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Spring 2009

SOCY 551 – Sociology of Latino Studies

Thursdays, 5:30 – 8 PM, Battelle-Tompkins T-30 (Conference Room/Lounge)

Course Description:

This course concentrates on both the study of the *populations* that constitute a Latino community, but also, the scope of *Latino Studies* as an emergent field of study. This is not a class that deploys the term “Latino” as just another diverse group of people in a “multicultural” society—quite the opposite: the class depends on the category “Latino” to problematize the ways in which ethnic and racial categories are utilized differently among various populations. As such, this course focuses primarily on U.S. Latino populations as *border* populations. Latin American countries are discussed as they relate to the migration of people to the U.S., as well as the process of how the border crossed many of these populations. In fact, I hope that the term “Latino” becomes a *method* of discussion about what is slippery, hybrid, and the “passing,” if you will, of groups of people through various categories. Some of the issues that will be discussed in the course include questions of identity politics, political economic issues, notions of cultural difference, and cultural studies. While the class is centered in sociological scholarship, we will also benefit from readings from Anthropology, Political Science, and Latino/Latin American Studies, among others.

This class will complement the department’s emphasis on Race, Gender and Social Justice. Because any kind of social studies framework requires as baseline the recognition of social inequalities (and the possibilities for social change), many readings focus on aspects of race and ethnicity, immigration, language rights, and racialization, as well as gender and sexuality, political economy, class variability, the media, Latina feminist standpoints, and constructions of race and how they vary (in the U.S. and in Latin America).

Required Books:

- Darder, Antonia; Rodolfo D. Torres. 2004. *After Race: racism after multiculturalism*. NYU.
- Poblete, Juan (ed). 2003. *Critical Latin American and Latino Studies*. Minnesota.

Recommended Source (see also table with added per-reviewed journals):

- *Latino Studies* (Journal), various issues (Palgrave Macmillan). (📖 Journal available electronically through AU’s library; most issues available)

(Other readings will be made available primarily through Blackboard [B] or as handouts [H] in class.)

Class Objectives:

This course will:

- (1) familiarize you with this newly emergent scholarship, through presentations and reviews,
- (2) connect the notion of Latino studies and Latino populations to sociological thinking,
- (3) offer an opportunity for you to apply some of your interests onto the study of Latino Studies.

You will also be able to:

- (4) write an original research paper on a topic of your choice, but relevant to Latino Studies.

Course Outline and Requirements:

- Active Participation. Active engagement with the course material is essential in this class. Fifteen (15 %) percent of your grade is based on how you engage with the rest of your classmates, the assigned reading, and any additional material. Given that this course meets in a block time of 2.5 hours, attendance to most if not all classes is required. Excused absences are determined in consultation with me, *not just by informing me of your absence. Because this class runs as a seminar, with a small number of students, your engaged participation is necessary for the success of the class. Computer use is NOT allowed in this class. Also, please make sure your phones are off (or in the vibrating mode), and abstain from text-messaging and other forms of phone/computer communication.*
- Several reviews/critiques of *additional* readings and class materials, to be of moderate length (3-4 pp.) These reviews will comprise 25 % of your final grade.
- A proposal describing your ideas for the final paper will be required at week seven of the semester (right before Spring Break). This should be a 4-5 page clear description of your ideas for the final paper. This proposal's value for your final grade is of 10 %.
- A presentation on an edited book or sole author book related to the class material, to be determined in coordination with me (see list of possible presentation material at the end of the syllabus). This will comprise twenty (20 %) percent of your grade. Graduate students will present on a book by themselves; undergraduates will work in groups of two.
- A final paper (about 10-12 pp.) addressing a topic of your interest, linked to a theme from the course. This research-focused paper may address an extensive literature review, an empirical discussion, or a focused close reading to a set of articles and texts (to be negotiated with me throughout the semester), *some of which could include classroom reading material.* This final paper will account for 30 % of your final grade.

