

## **Introduction to Latina/o Studies (LAS 3930)**

Fall 2017

Tuesdays, Period 5-6 (11:45-1:40)—MAEA 0327

Thursdays, Period 6 (12:50-1:40)---MAEB 0229

\*Note that we meet in MAEA on Tuesdays, and MAEB on Thursdays. These are **different buildings**.

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Office Hours: 9-11 Wednesdays (Be sure to make an appointment)

### **Required Books**

1. Harvest of Empire: Revised Edition by Gonzalez, Juan (2011)

ISBN: 978-0-07-297051-7

2. New Destination Dreaming: Immigration, Race and Legal Status in the Rural American South by Marrow, Helen (2011)

ISBN: 978-0-80477308-9

Email is my preferred method of contact. Be sure to include your **full** name and the class (LAS 3930) in the subject line with each email.

### **Course Description**

The aim of this course is to provide an introduction to the historical and contemporary experiences of Latina/o immigrants and their descendants in the United States. We will draw primarily from the social sciences to explore varied U.S. Latina/o experiences and conceptualizations of Latina/o identity across national origin groups, immigrant generations, and time. Readings and discussions will focus on themes including historical migration and colonization; contemporary experiences of immigration and deportation; interracial relations between Latina/os and others; undocumented youth and education; racial identity formation and language use among descendants of Latina/o immigrants, and others.

### **Course Goals:**

Upon completion of this course, you should be able to:

- 1) Recognize racialization as a multi-faceted process
- 2) Identify historical patterns of migration, exclusion, and U.S. expansion
- 3) Articulate how legal status shapes the lives of first and 1.5 generation immigrants
- 4) Compare and contrast Latina/o experiences by generation, origin, phenotype, and other meaningful statuses in the U.S.
- 5) Critically reflect upon your own experiences

### **Course Format**

- Class sessions include, lecture, films, and many discussions.
- This is purposefully a very discussion oriented course. Often, people are uncomfortable speaking with others about race and ethnicity. Research suggests that even within very close inter-racial friendships, the topic of race is rarely broached for fear of tension. Thus,

the primary challenge of this course is for us all to become more comfortable and knowledgeable with our discussions of race and ethnicity. This requires that we *listen*, to each other and treat one another with respect, while expressing a genuine interest in learning from one another.

- I try to create a relaxed atmosphere. Food and drink are okay, as long as they do not create problems for others.
- You are required to read (deeply) prior to each class session, devote your honest attention, and participate in class discussions.
- You are not permitted to read or do homework for another class, sleep, or engage in any other activity that occupies your mind.
- *No laptops, tablets, or phones may be used in class.* Recent research has shown that laptops and internet access impede learning in the classroom not only for the user, but also for those sitting nearby. If you have a documented disability that requires the use of a laptop, please see me privately after the first day of class.  
Source: <http://news.yorku.ca/2013/03/13/multitasking-on-laptop-impedes-classroom-learning-york-u-study-shows/>
- You are also not permitted to have private conversations or engage in activities that will distract your classmates.
- Never intentionally insult another person or group in this class. This includes insults meant as jokes. We will be respectful of one another at all times.
- If you are offended at or bothered by what someone else in class has said, please explain why, so the person can learn from your view. It is possible that this could turn into a valuable learning experience.

### **Pop-Quizzes**

I plan on giving *at least* one reading pop-quiz every week. Quizzes ensure that you are prepared for class each day. Because this is a very discussion oriented course, quizzes will make a significant contribution to your final grade (35%). It is imperative that you read the material deeply and come prepared for discussion each day. If you do so, you should fare well on the quizzes.

There will be no make-up quizzes. If you miss a quiz due to an excused absence (i.e., a signed document from a doctor stating that you were ill and that you were advised not to work or attend class) you can make it up by writing a 700 word response to the readings (or video) that you missed within three business days of your absence. I will not accept late papers.

On most days, pop-quizzes will start at the very beginning of class. If you are a couple of minutes late, you will have less time to complete the quiz. If you are 5 minutes late, you may not have a chance to take the quiz at all. Make sure to be on time.

### **Participation**

Participation in classroom discussions is mandatory and accounts for 5 percent of your final grade. If you have a significant fear of speaking in public, please see me ASAP.

### **Homework**

There is one written homework assignment for this course. It will account for 20% of your final grade and is due the last day of class. I will provide additional details throughout the course.

### **Exams**

There are two in-class essay exams. Each exam is worth 20 percent of your final grade.

Make-up exams are permitted only under very extreme circumstances. Make-ups also require official documentation pertaining to the extreme circumstance. In such cases, a make-up exam must be taken within 7 days of the original exam.

