



## Lats 5/Socy 44 Complexities of Latinx\* Identity in the U.S.

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Summer 2016, 10A Silsby 121  
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Office Hours: Tuesday: 12 – 2 pm or by appointment

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“Nothing happens in the “real” world unless it first happens in the images in our heads.”  
-Gloria E. Anzaldúa

The Latinx population currently consists of approximately 57 million people or 17.3% of the U.S. population, making them the nation’s largest racial/ethnic minority. By the year 2050 the U.S. Census estimates that the Latinx population will make up at least 29% of the total U.S. population, about 128 million individuals. This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinx in the United States. The course combines the close reading of required texts with detailed classroom discussion. This course will provide students with the tools needed to question, discuss, and examine topics, such as, the social construction of race and ethnicity, immigration, colonialism, poverty, labor, family, gender/sexuality, race relations, forms of resistance and social movement activity. The goal is to have students develop a greater appreciation and understanding of the important role and impact the Latinx community has on the U.S.

\*The "x" makes Latino, a masculine identifier, gender-neutral. It also moves beyond Latin@ – which has been used in the past to include both masculine and feminine identities – to encompass genders outside of that limiting man-woman binary. Latinx, pronounced "La-teen-ex," includes the numerous people of Latin American descent whose gender identities fluctuate along different points of the spectrum, from agender or nonbinary to gender non-conforming, genderqueer and genderfluid. Source: <http://www.latina.com>

### Required Texts

Bourgeois, Philippe. *In Search of Respect: Selling Crack in El Barrio*. Cambridge University Press, 1996.

Garrod, Andrew, Kilkenny, Robert, Gómez, Christina (eds.) *Mi Voz, Mi Vida: Latino College Students Tell Their Stories*. Cornell University Press, 2007. Paperback

Gonzales, Roberto G. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California, December 15, 2015. Paperback

*In the News* – current news articles about Latinos that I will post (almost daily) on Canvas.

\*Canvas: All readings (articles, chapters, and reports) listed in the syllabus with an asterisk (\*) will be located on Canvas. In addition I will be posting news articles (“In the News”) and “extra” readings throughout the term for those who might want more resources.

## Course Requirements and expectations

The class format will be a seminar/discussion. I expect all students to be actively involved in class discussions; we are here to learn together; we are here as an act of purposeful engagement to listen, debate, and transform others and ourselves.

“Education should not be intended to make people comfortable, it is made to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom.” - former University of Chicago president, Hanna Holborn Gray

Students are responsible for checking their email/Canvas for updated readings or changes in the syllabus.

Grades are based on:

Class Attendance/ Participation	10%
Paper #1	15%
Paper #2	15%
Presentation	10%
Exam	25%
Final – Take-home	25%
Total	100%

### *Class Attendance and Participation*

Students are expected to attend classes, read assigned texts before class, and come prepared to discuss 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. Students who are more than 15 minutes late for class will be considered absent for that class. There are no excused absences.

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

Students will write two papers during the course. Each paper will be at approximately 4 - 6 pages in length, and must be completed by the appropriate date. Specifics about each paper will be given out 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. Students should give themselves enough time to write thoughtful essays.

### *Presentation*

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

### *Exam/Final*

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 passed out on the last day of class. **Final take-home due Monday, August 29<sup>th</sup> by noon (Eastern time).**

### *Students Accessibility Services*

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential. Call SAS at (603) 646-9900 to make an appointment to discuss or start the process of setting-up appropriate accommodations.

### *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*, available in the Deans' Offices or at <http://www.dartmouth.edu/judicialaffairs/honor/students.html>

### *Diversity 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.

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 respect and understanding of such differences. Maintaining a safe 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.

## Course Outline

### **Week 1 - Latinos in the United States: an overview (Thursday - June 23)**

\*Census Forms 1990, 2000, 2010 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

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

\*Beam, Christopher, “Is Hispanic the same thing as Latina?” *Washington Post*, May 27, 2009.

\*Calderón, Jose. 1992. “Hispanic” and “Latino”: The Visibility of Categories for Panethnicity Unity,” *Latin American Perspectives* 19 (4): 37-44.

### **Week 2 - Mexicans, Mexican-Americans, Chicanos (Tuesday - June 28 & Thursday - June 30)**

Tuesday, June 28:

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

Treaty of Guadalupe Hidalgo 1848 (see website)

<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>

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

Chicano! History of the Mexican American Civil Rights Movement (see website)

<http://www.albany.edu/jmmh/vol3/chicano/chicano.html>

Thursday, June 30:

\*Arreola, Daniel D. 1984. “Mexican American Exterior Murals,” *Geographical Review* 74 (4): 409-424.

\*Murals of Pilsen, Photos by Jennie Labine

\*Smith, Robert C. 2014. "Black Mexicans, Conjunctural Ethnicity, and Operating Identities: Long-Term Ethnographic Analysis," *American Sociological Review* 79(3): 517 – 548.

