



## LATS 44/SOCY 43: Crossing Over—Latinx Roots and Transitions

Summer/2020

Tues/Thurs. 10A, x-hour Wed. 3:30 – 4:20pm

**Instructor:** Christina Gómez  
**Office Location:** Raven House, 2<sup>nd</sup> floor  
**Email:** Christina.Gomez@Dartmouth.edu  
**Office Hours:** Wednesday afternoons and by appointment

### Course Catalogue Description

This course focuses on the histories and experiences of Latinx transnational migrants—from Mexico, Central America, Puerto Rico, the Dominican Republic, and Cuba—living in the United States. You will study the sociological, historical, political, and economic processes that have led to these migrations, as well as the varying ways in which race/ethnicity, class, gender/sexuality, and citizenship affect Latinx migrant lived experience. Given our focus on “crossing,” readings will foreground subjects that capture this theme, from the literal movement of people to the constant back and forth that shapes Latinx lives, to the adjustments Latinx people make given their language, their proximity to other immigrants and communities of color, and their varying acceptance within the United States.

### Course Rationale

The course addresses the long-standing “circle of connections” between Latin America and the United States and the fear and hopes that this relationship has engendered within our society. We study this topic at a critical moment in our nation’s history, when appeals to reject Latinx migrants has precipitated new restrictions on immigrants, a rollback of programs designed to embrace their participation in society, and the spread of accusations that Latin America (Mexico, in particular) is partly to blame for any economic woes experienced by American citizens. The course builds on the introduction to Latino Studies (LATS 3) and complements many other fields of studies, including Latin American Studies and History. If you are a Latino Studies or Latin American Studies major, this course contributes credits towards that degree. Finally, the course will serve as an opportunity for you to discuss and learn about pressing issues confronting the Latinx community, past and present.

### Learning Outcomes

By the end of this course, you will be able to articulate why people from Latin America (a.k.a “Latina/os” or the gender neutral, more inclusive “Latinx”) have come to the United States and why they continue to come despite receiving political and cultural messages that are meant to dissuade them. You will learn how the largest ethno-national groups constituting Latinx have managed their migration, return migration, and constant relationship with their nation/land of origin. You will be able to explain the relationship of each group to proximal immigrants and communities of color, and how they, themselves, understand the complexities of their identities in this country and the Americas. Finally, you will be able to debate the pros and cons of immigration reform and why our nation has not been able to resolve its relationship with Latin America and Latinx migrants.



## PreRequisites

There are no prerequisites for the course, and knowledge of the Spanish language is not required. Your attendance at each class is crucial since most meetings will involve a discussion of materials either read or presented. I encourage all students to take advantage of office hours and to read newspapers/news magazines daily. In class, we will be discussing current news items pertaining to our course.

## Texts and Resources (all are required)

### Books

- 1) Gonzales, Roberto G. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California, December 15, 2015. ISBN-13: 978-0520287266 (Price: \$25.42, paperback)
- 2) Massey, Douglas and Magaly Sánchez. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*, Russel Sage Foundation, 2012 (Reprint Edition). ISBN-13: 978-0871545800 (Price: \$34.95, paperback)
- 3) Garrod, Andrew, KilKenny, Robert, Gómez, Christina (eds. ) *Mi Voz, Mi Vida: Latino College Students Tell Their Stories*. Cornell University Press, 2007. ISBN-13: 978-0801473869 (Price: \$16.04, paperback)
- 4) In the News – articles/videos: For every week of class, I will also post on Canvas a module called “In the News” – these will be articles and videos about what is currently happening in the U.S. and around the world that pertains to our class. My expectation is that you are also responsible for reading this material since we will be having discussion about them and the connection to our readings from class.
- 5) I will post all articles/resources on Canvas/Modules and put all books on reserve at the Baker Library Course Reserves (<https://www.dartmouth.edu/~library/reserves/>).

## Grading

Attendance is required at all lectures. The following is a breakdown of how your grade will be determined.

