings OR discussion questions written by their peers. Please note - by “thoughtful,” I don’t mean “that’s cool!” or “How interesting!” – think of these comments as mini-reflections or responses where you can make connections to what you’ve read, seen in the news, or written in your own blog postings.

Final Research Project:

The final assignment for this course is a research project, which may take a few different forms.

- Option 1: 10- page paper with a 5-minute presentation of paper topic**
- Option 2: 20 minute (detailed) oral presentation (with visual aids/hand-outs)
- Option 3: Other (educational video, online exhibit, blog series, other creative project) with a 5 minute presentation of topic**

**Note: For options 1 and 3, your 5-minute presentation grade will constitute 5% of your total grade, and the grade for the project itself will constitute 25% of your grade.

You are encouraged to pick any topic that interests you and is relevant to the course material (but please note that all topics must be approved by the instructor). A good project topic will be specific enough so that you can adequately address it in 10 pages. For example, “Latino immigrant children in the U.S.” is far too broad of a topic to be addressed in 10 pages. One way

to narrow this topic would be to focus specifically on the recent influx of unaccompanied undocumented children from Central America in 2014.

We are very lucky to have the research support of Marisol Ramos, Library Liaison to Latin American & Caribbean Studies, Puerto Rican & Latino Studies, Spanish, and Anthropology & Curator of the Latin American and Caribbean Collections. As noted below, Ms. Ramos will be visiting our class on Wednesday, February 11th to give a presentation on research strategies in Latino Studies, and students will be required to consult with her after submitting their project proposals. Feel free to get in touch with Ms. Ramos before her visit if you have a project idea or other research question you'd like to discuss.

Contact: Marisol.Ramos@uconn.edu, 860.486.2734,
<http://library.uconn.edu/services/liaison/Ramos.html>

See also, Research Guide for Puerto Rican and Latino Studies:
<http://classguides.lib.uconn.edu/PRLatino>

Project Proposal Components

- All students must submit a 2-page **proposal by Sunday 3/8 at 5 pm.** I will review and either approve or request modifications to your project.
- At minimum, proposals should include:
 - Research question
 - Project “option” – what form your final product will take (and a description if you choose a “creative” option)
 - 2-3 paragraphs describing the research topic
 - A brief ANNOTATED bibliography of 5 sources (each source should be accompanied by 1-2 sentences describing how it will help you answer your research question)

Final Project Components

- Consultation with Library Liaison, Marisol Ramos
 - Students must consult Library Liaison Marisol Ramos after receiving my feedback on project proposals, and **before April 6th (Week 11)**. Ms. Ramos I will help you refine your topic and can assist you with locating appropriate academic resources. I strongly recommend you meet with her in person, but email is also an option. Please note: **I will not grade your project if I do not receive confirmation from Ms. Ramos that you have consulted with her regarding your project.**
- Final project (with appropriate citations included throughout the paper/presentation), due the last day of class, **Friday, May 1, by 11:59 pm.**
- Bibliography (no matter which option you choose, you must submit a bibliography with **at least 10 ACADEMIC sources.** Newspaper sources should make up no more than ¼ of your bibliography.)

- NOTE: Please use APA citation format for all citations in this course. See style guide here: <https://owl.english.purdue.edu/owl/resource/560/01/>, Also see some helpful examples here: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch09_o.html

COURSE POLICIES

There is no extra credit in this course. If you are concerned about your performance on a particular assignment, please come see me immediately – I am happy to counsel you in how to improve your grade on the next assignment.

Late work will be penalized with a 1/3 letter grade deduction for each day it is late.