Mastering all of these tasks is the work required for an excellent performance in the class. If you have any questions about the proposal or the paper, please contact me as soon as possible.

Campus Resources for Community-Based Learning - This course encourages the application of the knowledge and skills you will learn in class, to real-life issues and concerns. This process is commonly called “community-based learning” or “service-learning.” In addition to deepening the student learning experience, this approach provides much-needed and appreciated support to non-profit organizations and schools that are serving local communities and develops a partnership between the campus and the city.¹ Undergraduate students will have the option to enroll in the one-credit community service-learning project coordinated through AU's Community Service Center.

¹ AU's Community Service Center, located in Mary Graydon 273, can help you explore how and where to incorporate a service-learning project into this course. The Community Service Center is a resource center for a variety of service-related efforts at AU. Office staff can help you identify which DC-area organizations would be a good match for the topic or issue you are pursuing. They have binders with information on hundreds of area nonprofits and sector handouts in various thematic areas (e.g. Women and Gender Volunteer Sites, Housing and Homeless, Race and Ethnicity, Youth Development, and others) as well. **One flexible and manageable option is the Community Service Learning Project (CSLP) which allows students to earn an additional credit when they relate volunteer work to an established three-credit course by way of a project, product, or service. The CSLP entails 40 hours of service during the course of the semester at one nonprofit site.** For more information about AU's service-learning programs, contact Marcy Fink Campos (mfcampos@american.edu) or phone (X 7378). You can also stop by the Community Service Center to see their resources or go to their website at www.american.edu/volunteer.

Schedule of Classes and Readings:

- √ You should have all received an email with an attachment/link to the article by Immanuel Wallerstein, "*Latin@s: What's In A Name?*" (Please come prepared to discuss in class)

Jan 15 - Introduction to the course, class requirements, overview, format of the course

Discussion of an add-on 1 credit option

Invited Speaker: Marcy Campos, Director, Community Service Center

Lecture: *Who is Latino? What is Latino Studies? How do we study it sociologically?*

(We will discuss the 4 major [im]migration patterns to the US until 1965, then the main US Latino formations, as well as Latin American [im]migrations.)

Exercise for next class: Develop your own campus' Latino Studies program.

Look at these websites for ideas:

<http://latinostudies.fas.nyu.edu/page/home.html>

<http://lals.ucsc.edu/>

<http://www.uic.edu/las/latamst/index.htm>

<http://www.chicst.ucsb.edu/>

<http://www.umass.edu/clacsl/index.htm>

<http://www.sfsu.edu/~raza/>

<http://www.cas.ucf.edu/LACLS/index.php>

<http://web.uconn.edu/prls/index.htm>

<http://www.sas.upenn.edu/lals/index.html>

<http://ethnicstudies.berkeley.edu/cs/>

Jan 22 – Latino Studies and Latin American Studies: What's the Difference? Can we Bridge the two?

- [B] Cabán, Pedro A. 2003. "Moving from the Margins to Where? Three Decades of Latino/a Studies," *Latino Studies*, 1, 1: 5-35.
- [B] Pastor Jr., Manuel. 1998. "Interdependence, Inequality, and Identity: Linking Latinos and Latin Americans." Pp. 17-33 in *Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence*, edited by Frank Bonilla, Edwin Meléndez, Rebecca Morales, and María de los Angeles Torres. Temple.
- Chapter 1 (Frances Aparicio, "Latino Cultural Studies") and 2 (Walter D. Mignolo, "Capitalism and Geopolitics of Knowledge: Latin American Social Thought and Latino/a American Studies"), in *Critical*.

