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Spring 2007

SOCY 596.001 – Sociology of Latino Studies

Thursdays, 5:30-8:00, SIS 14

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 Sources:

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

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

Objectives:

This course will: (1) familiarize you with this newly emergent scholarship, (2) connect the notion of Latino studies and Latino populations to sociological thinking, and (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. Attendance to all classes
- Several reviews 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 the eight week 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 final paper (about 15 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 50% of your final grade.

Mastering all of these tasks is the work required for an excellent performance in the class.

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 is expected to 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.

If you have any questions about the proposal or the paper, please contact me as soon as possible.

Schedule of Classes and Readings:

Jan 16 - Introduction to the course, class requirements, overview, format of the course
Lecture: *Who is Latino? What is Latino Studies? How do we study it sociologically?*

Next class' exercise: Develop your own campus' Latino Studies program. Look at these for ideas:

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

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

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

<http://www.public.iastate.edu/~latinostudies/>

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

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

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

<http://www.lls.uiuc.edu/index.htm>

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

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

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

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

Jan 23 - Latino Studies and Latin American Studies: What's the Difference?

- [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 23**

📖 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 30 - 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.

📖 Provide a 3-4 pp. commentary on the AAA/ASA takes regarding "race" **by Jan 30**

[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 6 - Personal Stories linking first Latinos in the U.S. (or how the Border crossed Latinos)

- [H] "Introduction. *Papelitos Guardados: Theorizing Latinidades Through Testimonio.*" In *Telling to Live*, pp. 1-24.
- [H] Zavella, Patricia. 2001. "Silence Begins at Home," in *Telling to Live*, pp. 43-54.
- [H] Sousa, Caridad. 2001. "Esta risa no es de loca," in *Telling to Live*, pp. 114-22.
- [H] Behar, Ruth. 2001. "Temporary Latina," in *Telling to Live*, pp. 231-7.

 Provide a 3-4 pp. commentary on Ortiz Cofer's article **by Feb 6**

Feb 13 - 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.
- 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 13**

Feb 20 - 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.

Feb 27 - Media and the Construction of a Pan-Latino identity

- [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").
- 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 3-4 pp. commentary on the main points in the reading of *Latinos, Inc.* **by Feb 27**

Mar 6 - 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.

📖 Provide a 4-5 pp. final paper proposal via email **by Mar 6th**

Spring Break [March 11-18, 2007]

📖 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 20 - 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.
- [H] 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.

Mar 27 - 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).

Apr 3 – 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*. University of Washington Press.
- [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.

Apr 10 - “Race-ing” sexuality discourses

- [B] Almaguer, Tomás. 1991. “Chicano Men: A Cartography of Homosexual Identity and Behavior.” *differences: a journal of feminist cultural studies* (special issue: queer theory, lesbian and gay sexualities), 3, 2: 75-100.
- [B] Moraga, Cherríe. 2003 [1993]. “Queer Atzlán: the Re-formation of Chicano Tribe,” Pp. 258-74 in *Latino/a Thought: Culture, Politics, and Society*, Francisco H. Vázquez and Rodolfo D. Torres (eds.) Rowman and Littlefield.
- [B] Muñoz, José. 2000. “Feeling brown: Ethnicity and affect in Ricardo Bracho’s *The Sweetest Hangover (and Other STDs)*.” *Theatre Journal*, 52, 67-79.

Apr 17 - Surveillance 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.
- Gómez-Barris, Macarena. 2005. "Two 9/11s in a Lifetime: Chilean Art, Terror, and Displacement," *Latino Studies* 3, 97-112.

Apr 24 - 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-Dernersesian, "Latina/o: Another Site of Struggle, Another Site of Accountability") in *Critical*.

Study Break May 1-2

May 3-9 Spring Final Examinations

May 8 – **Last Class.*** Mini presentation of students' papers and research process, clarification of major themes, and catching up on readings and discussions. Final papers are of course due today, hard copies only!

* The exam date and time assigned for this class is May 8, **at** 5:30 PM. Because of a current regulation by the governing body (Faculty Senate and its Academic Regulations), professors are required to hold a class at the exam day and time if assigning a take home exam or a final research paper (that is, unless giving a written exam, faculty are required to hold a full class meeting).