UConn students are held strictly to the university's anti-plagiarism rules. I personally have a ZERO TOLERANCE policy for plagiarism and academic dishonesty. Cases of plagiarism or academic dishonesty will automatically receive a zero for that assignment – repeat offenders will fail the course. If you have any questions or concerns regarding what constitutes plagiarism and/or academic dishonesty, please see the page on Husky CT titled “Academic Dishonesty and Plagiarism,” or come to my office hours. Otherwise, for more information on plagiarism and proper citation, please see the following resources:

- <http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849>.
- <http://www.lib.uconn.edu/instruction/PlagFac.htm>
- <http://www.lib.uconn.edu/instruction/tutorials/plagiarism.htm>

READINGS AND ONLINE RESOURCES

There are two books required for purchase in this course, which will be available through the Co-op:

- *Labor and Legality: An Ethnography of a Mexican Immigrant Network* (2010), by Ruth Gomberg-Munoz. (Oxford University Press)
- *The Columbia History of Latinos in the United States since 1960* (2006), ed. by David G. Gutierrez. (Columbia University Press)
 - [Will be referred to as “CHL” throughout the rest of the syllabus]

All other readings will be provided through Husky CT in the “Course Readings” folder.

See course schedule below for a list of assigned readings and online resources for each week.

COURSE SCHEDULE AND READINGS

NOTE: The week 10 topic is up for grabs. Students who would like to suggest a topic for Week 10 can send me an email with a brief (2-3 sentence) description and defense of their proposed topic. You may also choose to attach an article or book chapter you'd like to suggest we read. We will vote on these suggestions in class on Friday, 3/13. If we don't come up with a viable topic by then, we will continue with what I currently have on the syllabus, "Health."

Week 1: Jan 21-23, "Introducing 'Latin American Minorities'"

- 2010 U.S. Census Reports
 - "The Hispanic Population: Census Brief": On Husky CT, also available at: <http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>
 - "CT": <http://quickfacts.census.gov/qfd/states/09000.html>

Week 2: Jan 26-30, "History and Heterogeneity part I"

- CHL Ch 1 - Gutierrez, "Globalization, Labor Migration, and the Demographic Revolution: Ethnic Mexicans in the Late 20th Century"
- CHL Ch 2 – Santiago-Valles and Jiménez-Muñoz, "Social Polarization and Colonized Labor: Puerto Ricans in the United States, 1945-2000"
- CHL Ch 3 - García, "Exiles, Immigrants, and Transnationals: The Cuban Communities of the US"

Week 3: Feb 2-6, "History and Heterogeneity part II"

- CHL Ch 4– Stoltz Chinchilla and Hamilton, "Central American Immigrants: Diverse Populations, Changing Communities"
- CHL Ch 5– Levitt, "Transnational Ties and Incorporation: The Case of Dominicans in the United States"
- CHL Ch 6 – Espitia, "The Other 'Other Hispanics'" South American-Origin Latinos in the United States
- ADDED: Gabany-Guerrero, "Latinos" (History of Latinos in CT)

Week 4: Feb 9-13, "Constructing (Pan)latinidad"

Guest, Library Liaison, Marisol Ramos, Wednesday, February 11.

- Juan Flores in *Tropicalizations*, "The Latino Imaginary"
- Moya, "Why I am not a Hispanic"
- Davila, "Culture in the Ad World: Producing the Latin Look"

Week 5: Feb 16-20, "Race and Racialization"

- Duany, in *Neither Enemies Nor Friends*, "Neither White nor Black: The Representation of Racial Identity Among Puerto Ricans on the Island and in the U.S. Mainland"
- Chavez, *The Latino Threat*, Intro and Ch 1
- Holmes, "Structural Vulnerability and Hierarchies of Ethnicity and Citizenship on the Farm"
- "The Census can't fit Latinos into a race box and its causing more confusion"

http://www.huffingtonpost.com/2014/05/22/census-latinos-some-other_n_5375832.html

- Quinde Baidal, “Don’t be fooled: ‘Latino’ = ‘Indigenous’”
<http://indiancountrytodaymedianetwork.com/2014/04/05/dont-be-fooled-latino-indigenous>

Week 6: Feb 23-27, “Undocumented Immigration: Mexican Chicago case study”

- Gomberg-Munoz, *Labor and Legality* (Whole book)