Class Attendance	10%
Participation/Preparation of Readings for Class	5%
Paper #1	15%
Paper #2	15%
Class Presentation	10%
Exam	25%
Final Take Home Total	20%
<b>Total</b>	<b>100%</b>

### *Class Attendance and Participation*

Students are expected to attend classes, read assigned texts before class, and come prepared to discuss the material. Students will be asked to begin class with a critique of the reading and prepare questions for class discussion. Attendance will be taken in class. A student will be deducted points for every class missed or for tardiness. There are several x-hours throughout the term, please check the schedule. There are no excused absences. Students are responsible for checking their email/Canvas for updated readings or changes in the syllabus.

### ***Papers (#1 and #2)***

Students will write two papers during the course. Each paper will be at approximately 5 - 7 pages in length and must be completed by the appropriate date. Specifics about each paper will be discussed in class. No late papers will be accepted. Papers are due in the box outside my office by 12:00 pm on the appropriate date. Paper grades will be based on the expression of ideas, how the student incorporates the texts, the clarity of writing (including grammar, spelling, style), and use of proper citation.

### ***Class Presentation***

Working in groups, students will analyze a reading and present and lead discussion in class. Groups and dates of the presentation will be organized after the fourth week of the term.

### ***Exam(In-class) /Final (take home)***

An exam will be given in class, covering all material prior to the exam. The final exam will be a take-home exam instructions will be given on the last day of class.

### ***Students Accessibility Services***

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (205 Collis Student Center, 646-9900, [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu)). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

### ***Academic Honor Principle***

When studying for exams, I encourage you to work together to discuss lecture notes, handouts, and the required readings. The exams, however, are closed book, in-class, and non-collaborative. Students are responsible for the information in the Academic Honor Principle, including information concerning plagiarism found in *Standards of Conduct and Academic Regulations*.

### ***Religious Observances***

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

### ***Diversity Mission Statement***

“Diversity at all levels is critical to Dartmouth's mission of providing an environment that combines rigorous study with the excitement of discovery. As an institution of higher education, Dartmouth is defined by the belief that a multiplicity of values and beliefs, interests and experiences, intellectual and cultural viewpoints enrich learning and inform scholarship.” – Dartmouth Institutional Diversity & Equity

Our class discussions, exams, and assignments will challenge students to think critically about and be sensitive to the impact of race/ethnicity, socioeconomic, physical and cognitive ability, cultural, religious, gender, citizenship, and sexual differences. Students will be encouraged to develop or expand their understanding of such differences. Maintaining a classroom environment where everyone feels comfortable expressing their diverse ideas, beliefs, and values will not only be my responsibility, but the responsibility of class members as well.

Note: On occasion, the syllabus might have minor changes once the course begins. Any change will be announced in class and on Canvas.

## Course Outline

### **Week 1 - Latinxs in the United States: Crossing Over** (Thursday, June 25)

Census Forms 1990, 2000, 2010<sup>[1]</sup><sub>[SEP]</sub> Pew Research: Hispanics Nativity Shift (in Canvas – Census Forms)  
<http://www.pewhispanic.org/2014/04/29/hispanic-nativity-shift/>

U.S. Population Projections 2005-2050 (view website, and in Canvas - Demographics)  
<http://www.pewhispanic.org/2008/02/11/us-population-projections-2005-2050/>

Hispanics in the U.S. – Growth, Geographic Distribution, SES Characteristics

#### **Readings: Thursday - June 25**

Hayes-Bautista, David and Jorge Chapa. 1987. “Latino Terminology” *American Journal of Public Health* 77: 61-67.

Gutiérrez, David G., 2016. “A Historic Overview of Latino Immigration and the Demographic Transformation of the United States,” in *The New Latino Studies Reader: A Twenty-First Century Perspective*, edited by R.A. Gutiérrez and T. Almaguer, Univ. of California Press.

### **Week 2 – Constructing Immigrant Identity – Roots and Motivations** (Tues., June 30 & Thurs., July 2)

#### **Readings: Tuesday, June 30:**

Massey, Douglas and Magaly Sánchez. 2012. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*, Russel Sage Foundation. Chapter 1 & 2, p. 1 – 57.