📖 Provide a 3-4 pp. critique of Pastor Jr., Manuel **by Jan 22**

Guest Speaker: Margueritea Jimenez, Doctoral Student, School of Public Administration, and Initiative Leader for the Center for Latin American and Latino Studies at AU

📖 In preparation for next week's class, study *how social scientists conceptualize "race:"* Evaluate (1) the American Anthropological Association's (AAA) stand on the use of race <http://aaanet.org/stmts/racepp.htm>; and (2) the American Sociological Association's response to AAA http://asanet.org/galleries/default-file/asa_race_statement.pdf

Jan 29 - Theoretical Background to “race” and “race relations”

- Introduction (“After Race”) and Chapter 1 (“Does Race Matter? Transatlantic Perspectives on Racism after ‘Race Relations’”), in *After Race*.
- [B] Torres-Saillant, Silvio. 2003. “Inventing the Race: Latinos and the ethno-racial pentagon,” *Latino Studies*, 1, 1:123-51.
- [B] Klor de Alva, Jorge, Earl Harris, and Cornel West. 1998. “Our Next Race Question: The Uneasiness between Black and Latinos.” Pp. 180-9 in *The Latino Studies Reader: Culture, Economy, and Society*, edited by Antonia Darder and Rodolfo D. Torres. Blackwell Publishers.
- [B] Lao-Montes, Agustin. 2001. “Mambo Montage: The Latinization of New York City.” Pp. 1-53 in *Mambo Montage: The Latinization of New York*, edited by Agustin Lao-Montes and Arlene Davila. Columbia University Press.

📖 Provide a 3-4 pp. commentary on the AAA/ASA takes regarding “race” **by Jan 29**

[B] In preparation for next week’s class, read: Ortiz Cofer, Judith. 1995. “I Just met a girl named María: The Myth of the Latin Woman,” Pp. 148-54 in *The Latin Deli: Telling the Lives of Barrio Women*. WW Norton.

Feb 5 - Personal Stories, How the Border Crosses Latina/o lines, and Tourism/Globalization

- [B] “Introduction. *Papelitos Guardados: Theorizing Latinidades Through Testimonio.*” In *Telling to Live*, pp. 1-24.
- [B] Bailey, Nick. 2008. “The Challenge and Response to Global Tourism in the Post-modern Era: the Commodification, Reconfiguration, and Mutual Transformation of Havana Vieja, Cuba.” *Urban Studies* 45: 1079-1096.
- [B] Robertson, Craig. 2008. “Locating the Border.” *Social Identities* 14, 4: 447-456.

📖 Provide a 3-4 pp. commentary on Ortiz Cofer’s article **by Feb 5**

Guest Speaker: Nicole Shaffer, MA, former AU SIS student, on her research about racialized sexualities

Feb 12 - Marginalized groups in Latin America and within U.S. Latino Studies

- [B] Andrews, George R. 2004. “Maps,” “Introduction,” and “Chapter 6: Into the Twenty-First Century: 2000 and Beyond,” in *Afro-Latin America 1800-2000*. Oxford.
- Chapter 6 (S. Varese, “Indigenous Epistemologies in the Age of Globalization”), in *Critical*.
- [B] Arias, Arturo. 2003. “Central American Americans: Invisibility, Power and Representation in the U.S. Latino World,” *Latino Studies*, 1, 1:168-192.
- [B] Hernández, Tanya K. 2003. “Too Black to Be Latino/a: Blackness and Blacks as Foreigners in Latino Studies,” *Latino Studies*, 1, 152-59.

📖 Provide a 3-4 pp. commentary on the main points in Arias’ article **by Feb 12**

Feb 19 - Arts and Media in the Construction of a Pan-Latino (ethnic) identity, and a US (racial) one

- [H] Dávila, Arlene. 2001. *Latinos, Inc.: The marketing and making of a people*. Introduction, Chapter 4 (“Screening the Image”), 5 (“Language and Culture in the Media Battle World”).
- [B] [Additional article—Llorens, Hilda. 2007. “Brothels, Hell and Puerto Rican Bodies: Sex, Race, and other cultural politics in 21st century artistic representations.” *Centro: Center for Puerto Rican Studies Journal*, 20, 1: 192-217.]

