

Race and U.S. Latina/os

LAS 6938/LAS 4935-SYA 7933/SYA 4930

Spring 2017

Wednesday Periods 9-11 (4:05-7:05)

Turlington B310

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Office Hrs: Tuesdays 9-10; Wednesdays 9-11

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Description:

Race has been conceptualized as an idea, identity, ideology, a schema, performance, skin color, biological distinction, demographic characteristic, status-based characteristic, social construction, hierarchical classification system, structure, political project, myth, and others. In this course we will probe definitions of race and racism, and consider the multitude and divergent ways that Latina/os conceptualize, experience, and challenge some of these notions. We will consider theories of race and racialization and compare them with contemporary case studies of racialization in practice. We will consider where and how different subsets of Latina/os fit in the U.S. racial hierarchy (e.g., as a “race” or “ethnicity”? As White? As Black? As “Other?”), and explore overlapping identities, ideologies, and interests between Latina/os, Blacks, Asian Americans, and Whites. We will also consider how the shift in racialized immigration enforcement over recent decades shapes Latina/o youth and families.

*This course is listed as a hybrid undergraduate/graduate course, but is organized like a seminar. It requires a heavier reading load, a deeper level of engagement with the readings, and a substantially higher level of participation than is typical in most undergraduate lecture-style courses at UF.

Course Goals:

- Learn the foundational and dominant frames for the study of race, racialization, and Latina/os in the social sciences
- Assess different methods and approaches used in the study of Latina/os and race
- Examine the cues and mechanisms that shape Latina/o racialization in the U.S.
- Consider if/how Latina/os have shaped and been shaped by the U.S. system of racial hierarchy

Assignments and Evaluation:

For Undergraduate Student enrollees, grades will be based on 100 points divided as follows:

(10 points) Class Participation
(10 points) Discussion Facilitations
(20 points) 10 Weekly Notes (2 points each)
(20 points) Written Essay Exam
(30 points) Research Paper/Proposal
(5 points) Research Presentation
(5 points) LAS Intellectual Engagement Activity Review
100 total points

For Graduate Student enrollees, grades will be based on 100 points and divided as follows:

(10 points) Class Participation
(10 points) Discussion Facilitations
(30 points) 6 Reaction papers (4 points each) + 4 Weekly Notes (1.5 points each)
(40 points) Research Paper/Proposal
(5 points) Research Presentation
(5 points) LAS Intellectual Engagement Activity Review
100 total points

Attendance: Because this is a discussion based seminar, attendance is mandatory. In a small seminar we must rely on one another to attend class and be prepared for discussion each day. An unexcused absence will result in a final grade reduction of 15 points (1.5 full letter grades). Excused absences are permitted only in very extreme circumstances, and with proper documentation detailing said circumstance.

Participation in Class Discussions

This course is organized as a seminar. Seminars are most useful and enjoyable when everyone attends class prepared having read ALL assigned readings. Informed questions, comments, and critiques about each assigned reading are expected of all students. This format allows for a deep and critical exploration of ideas. Commentary that does not illustrate knowledge of the assigned readings will not earn points.

Essay Exam: *Undergraduate Students Only*

Undergraduate students will take 1 in-class essay exam during week 5. 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

Weekly Notes (*10 for Undergraduate Students; 4 for Graduate Students*)

For 10 classes, undergraduate students will write at least 1 full page of single spaced notes that cover all of the day's assigned readings. For 4 classes, graduate students will do the same. These notes are informal. There is no correct format or style, but they should incorporate independent thoughts, critiques, and commentary. It is expected that you will develop a style that best allows you to organize your thoughts. The following are some guidelines adopted from Jusonyte (2015) to help get you started:

- Write down the main points, new concepts, important quotes or phrases you would like to remember from the readings, and explain them in your own words;

- If you are puzzled by the text (or its parts) or would like to know more about a certain subject, write down your questions;
- You can list the arguments you disagree with and why;
- Use the material from the text to reflect on your research subject or on another topic that is of interest to you;
- Compare and contrast the text with other readings assigned for the class.