Week 7: March 2-6, “Locating Borders and Transnational Lives”

- Naples, “Policing the Borders in the Heartland”
- Levitt, “Introduction” to *Transnational Villagers*
- Smith, “The two faces of transnational citizenship”

Other resources to review before class:

- Curating the border –
 - <http://hyperallergic.com/65963/curating-the-traces-of-illegal-immigration/>
 - <http://www.npr.org/2014/11/22/365937723/lost-then-found-along-the-border-objects-become-art>
- The Border Film Project - <http://www.borderfilmproject.com/en/index.php>
- Friendship Park – <http://www.friendshippark.org/>
- “No more deaths” <http://forms.nomoredeaths.org/en/>
- El Plan Espiritual de Aztlan-
http://www.umich.edu/~ac213/student_projects05/ip/plandeaztlan1.html
- Explanation, “The Indigenous Philosophy in ‘El Plan Espiritual de Aztlan’”
http://www.umich.edu/~ac213/student_projects05/ip/politics.htm

****STUDENTS SUBMIT VOTES FOR WEEK 10 TOPIC IN CLASS FRIDAY, 3/6****

****PROJECT PROPOSAL DUE: SUNDAY 3/8, 5 PM VIA HUSKY CT****

Week 8: March 9-13, “Gender”

- CHL Ch 7– Hondagneu-Sotelo, “Gender and the Latino Experience in Late-Twentieth-Century America” in *CHL*
- Toro-Morn, “Beyond Gender Dichotomies: Toward a New Century of Gendered Scholarship in the Latina/o Experience”
- Chavez, Chs 3-4, “Latina Sexuality, Reproduction, and Fertility as Threats to the Nation” and “Latina Fertility and Reproduction Reconsidered”

[March 15-21: No Class – UConn Spring Break]

****STUDENTS MUST HAVE SUBMITTED AT LEAST 2 BLOG POSTINGS AND COMMENTS**

BY SUNDAY 3/22, OR ELSE RECEIVE LATE WORK DEDUCTIONS**

Week 9: March 23-27, “Families: Mothers, Fathers, Children”

- Hondagneu-Sotelo and Avila, “‘I’m Here, but I’m there.’ The Meanings of Transnational Motherhood”
- Pribilsky, “Aprendemos a convivir”
- Abrego, Chs. 1 and 2: “Salvadoran Transnational Families,” “Why parents migrate”
- Heidbrink, “Collisions of Debt and Interests: Youth Negotiations of (In)debt(ed) Migration” <http://childrenandglobalization.csames.illinois.edu/papers/documents/Heidbrink-Uofl.pdf>
- Castañeda et. al “From Alienation to Protection: Central American Child Migration” <https://accessdeniedblog.wordpress.com/2014/09/04/from-alienation-to-protection-central-american-child-migration-heide-castaneda-lauren-heidbrink-and-kristin-yarris/#comments>

Week 10: March 30-April 3, “Criminalization, detention, and deportation”

- Chavez et al, “Collateral Consequences: The Impact of Local Immigration Policies on Latino Immigrant Families in North Central Indiana”
- Martin, “The Syndemics of Removal: Trauma and Substance Abuse”
- Golash-Boza, “Targeting Latino Men: Mass Deportation from the USA, 1998-2012”
- Vermont immigrant activists protest - <http://www.sevendaysvt.com/vermont/video-migrant-farmworker-leader-detained-3-protesters-arrested-gov-shumlin-orders-investigation-updated/Content?oid=2180162>
- Secure Communities debate in Vermont - <http://www.sevendaysvt.com/vermont/migrant-workers-lobby-governor-to-speak-out-against-federal-immigration-program/Content?oid=2143880>

****STUDENTS MUST HAVE CONSULTED WITH SUBJECT LIBRARIAN MARISOL RAMOS BEFORE APRIL 6TH****

Week 11: April 6-10, “Latinx art, music, and activism”

Guest, Jihan Asher (Friday)