### **Evaluation**

A+ (97-100)	A(93-97%)	A-(90-92%)
B+ (88-89%)	B(83-87%)	B-(80-82%)
C+ (78-79%)	C(73-77%)	C-(70-72%)
D+(68-69%)	D(63-67%)	D-(60-62%)

Quizzes	35%
Participation	5%
Homework	20%
Exam 1	20%
Exam 2	20%
Total	100%

### **Course Policies**

When writing, you should cite the sources of the information you use. You may use MLA, APA, ASA, or Chicago Manual Style. If you are unfamiliar with these citation styles, review the following link: <http://owl.english.purdue.edu/owl/section/2/>. If you ever use language or ideas that are not your own, you must cite the source of said information.

*Students should adhere to the university policy for academic dishonesty. Academic dishonesty of any form will not be tolerated.*

### **Course Schedule**

#### **Part 1 History and Racialization (6 weeks):**

#### **(Week 1) Introduction**

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##### **August 22, Tuesday (11:45-1:40)**

1. Introduction to Course

##### **August 24, Thursday (12:50-1:40)**

1. Oboler, Suzanne. 1995. "Hispanics? That's What *They* Call Us."
  2. Mora, Cristina. 2011. "Hispanic Panethnicity." Center For Latin American Studies, UC Berkeley Newsletter. Pp . 7-11.
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## **(Week 2) Roots: Las Raíces (1500-1950)**

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### **August 29, Tuesday (11:45-1:40)**

1. Gonzalez, Juan. *Harvest of Empire*. Pp. XI-35.
2. *Latino Americans PBS Documentary (Episode 1) (53 minutes—watch in class)*

### **August 31, Thursday (12:50-1:40)**

1. Gonzalez, Juan. *Harvest of Empire*. Pp. 35-78.

## **(Week 3) Branches: Las Ramas**

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### **September 5, Tuesday (11:45-1:40)**

1. Gonzalez, Juan. *Harvest of Empire*. Pp. 81-128. (P.Ricans, Mexicans, Cubans, and Dominicans)
2. *Latino Americans: Empire of Dreams (Episode 2-in class)*

### **September 7, Thursday (12:50-1:40)**

1. Gonzalez, Juan. *Harvest of Empire*. Pp. 129-163. (Central Americans, Colombians, and Panamanians)
2. *Latino Americans (Episodes 3 & 4 as homework)*

## **(Week 4) Harvest: La Cosecha**

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### **September 12, Tuesday (11:45-1:40)**

1. Gonzalez, Juan. *Harvest of Empire*. Pp. 167-224.
2. *Latino Americans: Prejudice and Pride (Episode 5)*

### **September 14, Thursday (12:50-1:40)**

1. Gonzalez, Juan. *Harvest of Empire*. Pp. 199-224.

## **(Week 5) Harvest: La Cosecha (Continued)**

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### **September 19, Tuesday (11:45-1:40)**

1. Gonzalez, Juan, *Harvest of Empire*. Pp. 225-277.
2. *Latino Americans: Peril and Promise (Episode 6)*

**September 21, Thursday (12:50-1:40)**

1. Review Gonzalez, Juan. *Harvest of Empire*. Pp. 277-305.
2. Exam Review Day

**(Week 6) Exam Week.**

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**September 26, Tuesday (11:45-1:40)**

1. Exam Day (Essay)

**September 28, Thursday (12:50-1:40)**

1. Marrow, Helen. 2011. "Introduction" in *New Destination Dreaming: Immigration, Race, and Legal Status in the Rural American South*. Pp. 1-20.

**Part 2: First Generation Experiences in the Contemporary Rural U.S. (5 weeks):**

**(Week 7) Latina/os in New Destinations**

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**October 3, Tuesday Tuesday (11:45-1:40)**

1. Helen Marrow. 2011. "I'm a Person Who Likes Tranquility a Lot: Southern Region and Rural Space in the Hispanic Newcomer Experience" in *New Destination Dreaming*. Ch. 1. Pp. 23-50.
2. Helen Marrow. 2011. "The Americans Give you the Opportunity to Work and Grow: Stability and Short-Distance Mobility in the New Rural Southern Economy." In *New Destination Dreaming*. Ch. 2. Pp. 53-82.

**October 5, Thursday (12:50-1:40)**

1. Helen Marrow. 2011. "It's Not Like If You Work in a Big Place You Can Move up the Ladder: Insecurity and Stagnation in the Old Rural Southern Economy." In *New Destination Dreaming*. Ch. 3. Pp. 83-111.

**(Week 8) Social Distance with Whites and Blacks (Then and Now)**

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**October 10, Tuesday (11:45-1:40)**

1. Helen Marrow. 2011. "The Blacks Don't Like Us, and It's Worse Than with the Whites: Class Structure, Black Population Size, and the Threat of Social Leapfrogging." In *New Destination Dreaming*. Ch. 4. Pp. 113-141

2. Helen Marrow. 2011. "The White Americans Have Always Been Very Friendly: Discrimination, Racial Expectations, and Moral Hierarchies in the Black-White Binary." In *New Destination Dreaming*. Ch. 5. Pp. 142-176.