📖 Provide a 3-4 pp. commentary on the main points in the reading of *Latinos, Inc.* **by Feb 19**

Guest Speaker: Carolyn Brown, Assistant Professor, School of Communications, AU

Feb 26 - Local “Latino” identities in a globalized world

- Rodríguez, Ana Patricia. 2005. “Departamento 15: Cultural Narratives of Salvadoran Transnational Migration,” *Latino Studies* 3, 19-41.
- Oboler, Susana. 2005. “Introduction: Los que llegaron: 50 years of South American Migration 1950-2000: An Overview,” *Latino Studies*, 3, 42-52.
- Beserra, Bernadete. 2005. “From Brazilians to Latinos? Racialization and Latinidad in the Making of Brazilian Carnival in Los Angeles,” *Latino Studies*, 3, 53-75.

📖 Provide a 4-5 pp. final paper proposal via email **by Feb 26** *

Guest Speaker: Marcy Campos, Director, Community-service learning, and Adjunct, “The Latino Community of the DC Metropolitan Area”

Mar 5 - Education and Language Rights, and Bilingualism

- Chapters 3 (“Language Rights and the Empire of Capital”) and 4 (“Manufacturing Destinies: The Racialized Discourse of High-Stakes Testing”), in *After Race*.
- Chapter 8 (Giorgio Perissinotto, “Linguistic Constraints, Programmatic Fit, and Political Correctness: The Case of Spanish in the United States”), in *Critical*.
- [B] Ochoa, Gilda Laura. 2004. “‘Let’s Unite so that our Children are Better off than us:’ Mexican American/Mexican Immigrant Women organizing for Bilingual Education.” Pp. 113-26 in *Chicanas and Chicanos in Contemporary Society*. De Anda, Roberto M. (ed).
- Vidal-Ortiz, Salvador. 2004 “Puerto Ricans and the Politics of Speaking Spanish.” *Latino Studies Journal*, 2, 2:254-8.

* I encourage you to conduct research on your final paper and submit it to local conferences. See, for example, the 19th annual College of Arts and Sciences Robyn Rafferty Mathias Student Research Conference, which will take place Saturday, April 4. It requires a proposal, which is due February 27. If you are aiming to submit a proposal to the conference, please try to submit an early draft to me sometime this week. More information about the conference can be found at: <http://www.american.edu/cas/src.cfm>.

Spring Break [March 8-15, 2009]

☞ In preparation for next class, and following the previous AAA/ASA website info, see “Complications of “Hispanic:” Race or Ethnicity?” in *Footnotes*, ASA’s newsletter, in the *Public Forum* section: <http://www2.asanet.org/footnotes/nov05/fn14.html>

Mar 19 - Race from a U.S. racial perspective—and back to Latin America?

- Chapter 10 (Almaguer, Tomás. “At the Crossroads of Race: Latino/a Studies and Race Making in the United States”), in *Critical*.
- [B] Bonilla Silva, Eduardo. 2004. “From Bi Racial to Tri Racial: Towards a New System of racial stratification in the USA.” *Ethnic and Racial Studies*, 27, 6: 931-50.
- [B] Grosfoguel, Ramón & Georas, Chloe S. 2000. “‘Coloniality of power’ and racial dynamics: Notes toward a reinterpretation of Latino Caribbeans in New York City.” *Identities*, 7(1), 85-125.

Part 1, Book Review/Critique Presentations

Mar 26 - Coalitional Possibilities and Challenges in working with other ethno-racial groups

- Chapter 2 (“Racialized Metropolis: Theorizing Asian American and Latino Identities and Ethnicities in Southern California”), in *After Race*.
- [B] Garcia, John A. 2000. “Coalition formation: the Mexican Origin Community and Latinos and African Americans.” Pp. 255-75 in *Immigration and Race: New Challenges for American Democracy*. Gerard D. Jaynes, (ed).