Reading notes are due on Canvas by the start of class each week. You should also bring a print copy to class. You will receive credit if you complete the assignment in a timely manner and engage with all assigned texts.

Reaction Papers: *Graduate Students Only*

Graduate students will complete six weekly reaction papers (3-4 pages each) as careful reflections of the week's readings. Guidelines for these papers are adapted from White (2016) and Embrick (2014). An ideal reaction paper references most/all of the required readings. The paper may take the form of a critique, an insight provoked by the readings that is distinct from the readings' findings, or some combination of critique and insight. Critiques should not focus primarily on the writing or style, but rather, on the substantive arguments, soundness of the methodology, and the veracity/robustness of the evidence provided to reach the author's conclusions. Critiques that emphasize errors of omission (i.e., "Author did not focus on "X" topic") should be careful to consider the relevance of any omitted measure given the paper's stated objectives as well as the length limits of journal articles. A stronger critique of omission would argue that in accordance with previous scholarship on omitted topic "X" (cite sources, detail findings), the author would have likely reached alternative "Y" conclusion.

A strong reaction paper demonstrates a close understanding of the readings and some careful original thinking. The reaction paper does not summarize the arguments and findings of the designated papers and spends little time reporting the papers' results. Instead, the paper assumes the reader understands all the key results and emphasizes the development of an original argument. Papers will be evaluated according to the strength of the argument and supporting analysis. Reaction papers are limited to 3- 4 double-spaced pages. Anything in excess of four pages will not be read. There is no need for a title page. A list of references is necessary for cited references that do not appear on this syllabus (inclusion of external peer-reviewed sources encouraged).

Facilitating Discussions

Over the course of the semester, you will be asked to facilitate class discussions. You will sign up for these days the first day of class. Discussion facilitators are entirely responsible for planning and leading an informed discussion of the readings. This is best accomplished when discussion facilitators provide a list of discussion questions on Canvas several days in advance so that others can consider said questions when reading the material. On some days, there will be two facilitators. On these days you may work in collaboration or independently--each taking charge of specific readings.

Research Paper:

At the beginning of the final class meeting of the semester (at 4:05 p.m. that day), a final paper related to race and U.S. Latina/os will be due. This paper can be either (1) a work of original empirical social scientific research; or (2) an empirical research proposal. Students must clear their topic with me in person by the end of Week 10. There is no formal page limit, but papers are typically between 16-25 pages in length

Empirical research proposals should specify the empirical object of study and indicate, with as much specificity as possible, how ze would go about studying it, the kinds of sources to be used, the kinds of cases one would select, or the specific dataset and variables to be used, and, in general, how one would deploy ideas or methods covered in this course when addressing that empirical problem. The goal should be to have a project that will be ready for presentation at a conference, and/or a paper that will eventually be suitable for publication. This might also serve as the basis for an MA thesis, or a chapter of a dissertation.

Presentations (5 points): On the last two days of class, each student will make a 15 minute presentation of his or her paper. This presentation will follow the format of a professional presentation at an academic conference, typically in Powerpoint. We will discuss tips for these presentations in class.

LAS Intellectual Engagement Activity (5 points):

There is much intellectual activity that we benefit from inside the classroom. Yet, UF is a dynamic, internationally renowned institution wherein speakers and performers from across the nation and Latin America regularly visit to share their expertise on issues related to Latina/os and Latin America. It is important to participate in the intellectual vitality of our campus community. All students should attend 1 lecture, performance, workshop or other Latin America/Latina/o related event over the course of the semester. Following the event, you will be required to write a one-page paper (single spaced, 12 point font, Times New Roman) in which you: indicate the title, place, time and presenter(s) of the event; make observations and raise questions related to our course objectives; discuss an aspect of the event that you found interesting, motivating, insightful; and take a photo showing your face and the speaker to document your presence. Please also feel free to post a report/comment/photo of the event to social media, either tagging the Center for Latin American Studies or using the hashtag #UFLAS.