Treaty of Guadalupe Hidalgo 1848 (see websites)

<https://www.loc.gov/rr/program/bib/ourdocs/Guadalupe.html>

<https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=009/llsl009.db&recNum=975>

Transnational Mexicans: historical, political, and economic processes

Video: “History of the Mexican American Civil Rights Movement,” *Quest for a Homeland*  
You Tube <https://www.youtube.com/watch?v=RHQ4XS-DrqM> (in class)

Gonzales, Rodolfo Corky, Poem: “Yo Soy Joaquin/I am Joaquin”

#### **Readings: Thursday, July 2**

Excavating the History: Puerto Ricans & Central Americans on the move

Coutin, Susan Bieber. 2011. “Falling Outside: Excavating the History of Central American Asylum Seekers,” *Law & Society Inquiry*, 36 (3): 569 – 596.

Whalen, Carmen Teresa. 2005. “Colonialism, Citizenship, and the Making of the Puerto Rican Diaspora: An Introduction,” p. 1- 42. In *The Puerto Rican Diaspora: Historical Perspectives*, edited by Whalen, C.T. and Vazquez-Hernandez, V. Philadelphia, Temple University Press.

Documentary: *Abrazos*. 2014. Film by Luis Argueta. New Day Films (Media Reserves).

**PAPER #1: DUE Monday, July 6 at noon, Upload on Canvas**

**Week 3 – Economic Conditions: Dreams & Disappointments** (Tues, July 7, Wed, July 8, Thurs, July 9)

**Readings: Tuesday, July 7**

Massey, Douglas and Magaly Sanchez. 2012. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*, Russel Sage Foundation. Chapter 4 & 5, p. 81 – 146.

Video: *PALANTE, SIEMPRE PALANTE! The Young Lords* by Iris Morales, 1996 (in class)

**Discussion: Wednesday, July 8**

Young Lords Party – 13 Point Program

**Readings: Tuesday, July 9**

Remittances: Transnationalism “from below”

Duany, Jorge. 2010. “To Send or Not to Send: Migrant Remittances in Puerto Rico, the Dominican Republic and Mexico,” *American Academy of Political and Social Science* 630: 205-223.

Orozco, Manuel. 2017. “Remittances to Latin America and the Caribbean in 2016,” *The Dialogue: Leadership for the Americas*, Feb. 10, 2017.

**Week 4 - Caribbean Latinos: Cubans & Dominicans** (Tuesday, July 14 & Thursday, July 16)

**Readings: Tuesday, July 14**

Cubans: Exiles and the Formation of Community

Garcia, Maria Cristina. 1999. *Havana USA: Cuban Exiles and Cuban Americans in South Florida 1959-1994*. Univ. of California Press, Chapter 1.

Ojito, Mirta. 2000. June 5. “Best of Friends, Worlds Apart,” *New York Times* in How Race is Lived in America Series.

Hampton, Melissa. 2017. “Constructing the Deviant Woman: Gendered Stigma of the 1980 Cuban Mariel Migration,” *American Behavioral Scientist* 61 (10): 1086-1102.

Documentary: *Black in Latin America: Cuba The Next Revolution*. 2011. Presented and Written by Henry Louis Gates Jr.; Produced and Directed by Ricardo Pollack; a production of Inkwell Films (watch before class).

Recommended:

Documentary: *Balseros*. 2002. Directed, Charles Bosch and Josep Maria Domenech. Produced by: Bausan Films & TVC (Media Reserves)

**Readings: Thursday, July 16**

Dominicans: Finding a Place in U.S. Society

Itzigsohn, Jose and Carlos Dore-Cabral. 2000. “Competing Identities? Race, Ethnicity, and Panethnicity Among Dominicans in the U.S.” *Sociological Forum* 15 (2): 225-247.

Lopez, Nancy. 2002. "Rewriting Race and Gender High School Lessons: Second Generation Dominicans in New York City," *Teachers College Record* 104 (6): 1187-1203.

Video: Mirrors of the Heart (watch in class, 20 minutes)

Recommended:

\*Documentary: *Black in Latin America: Haiti & Dominican Republic: An Island Divided*. 2011. Presented and written by Henry Louis Gates Jr.; Produced & Directed by Ricardo Pollack; a production of Inkwell Films.