- Lorenz, “Black and Latino Hip Hop Alliances in the Age of State-Sponsored Immigration Reform”
- “Feds & NYPD fearing their politics violently raid and evict Rebel Diaz Artistic Collective” <http://hiphopandpolitics.com/2013/03/01/feds-nypd-fearing-their-politics-violently-raid-evict-rebel-diaz-artistic-collective/>
- Jay Z. *Decoded*. New York: Spiegel and Grau, 2010. pg. 54-59
- Favianna Rodriguez
 - Favianna at UConn
 - http://www.huffingtonpost.com/2013/01/26/migration-is-beautiful-artist-favianna-rodriguez-documentary_n_2535690.html
 - <http://www.favianna.com/index.php>

- <http://www.pri.org/programs/radio-ambulante-unscripted/art-activism>
- Border Art
 - <http://isla.igc.org/Features/Border/mex6.html>

****STUDENTS MUST HAVE SUBMITTED AT LEAST 4 BLOG POSTINGS AND COMMENTS BY SUNDAY 4/12, OR ELSE RECEIVE LATE WORK DEDUCTIONS****

Week 12: April 13-17, “Language, knowledge, and education”

****Sign-ups for presentation slots will happen this week in-class****

- Cepeda, “Singing the Star-Spanglish Banner” in Beyond El Barrio
- Abrego, “‘I can’t go to college because I don’t have papers’: Incorporation patterns of Latino undocumented youth”
- DACA at One Year MPI Brief - <http://www.cccie.org/images/stories/CIRbrief-DACAatOneYear.pdf>

Other resources to review before class:

- “Librotraficante” website and interview with Tony Diaz
 - <http://www.librotraficante.com/>
 - http://www.youtube.com/watch?v=fFdE_oa2ss
- “Every week is banned book week for Chicanos”
 - http://www.huffingtonpost.com/tonydiaz/every-week-is-banned-book-b-5861030.html?utm_hp_ref=tw
- “Ethnic studies on its way to San Francisco and Los Angeles”
 - http://colorlines.com/archives/2014/12/in_san_francisco_and_los_angeles_ethnic_studies_on_its_way_to_classrooms.html
- Freedom University - freedomuniversitygeorgia.org

Week 13: April 20-24, “Latinxs and academe,” PRESENTATIONS BEGIN ON FRIDAY

Guest speaker, Dr. Anne Gebelein

- Hernandez, Re-education of a Pocha-Rican
- Flores, Latino Studies
- Case study: Latinx UCONN –
 - <http://elin.uconn.edu/index.php>
 - <http://www.latino.uconn.edu/>
 - <http://www.anth.uconn.edu/>

****STUDENTS MUST HAVE SUBMITTED ALL 5 BLOG POSTINGS AND COMMENTS BY SUNDAY 4/26, OR ELSE RECEIVE LATE WORK DEDUCTIONS****

Week 14: April 27-May 1, PRESENTATIONS

- Rethinking Cinco de Mayo – <http://zinnedproject.org/2012/05/rethinking-cinco-de-mayo/>

****FINAL PROJECTS DUE: FRIDAY, 5/1, 11:59 PM VIA HUSKY CT****

Exam Period: May 4th 1-3pm AUST 163 PRESENTATIONS

HELPFUL LINKS AND CONTACTS

- Directions to my office building: <http://elin.uconn.edu/about/directions.php>
- El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies, <http://elin.uconn.edu/index.php>
- PRLACC: Puerto Rican/Latin American Cultural Center, <http://www.latino.uconn.edu/>
- How to read academic articles (efficiently)!
 - <http://blizzard.cs.uwaterloo.ca/keshav/home/Papers/data/07/paper-reading.pdf>
- Counseling and Mental Health Services 860-486-4705 www.cmhs.uconn.edu
- Alcohol and Other Drug Services 860-486-9431 www.aod.uconn.edu

UNIVERSITY POLICIES

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy:

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.