*Black in Latin America* (2011) presented and written by Henry Louis Gates Jr.; produced and directed by Ricardo Pollack; a production of Inkwell Films (watch beginning in class)

**Week 3 - Puerto Ricans, Boricua, & Nuyoricans** (Tuesday - July 5 & Wednesday - July 6)  
**No Class on Thursday - July 7**

Tuesday, July 5:

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

\*Young Lords Party – 13 Point Program

\*Rodriguez, Clara, *Puerto Ricans in the U.S.A.*, Chapter 1.

Wednesday, July 6:

\**La Operacion* by Ana María García (1982) (watch before class)

[http://www.dailymotion.com/video/xpu79i\\_la-operacion\\_shortfilms](http://www.dailymotion.com/video/xpu79i_la-operacion_shortfilms)

\*Lopez, Iris. 2008. *Matters of Choice: Puerto Rican women's struggle for reproductive freedom*, Rutgers University Press.

\*Sterilization of Female Inmates, Report 2013-120.

**PAPER #1: DUE Monday, July 11 at noon, Silsby 121**

**Week 4 - Caribbean Latinos: Cubans & Dominicans** (Tuesday - July 12 & Thursday - July 14)

Tuesday, July 12:

\*Garcia, Maria Cristina, *Havana USA: Cuban Exiles and Cuban Americans in South Florida 1959-1994*. Univ. of California Press, 1999. p. 1 – 10.

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

Thursday, July 14:

\*Candelario, Ginetta. (2000). Hair Race-ing: Dominican Beauty Culture and Identity Production, *Meridians*, Vol. 1 (1): 128 -156.

\*Itzigsohn, Jose and Carlos Dore-Cabral, "Competing Identities? Race, Ethnicity, and Panethnicity Among Dominicans in the U.S." *Sociological Forum* Vol 15, No 2 (June 2000) pp. 225-247.

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

**Week 5 – Race & Skin Color & Language** (Tuesday - July 19 & Thursday - July 21)

Tuesday, July 19:

\*Gomez, Christina, (2000). “The Continual Significance of Skin Color: An Exploratory Study of Latinos in the Northeast.” *Hispanic Journal Of Behavioral Science*, vol. 22 (1): 94-103.

\*Araujo-Dawson, Beverly. (2015). Understanding the Complexities of Skin Color, Perceptions of Race, and Discrimination Among Cubans, Dominicans, and Puerto Ricans,” *Hispanic Journal of Behavioral Sciences*, Vol. 37 (2): 243-256.

\*Winders, Jamie, John Paul Jones and Michael Higgins. (2005). “Making *Gueras*: Selling white identities on late-night Mexican television.” *Gender, Place and Culture* 12 (1): 71 – 93.

Thursday, July 21:

\*Lee, Steven K. (2006). The Latino Students’ Attitudes, Perceptions and Views on Bilingual Education,” *Bilingual Research Journal*, 30 (1).

\*Gándara, Patricia and Russell Rumberger. (2009)“Immigration, Language and Education: How Does Language Policy Structure Opportunity?” *Teachers College Record*, Vol. 111(3): 750 – 782.

**Midterm in Class - Tuesday, July 26**

**Week 6 and 7 - Poverty & Drugs: the Underclass Debate** (Wed. - July 27, Thurs. - July 28 & Tues. - August 2)

Bourgois, Philipe. *In Search of Respect: Selling Crack in El Barrio*

Wednesday, July 27: Introduction, Chapters 1- 3 (Poverty Thresholds)

Thursday, July 28: Chapters 4 - 7 (Drug Facts on Crack and Cocaine)

Tuesday, August 2: Chapters 7 – 9, Conclusion and Epilogues

**PAPER #2 due – Monday, August 8 by noon, Silsby 121**

**Week 7- 8 – Migration: Construction of Race and Citizenship** ( Thurs. - August 4, Tues. - August 9,  
Wed. - August 10, Thurs. – August 11)

Gonzales, Roberto G. *Lives in Limbo: Undocumented and Coming of Age in America*.

Thursday, August 4 – Introduction to issues of immigration

Tuesday, August 9 – Chapters 1-5

Wednesday, August 10 – Issues of Immigration – DACA/DAPA

Thursday, August 11 – Chapter 6 - 9

*\*Lost in Detention: The Hidden World of Immigration Enforcement* – Frontline Documentary

**Week 9- Latinos & Education (Tuesday, August 16, Wednesday, August 17, Thursday, August 18)**

Garrod, Kilkenny, & Gomez, *Mi Voz, Mi Vida* Students will be assigned specific chapters to present in class and hold discussion

Tuesday, August 16:

\*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*

Wednesday August 17:

The Devils Within – Eric Martinez

Was it Worth It? – Marissa Saldivar

Thursday, August 18:

The Hatred Within: Jose Garcia

Orgullo Dominicana – Angelita Urena

The Coqui's Call – Robert Cotto

On Being Canela – Norma Andrae

**Final Take-Home Exam: Due Monday, August 29 at noon (Eastern Time)**