Part 2, Book Review/Critique Presentations

Apr 2 – Troubling Race: Latinos within a People of Color umbrella

- [B] Marable, Manning. 2001. “The problematics of ethnic studies.” Pp. 42-64 in J. E. Butler (ed.), *Color-line to borderlands: The Matrix of American ethnic studies*.
- [B] Vidal-Ortiz, Salvador. 2004. “On being a White Person of Color: using autoethnography to understand Puerto Ricans’ racialization.” *Qualitative Sociology* 27, 2: 179-203.

Part 3, Book Review/Critique Presentations

Apr 9 - Gender, Sexuality, and Race in Latina/o [American] Religious Spaces: The Case of *Santería*⁺

- [B] Clark, Mary Ann. 2005. Chapters 1 & 2: “Introduction” and “Gender.” Pp.1-46 in *Where Men are Wives and Mothers Rule: Santería Ritual Practices and Their Gender Implications*. University Press of Florida.
- [B] Vidal-Ortiz, Salvador. 2008. “‘The Puerto Rican Way is More Tolerant’: Constructions and Uses of ‘Homophobia’ Among Santeria Practitioners Across Ethno-racial and National Identification,” *Sexualities* 11, 4: 476-495.

Part 4, Book Review/Critique Presentations (if needed)

⁺ Due to a conference schedule overlap, we will need to meet at an alternate day this week.

Apr 16 - Surveillance (in its many forms) in a Post-911 U.S. era

- Ramos-Zayas, Anna Y. 2004. “Delinquent Citizenship, National Performances: Racialization, Surveillance, and the Politics of ‘Worthiness’ in Puerto Rican Chicago,” *Latino Studies*, 2, 1: 26-44.
- [Additional article – link on AU e-journals: Purser, Gretchen. 2009. “The Dignity of Job Seeking Men: Boundary Work Among Immigrant Day Laborers.” *Journal of Contemporary Ethnography*, 38, 1: 117-139.]
- [Optional article—Gómez-Barris, Macarena. 2005. “Two 9/11s in a Lifetime: Chilean Art, Terror, and Displacement,” *Latino Studies* 3, 97-112.]

Apr 23 - Mapping Latino Studies

- Chapters 5 (“What’s so Critical about Critical Race Theory? A Conceptual Interrogation”) and Conclusion (“Mapping Latino Studies: Critical Reflections on Class and Social Theory”), in *After Race*.
- Chapter 4 (Angie Chabram-Dernerseian, “Latina/o: Another Site of Struggle, Another Site of Accountability”) in *Critical*.

Study Break - April 29

Apr 30 - Final Examination Day – at class time, 5:30-8 PM

Mini presentation of students’ final paper (most specifically the research process). We might use this session for catching up on readings and discussions.

Final papers are of course due today—hard copies only!

Notice these (e-)resources for your final paper, or -if graduate students- for your presentation:

Some peer-reviewed journals	Location/organization/website	e-journal?
<i>Latino Studies</i>	John Jay College, CUNY	Yes
<i>Latin American Research Review</i>	Latin American Studies Association	Yes
<i>Centro: Center for Puerto Rican Studies</i>	Hunter College, CUNY	Yes
Ethnicities		No
Journal of Ethnic and Migration Studies	Sussex Centre for Migration	Yes
Ethnic and Racial Studies		Yes
Latin American & Caribbean Ethnic Studies		No
Race, Ethnicity and Education		(- 1 yr.)
Race and Class	Institute of Race Relations	Yes
Souls (had some recent issues on Latin America)	Institute for Research in African-American Studies	Yes

Small Reaction Papers

These are brief reaction papers of a website or a reading assigned in class. In writing your paper, you will (briefly) summarize its goal (a paragraph at most), explain the main points offered in the source, and engage with a few of the main important issues. Consider expanding on a couple of items/issues illustrated in each of these sources that are either new to you (and thus [perhaps], quite intriguing), or relevant to your own research/interests.

Proposal and Final Paper Guidelines:

The **proposal** is mainly a statement of your research question and a discussion of your research methods. Writing the proposal will force you to select a topic and an appropriate framework.