All reviews must be submitted by the last day of class. But be sure to plan in advance. See the Center for Latin American Studies' events calendar here: <http://www.latam.ufl.edu/calendar/>

We will likely have one speaker from the Latina/o Studies Lecture Series in Spring 2017. This would be a great opportunity.

The UF Center for Latin American Studies Annual Conference, "Cuba and the US in the 21st Century," March 30 - April 1, 2017 will also be an excellent event to attend.

Grading:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-70 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	<60 = E

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Feedback

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

UF Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

COURSE SCHEDULE:

Part 1: Defining Race and Ethnicity (Weeks 1-4)

(Week 1) What is Race?

Film: Race: Power of Illusion, Part One (The Difference Between Us)

Snipp, Matthew. Defining Race and Ethnicity (2003)

Cornell Stephen and Douglas Hartmann. *Ethnicity and Race: Making Identities in a Changing World*, Second Edition. Ch. 2.

(Week 2) Racialization

Rumbaut, Ruben. 2014. Pigments of Our Imagination. In *How the U.S. Racializes Latina/os*. Ch. 1.

Bonilla-Silva, Eduardo. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review*, 62(3): 465-480.

Goodman, Philip. 2008. "It's Just Black, White or Hispanic: An Observational Study of Racializing Moves in California's Segregated Prison Reception Centers." *Law & Social Inquiry*, 42(4): 735-770.

Mora, Cristina G. 2014. "Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965-1990." *American Sociological Review*, 79(2): 182-210.

(Week 3) Legal and Social Definitions of Race in the Early 20th Century

Haney Lopez, Ian. 2006. *White by Law: The Legal Construction of Race*. Rev. and updated, 10th anniversary ed, *Critical America*. New York: New York University Press. Chpt. 5 (“law as ideology,” pgs. 86-93 only) and Chpt. 8

Gomez, Laura E. 2009. “Opposite One-Drop Rules: Mexican-Americans, African Americans, and the Need to Reconceive Turn of the Twentieth Century Race Relations.” in *How the U.S. Racializes Latinos*. Ch. 5.

Fox, Cybelle and Irene Bloemraad. 2015. “Beyond ‘White by Law’: Explaining the Gulf in Citizenship Acquisition between Mexican and European Immigrants, 1930.” *Social Forces*, 94(1): 181-207.

(Week 4) Latina/o Racial Landscapes and Whitening(?)

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): 931-950.

Lee, Jennifer and Frank Bean. 2007. “Reinventing the Color Line: Immigration and America’s New Racial/Ethnic Divide.” *Social Forces*, 86(2): 561-586.

Cohn, Nate. 2014. “More Hispanics Declaring Themselves White.” *New York Times: The Upshot*. May 21, 2014.

Vargas, Nicholas. 2015. “Latina/o Whitening?: Which Latina/os Self-Classify as White and Report Being Perceived as White by Others?” *Du Bois Review: Social Science Research on Race*, 12(1): 119-136.

(Week 5) Undergraduate Written Exam

Part 2: Racialized Latinidades: From Ideologies to Identities (Weeks 6-9)

(Week 6) Racial Ideologies and Identities

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.

Roth, Wendy D. 2009. “Latino Before the World: The Transnational Extension of Panethnicity.” *Ethnic and Racial Studies*, 32(6): 927-947.

Zamora, Sylvia. 2016. “Racial Remittances: The Effect of Migration on Racial Ideologies in Mexico and the United States.” *Sociology of Race and Ethnicity*, 2(4): 466-481.

(Week 7) Afro-Latina/os and Afro-Latina/o Identity

Flores, Juan and Miriam Jimenez Roman. 2009. “Triple Consciousness? Approaches to Afro-Latino Culture in the United States.” *Latin American and Caribbean Ethnic Studies*, 4(3): 319-328.

Jorge, Angela. 1976. “The Black Puerto Rican Woman in Contemporary American Society.” Speech at a Symposium on The Hispanic American Woman in *The Afro-Latin@ Reader: History and Culture in the United States*, pp. 269-275.