**October 12, Thursday (12:50-1:40)**

1. Jennifer Jones. 2012. "Blacks May Be Second Class, but They Can't Make Them Leave: Mexican Racial Formation and Immigrant Status." *Latino Studies*, 10(1-2): 60-80.

**(Week 9) Social Distance with Whites and Blacks (Then and Now)**

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**October 17, Tuesday (11:45-1:40)**

1. Helen Marrow. 2011. "We're Here to Serve Our Residents: Service-Inspired Responsiveness to Hispanic Newcomers in Education and Health." In *New Destination Dreaming*. Ch. 6. Pp. 179-208.
2. Helen Marrow. 2011. "If I Didn't Trust You Before, I Don't Even Want to See You Now: Regulatory Ambivalence in Law Enforcement and the Courts." In *New Destination Dreaming*. Ch. 6. Pp. 209-230.

**October 19, Thursday (12:50-1:40)**

1. Golash-Boza, Tanya and Pierrette Hondagneu-Sotelo. 2013. "Latino Immigrant Men and the Deportation Crisis: A Gendered Racial Removal Program." *Latino Studies*, 11, 271-292.

**(Week 10) Services and State Response to New Immigrants in the Rural South (Then and Now)**

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**October 24, Tuesday (11:45-1:40)**

1. Helen Marrow. 2011. "Conclusion: Promises and Pitfalls in the Rural American South." In *New Destination Dreaming*. Ch. 6. And Appendix Pp. 231-279.

**October 26, Thursday (12:50-1:40)**

1. Exam Review

**(Week 11) Exam Week**

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**Oct 31, Tuesday (11:45-1:40) Exam Day (Proctored)**

1. Exam Day (Essay)

**Nov 2, Thursday (12:50-1:40) [canceled]**

## **Part 3: Who's Threatening Who? Latinxs, Other Americans, and the State (5 Weeks)**

### **(Week 12) Latinx Threat Narrative**

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#### **November 7, Tuesday (11:45-1:40)**

1. Samuel Huntington. 2009. "The Hispanic Challenge." in *Foreign Policy*.  
<http://foreignpolicy.com/2009/10/28/the-hispanic-challenge/>
2. Chavez, Leo. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*, 2<sup>nd</sup> edition. Ch. 1. (pp. 23-47).

#### **November 9, Thursday (12:50-1:40)**

1. Lacayo, Celia. 2016. "Latinos Need to Stay in Their Place: Differential Segregation in a Multi-Ethnic Suburb." *Societies*, 6(3):

### **(Week 13) Undocumented**

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#### **November 14, Tuesday (11:45-1:40)**

1. PBS Frontline: Immigration Battle (In Class)

#### **November 16, Thursday (12:50-1:40)**

1. Gonzales, Roberto G. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review*, 76(4): 602-619.

### **(Week 14) Undocumented Youth**

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#### **November 21, Tuesday (11:45-1:40)**

1. Gonzales, Roberto G., Veronica Terriquez, and Stephen P. Ruszczyk. 2014. "Becoming DACAmended: Assessing the Short-Term Benefits of Deferred Action for Childhood Arrivals (DACA)." *American Behavioral Scientist*, 58(14): 1852-1872.
2. Enriquez, Laura. "Multigenerational Punishment: Shared Experiences of Undocumented Immigration Status Within Mixed-Status Families." *Journal of Marriage and Family*, 77(4): 939-953.

#### **November 23, Thursday (12:50-1:40) (Holiday, No Class)**

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## **(Week 15) Divergent Latinx Identities: Thinned Attachment and Cultural Maintenance**

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### **November 28, Tuesday (11:45-1:40)**

1. Jessica Vasquez. 2011. "Thinned Attachment: Heritage is Slipping Through Our Fingers." In *Mexican Americans Across Generations: Immigrant Families Racial Realities*. Pp. 33-63.
2. Jessica Vasquez. 2011. "Cultural Maintenance" In *Mexican Americans Across Generations: Immigrant Families Racial Realities*. Pp. 64-90.

### **November 30, Thursday (12:50-1:40)**

1. Flores-González, Elizabeth Aranda, and Elizabeth Vaquera. 2014. "'Doing Race': Latino Youth's Identities and the Politics of Racial Exclusion." *American Behavioral Scientist*, 58(14): 1834-1851.

## **Week 16 (Last Day) Changing Latinidades en Florida**

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### **Tuesday, December 5 (11:45-1:40) (Papers are Due!)**

1. Portes, Alejandro and Aarong Puhmann. 2015. "A Bifurcated Enclave: The Economic Evolution of the Cuban and Cuban American Population of Metropolitan Miami." *Cuban Studies*, 43: 40-63.
2. Aranda, Elizabeth and Fernando Rivera. 2016. "Puerto Rican Families in Central Florida: Prejudice, Discrimination, and their Implications for Successful Integration." *Women, Gender, and Families of Color*, 4(1): 57-85.