The **final paper** is an individual piece of research. Your paper must show the ability to make connections between readings and literatures; it should have appropriate ASA citations, a clear organization, and clear definition of concepts from the start. The full paper should address:

1. Research question/statement (and if applicable, how you came about this question)
2. A targeted (not necessarily extensive) literature review to ground your thesis/premise.
3. A selection of appropriate methods for your research: What kinds of research do you want to engage in? What is the potential of your research? Why is it important (beyond you, to you)?
4. A section on data collection and presentation
5. A serious analysis of the data
6. The drawing of conclusions based on your analysis and the literature provided

Note that the proposal should provide a general sense of how much of the class readings will be incorporated into the final paper. My suggestion is that you make good use of the significant amount of class readings, but that you also establish a clear set of outside resources for the paper.

Book Review/Critique and Presentation:

Regardless of whether you are doing a team or individual presentation, you will need to produce an outline for the presentation, which incorporates these points. This outline is due to me the day of your presentation.

Paired presentations (BA students) – Pairs of students will share the work of putting together a presentation for the whole class. Tasks to be divided include: (a) premise of the reading as well as its main points, (b) a brief mention of the methodology of the reading, (c) a mapping of the findings as discussed in the reading, bringing out the main topics and themes in the reading, and (d) conclusions to the reading, as well as a general critique/praise of the arguments as based in discussions of your group members and you. *This presentation should last between 15-20 minutes. Be prepared to receive questions (in an additional 5-10 minutes) from the rest of us.*

Individual presentations (MA students) – In addition to the previous tasks, MA students will add outside readings that offer more context to the reading at hand, to either compare this reading to other relevant books or recent articles. It is their responsibility to make a more complete argument of aspects of the field linked to such reading.

Potential Books for class presentations

Make selections from the following books according to your discipline/interests. I am, overall, very familiar with the Latino Studies scholarship, and thus can explore alternative sources.

Anani Dzidzienyo & Suzanne Oboler (Eds.). 2007. *Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos*. MacDonald, Botti, & Hoffman Clark.

Avalos, Hector (Ed.). 2004. *Introduction to the U.S. Latina and Latino Religious Experience*. Brill Academic Publishers.

De Genova, Nicholas. (Ed.) 2006. *Racial Transformations: Latinos and Asians Remaking the United States*. Duke.

Flores, Juan. 2009. *The Diaspora Strikes Back: Caribeño Tales of Learning and Turning*. Routledge.

González-López, Gloria. 2005. *Erotic Journeys: Mexican Immigrants and their sex lives*. California University Press.

Guzmán, Manolo. 2006. *Gay Hegemony/Latino Homosexualities*. Routledge.

Lima, Lázaro. 2007. *The Latino Body: Crisis Identities in American Literary and Cultural Memory*. NYU Press.

Mignolo, Walter D. 2005. *The idea of Latin America*. Blackwell Manifestos. Blackwell Publishing.

Modan, Gariela Gahlia. 2007. *Turf Wars: Discourse, Diversity, and the Politics of Place*. Blackwell.

Negrón-Muntaner, Frances. 2004. *Boricua Pop: Puerto Ricans and the Latinization of American Culture*. NYU Press.

Pedraza, Pedro & Melissa Rivera (Eds.). 2005. *Latino Education: An Agenda for Community Action Research*. Mahwah, NJ: Lawrence Erlbaum.

Rodríguez, Clara E. 2000. *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States*. New York: NYU Press.

Rodríguez, Havidán; Rogelio Sáenz and Cecilia Menjívar (Eds.). 2008. *Latinos/as in the United States: Changing the Face of América*. New York: Springer.

Sánchez, Martha E. 2005. *"Shakin' Up" Race & Gender: Intercultural Connections in Puerto Rican, African American, and Chicano Narratives and Culture (1965-1995)*. Texas University Press.

Suárez Findlay, Eileen J. 1999. *Imposing Decency: The Politics of Race and Sexuality in Puerto Rico, 1870-1920*. Duke.