

Graduate Course Proposal
Introduction to Latina/Latino Studies
Time & Day TBA

COURSE DESCRIPTION & OBJECTIVES

This course aims to introduce graduate students to the broad themes, concepts, and questions raised in the interdisciplinary field of Latina/Latino Studies. A rapidly growing field, Latina/Latino Studies focuses on the social formation of Latinas/Latinos in the United States as well as their origins and connections to Latin America. The transnational flows of culture, capital, goods, and labor figure prominently within this field as it is the processes of empire building and (im)migration that historically and currently constitute these new social formations and identities. Specifically, this course seeks to interrogate questions of racial, gender, ethnic, and class formations alongside the themes of political economy, cultural production, sexuality, and labor, to name only a few. Latina/o Studies draws on theories and methods from a broad range of disciplines in order to center the experience of Latinas/os along various social axes and explore the specificities of people marked by this identity. In this seminar, we will seek to answer the following questions:

- What is Latina/o Studies? What is the field's history and origins?
- What is the utility of Latina/o Studies as a field of intellectual inquiry?
- What methods and theories are useful to Latina/o Studies?
- How have different scholars approached the field and what kinds of work have they produced?
- Can we study Latina/o populations without employing a Latina/o Studies framework? If so, what does that scholarship look like? Are there limitations or advantages to such an approach?

Our readings will come from various disciplines including history, anthropology, sociology, political science, cultural studies, education, sociolinguistics, literature, and media studies. At the end of this course students will have developed a foundational understanding of Latina/Latino Studies, be familiar with key theories of Latina/Latino Studies across various academic fields, and be able to incorporate Latina/Latino Studies approaches into their own research.

REQUIRED TEXTS

- Chavez, Ernesto. *'Mi Raza Primero!' (My People First): Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles, 1966-1978*. Berkeley: University of California Press, 2002.
- Dávila, Arlene. *Latinos, Inc.: The Marketing and Making of a People*. Berkeley: University of California Press, 2001.
- González, Juan. *Harvest of Empire: A History of Latinos in America*. New York: Viking Press, 2000.
- Habell-Pallán, Michelle, and Mary Romero, eds. *Latina/o Popular Culture*. New York: New York University Press, 2002.

- Levitt, Peggy. *The Transnational Villagers*. Berkeley: University of California Press, 2001.
- Michie, Gregory. *Holler If You Hear Me: The Education of a Teacher and His Students*. New York: Teachers College Press, 1999.
- Oboler, Suzanne. *Ethnic Labels, Latino Lives: Identity and the Politics of Re(Presentation) in the United States*. Minneapolis: University of Minnesota Press, 1995.
- Ochoa, Gilda L. *Becoming Neighbors in a Mexican American Community: Power, Conflict, and Solidarity*. Austin: University of Texas Press, 2004.
- Poblete, Juan, ed. *Critical Latin American and Latino Studies*. Minneapolis: University of Minnesota Press, 2003.
- Ricourt, Milagros, and Ruby Danta. *Hispanas De Queens: Latino Panethnicity in a New York City Neighborhood*. New York: Cornell University Press, 2002.
- Torres, Andrés, and José E. Velázquez, eds. *The Puerto Rican Movement: Voices from the Diaspora*. Philadelphia: Temple University Press, 1998.
- Zentella, Ana Celia. *Building on Strength: Language and Literacy in Latino Families and Communities*. New York: Teachers College Press, 2005.

COURSE POLICIES & PROCEDURES

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. This can include, but is not limited to: cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another students' work. Acts of academic dishonesty will not be tolerated. Instructors are required to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For the student, this may result in an E for the course and additional disciplinary action. Students are responsible for being familiar with the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Accommodations

Students with disabilities should inform the instructor as soon as possible of their needs. Appropriate accommodations will be coordinated with The Office for Disability Services, 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901. For further information, visit <http://www.ods.ohio-state.edu/>.

Assignments

All assignments must be completed and submitted by the announced deadlines. Extensions will not be granted unless they have been arranged ahead of time with the instructor and for extenuating circumstances only.

Presentations. Students will be asked to lead discussion on the week's readings at least once during the quarter.

Weekly Response/Reflection Papers. Students will write a 2 page single-spaced response to the week's readings for each class meeting. Students should examine the readings in relation to

one another and plan to come prepared to contribute to the day's discussion and present your thoughts or reactions to the week's reading.

Final Paper. Students will identify a specific research topic and write a theoretical/secondary literature review on the topic. The essay should draw on scholarship across disciplines and be 15-20 pages in length.

Discussions

In courses that deal with race, sexuality, gender, class, identity, and other social topics, people often have very strong personal opinions regarding these issues and conversations may sometimes become uncomfortable. As students and teachers engaged in intellectual inquiry, we should aim to conduct ourselves in a respectful and cordial manner towards one another, listening to each other's comments and contributing constructively to the conversation. Ultimately, our goal is to engage in discussion that furthers our knowledge of Latinas/Latinos in U.S. society. I ask students to think critically, engage and reflect upon the readings, and learn from one another.