**Week 5 – New Pathways of Migration** (Tuesday, July 21 & Thursday, July 23)

**Readings: Tuesday, July 21**

Role of Sexuality in Transnational Relocation

Carrillo, Hector. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. University of Chicago Press, p. 1 – 35.

Cerezo, Alison, Morales, A., Quinero, D., Rothman, S. 2014. "Trans Migration: Exploring Life at the Intersection of Transgender Identity and Immigration," *Psychology of Sexual Orientation and Gender Diversity*, 1(2):170-189.

Claudia Fournier, Louise Hamelin Brabant, Sophie Dupéré & Line Chamberland. 2018. "Lesbian and Gay Immigrants' Post-Migration Experiences: An Integrative Literature Review," *Journal of Immigrant & Refugee Studies*, 16(3):331-350.

**Readings: Thursday, July 23**

Re-examining Transnational Migration: Gender/Sexual Violence

Arguelles, Lourdes and Anne Rivero. 1993. "Gender/Sexual Violence and Transnational Migration: Conversations with Some Latinas We Think We Know," *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 22( 3/4): 259-275.

Nazario, Sonia. 2019, April 5. "Someone is Always Trying to Kill You," *New York Times*: <https://www.nytimes.com/interactive/2019/04/05/opinion/honduras-women-murders.html?searchResultPosition=7>

**Midterm in Class - Tuesday, July 28**

**Week 6 and 7 - Migration: Construction of Race and Citizenship** (Thurs. – July 30, Tues. – August 4,

**Readings: Thursday, July 30**

Introduction to issues of immigration and undocumentedness

Gonzales, Roberto G. 2015. *Lives in Limbo: Undocumented and Coming of Age in America*, Chapters 1- 5.

**Readings: Tuesday, August 4**

Transition to "Illegality"

Gonzales, Roberto G. 2015. *Lives in Limbo*, Chapters 6- 9

\* Documentary: *Lost in Detention*. 2011. Written and Directed by Rick Young Margaret Ebrahim and Catherine Rentz; Correspondent by Maria Hinojosa, A Frontline production.



**PAPER #2 due – Monday, August 3 by noon, Raven House**

**Week 7- 8 – Latinos & Education: Transitions & Latinx Roots** (Thurs., August 6, Tues., August 11, Wednesday, August 12,)

**Readings:** *Mi Voz, Mi Vida*, Students will be assigned specific chapters to present in class and hold discussion

**Thursday, August 6:**

\*Latinos and Elementary Education (in Education Issues files of Canvas)

\*Latinos and College (in Education Issues files in Canvas)

Introduction of *Mi Voz Mi Vida*

**Tuesday, August 11:**

The Devils Within – Eric Martinez

Was it Worth It? – Marissa Saldivar

The Hatred Within: Jose Garcia

Orgullo Dominicana – Angelita Urena

**Wednesday, August 12:**

The Coqui's Call – Robert Cotto

On Being Canela – Norma Andrade

**Week 9 – Brokering Group Boundaries: Meanings and Encounters (Thursday, August 13)**

**Readings: Thursday, August 13**

Massey, Douglas and Magaly Sánchez. 2012. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*, Russel Sage Foundation. Chapter 7, p. 183 – 212.

**Week 10 - Identity, Integration & the Future (Tues., August 18)**

**Readings: Tuesday, August 18**

**Literary Voices of Latinidad (Tuesday, August 18)**

Henriquez, Cristina. 2017, July 24. "Everything Is Far from Here," *The New Yorker*.

Diaz, Junot. 1996. "Aguantando" from *Drown*. New York: Riverhead Books.

Latinx Murals - PowerPoint Presentation (discussion in class)

**Latinx: Identity & Integration (Wednesday, August 20)**

Massey, Douglas and Magaly Sánchez. 2012. *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*, Russel Sage Foundation. Chapters 8 & 9, p. 213 – 252.

**Latinx in the 21<sup>st</sup> Century (Thursday, August 25)**

Pew Research Center – *Hispanic Trends* (Various Reports) <https://www.pewhispanic.org/>

**Final Take-Home Exam: Due Monday, August 31 at noon (Eastern Time)**