Lopez, Gustavo and Ana Gonzalez-Barrera. 2016. "Afro-Latino: A Deeply Rooted Identity among U.S. Hispanics." Pew Research Center Report

Darity Jr. William, Jason Dietrich, and Darrick Hamilton. 2005. "Bleach in the Rainbow: Latin Ethnicity and Preference for Whiteness." *Transforming Anthropology*, 13(2): 103-109.

Sawyer, Mark. 2010. "Racial Politics in Multiethnic America: Black and Latin@ Identities and Coalitions." In *The Afro-Latin@ Reader: History and Culture in the United States*, pp. 527-537.

(Week 8) Asian and Mixed Latinidades

Ocampo, Anthony C. 2014. "Are Second Generation Filipinos Becoming Asian American or Latino? Historical Colonialism, Culture, and Panethnic Identity." *Ethnic and Racial Studies*, 37(3): 425-445.

Menchaca, Martha. "Latinas/os and the Mestizo Racial Heritage of Mexican Americans." in *A Companion to Latina/o Studies* (2011). Pp. 313-323.

Jimenez, Tomas. 2004. "Negotiating Ethnic Boundaries: Multiethnic Mexican Americans and Identity in the U.S." *Ethnicities*, 4(1): 75-97.

Jimenez, Miriam. "Looking at that Middle ground: Racial Mixing as Panacea?" in *A companion to Latina/o Studies* (2011). Pp. 325-336

(Week 9) Latina/o Threat

Chavez, Leo. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*, 2nd edition. Ch. 1. (pp. 23-47).

Samuel Huntington. 2009. "The Hispanic Challenge." in *Foreign Policy*. <http://foreignpolicy.com/2009/10/28/the-hispanic-challenge/>

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

(Week 10) SPRING BREAK

Part 3: Crossing Boundaries: Geographic, Symbolic, and Social

(Week 11) Legal Status

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.

Menjívar, Cecilia and Leisy Abrego. 2012. "Legal Violence: Immigration Law and the Lives of Central American Immigrants." *American Journal of Sociology*, 117(5): 1380-1421.

Enriquez, Laura. 2014. "Undocumented and Citizen Students Unite.: Building a Cross-Status Coalition through Shared Ideology." *Social Problems*, 61(2): 155-174.

(Week 12) Deportation and Families

Golash-Boza, Tanya. 2013. "Latino Immigrant Men and the Deportation Crisis: A Gendered Racial Removal Program." *Latino Studies*, 11, 271-291.

Dreby, Joanna. 2010. "The Burden of Deportation on Children in Mexican Immigrant Families." *Journal of Marriage and Family*, 74, 829-845.

Enriquez, Laura. "Multigenerational Punishment: Shared Experiences of Undocumented Immigration Status Within Mixed-Status Families." *Journal of Marriage and Family*, 77(4): 939-953.

(Week 13) Latinidad in Florida

Aranda, Elizabeth, Rosa E. Chang, and Elena Sabogal. 2009. "Racializing Miami: Immigrant Latinos and Colorblind Racism in the Global City." In. *How the U.S. Racializes Latinos*.

Portes, Alejandro and Aarong Puhrmann. 2015. "A Bifurcated Enclave: The Economic Evolution of the Cuban and Cuban American Population of Metropolitan Miami." *Cuban Studies*, 43: 40-63.

Duany, Jorge. 2010. "The Orlando Ricans: Overlapping Identity Discourses among Middle-Class Puerto Rican Immigrants." *Centro Journal*, Vol. 22 (1): 85-115

(Week 14) Demographic Shifts: A new racial order?

Lichter, Daniel T. 2013. Integration or Fragmentation? Racial Diversity and the American Future. *Demography*, 50(2): 359-391

Hochschild, Jennifer, Vesla Weaver, & Traci Burch. 2012. *Creating a New Racial Order*. Ch. 7 (pp. 167-181).

(Week 15) Presentations

(Week 16) Presentations & Final Papers Due