Grading

The following is the grade distribution for this class:

Presentation/Discussion Leading	20%
Weekly Response Papers	40%
Final Paper	40%

Grade Breakdowns

A: 92.6 and above A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Note: At the instructor's discretion, this syllabus is subject to change. Any changes will be announced in class and will override what is written here on this syllabus.

COURSE SCHEDULE

- Week 1** **Introduction to Latina/o Studies—Latinas/os as Historical Subjects**
 Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*
 *Vicki L. Ruiz, "Nuestra América: Latino History as United States History."
Journal of American History 93, no. 3 (2006): 655-72.
- Week 2** **From Nationalism to Panethnic Latina/o Studies**
 Suzanne Oboler, *Ethnic Labels, Latino Lives: Identity and the Politics of Re(Presentation) in the United States*
 *J. Jorge Klor de Alva, "Aztlán, Borinquen, and Hispanic Nationalism in the United States" in *The Latino Studies Reader*, Antonia Darder and Rodolfo Torres, eds. (63-82)
 *Angie Chabram-Dernersesian, "'Chicana! Rican? No, Chicana Riqueña!' Refashioning the Transnational Connection." In *Between Woman and Nation: Nationalisms, Transnational Feminisms, and the State*, Caren Kaplan, Norma Alarcón and Mino Moallem, eds., 264-95.

- Week 3** **(Im)migrants and (Im)migrations**
Peggy Levitt, *The Transnational Villagers*
*Ana Patricia Rodríguez, “Departamento 15: Cultural Narratives of Salvadoran Transnational Migration” *Latino Studies Journal* 2005, volume 3, number 1 (19-41)
*Ted Henken, “*Balseros, Boteros, and El Bombo*: Post-1994 Cuban Immigration to the United States and the Persistence of Special Treatment” *Latino Studies Journal* 2005, 3 (393-416)
- Week 4** **Contested Spaces—Intra-Latino Relations**
Gilda L. Ochoa, *Becoming Neighbors in a Mexican American Community: Power, Conflict, and Solidarity*
Milagros Ricourt and Ruby Danta, *Hispanas de Queens: Latino Panethnicity in a New York City Neighborhood*
- Week 5** **Languages of Latinidad**
Ana Celia Zentella, *Building on Strength: Language and Literacy in Latino Families and Communities*
*Juan Flores and George Yudice, “Living Borders/*Buscando América*: Languages of Latino Self-Formation” in *Latinos and Education: A Critical Reader*, eds., Darder, Torres, Gutiérrez (174-200)
* Rosaura Sánchez, "Mapping the Spanish Language Along a Multiethnic and Multilingual Border." In *The Latino Studies Reader: Culture, Economy, and Society*, edited by Antonia Darder and Rodolfo D. Torres. Malden, MA: Blackwell Publishers, 1998.
- DUE: Research topic
- Week 6** **Latinas/os, Politics, and Social Movements**
Andrés Torres and José E. Velázquez, eds. *The Puerto Rican Movement: Voices from the Diaspora* (selected chapters)
Ernesto Chavez, 'Mi Raza Primero!' (My People First):
*Louis DeSipio and Rodolfo O. de la Garza, “Forever Seen as New: Latino Participation in American Elections” in *Latinos Remaking America*, eds., Marcelo Suárez-Orozco and Mariela M. Páez (398-409)
- Week 7** **Schooling and Education**
Gregory Michie, *Holler If You Hear Me: The Education of a Teacher and His Students*
*Lilia Fernández, “Telling Stories about School: Using Critical Race and Latino Critical Theories to Document Latina/Latino Education and Resistance” in *Qualitative Inquiry*, 2002, vol 8, no 1, (45-65)
- Week 8** **Latinidad as Capital**
Arlene Davila, *Latinos Inc.: The Marketing and Making of a People*

*Marta Gimenez, "Latino/Hispanic - Who Needs a Name?: The Case Against a Standardized Terminology" in *Latinos and Education: A Critical Reader*, eds., Darder, Torres, Gutiérrez (225-238)

Week 9

Sexuality & Popular Culture

Michelle Habell-Pallán and Mary Romero, eds. Latina/o Popular Culture (selected chapters)

*Horacio Roque Ramírez, "'That's My Place!': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983" in *Journal of the History of Sexuality* 2003, vol 12, no 2 (224-258)

*Frances Aparicio, "Jennifer as Selena: Rethinking Latinidad in Media and Popular Culture" *Latino Studies Journal* 2003, vol 1, no 1 (90-105)

Week 10

Latino Studies in the 21st Century

Juan Poblete, ed. *Critical Latin American and Latino Studies*