

Graduate Seminar
Interdisciplinary Approaches to Latinx Studies
(Abridged Version)

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Address:

Office Hours:

Course Description

Latinx studies encompasses a set of interdisciplinary approaches to the study of Puerto Rican, Mexican, Cuban, Caribbean, Central American, and Latin American communities in the US. Latinx studies offers a rubric for understanding not only the interconnections between diverse Latinx communities but also the differences that sometimes divide them. This course will expose students to core knowledge about Latinx histories and communities as well as the various disciplinary rubrics through which Latinx studies is elaborated including sociology, historical studies, political science, studies of immigration and citizenship, anthropology, and cultural studies. As a true interdisciplinary “introduction” to the study of Latinxs in the U.S., the pedagogical aim of this course is to help graduate students develop the background knowledge, theoretical language and methodological skills needed to analyze the histories, cultural production, and material realities of Latinxs in the U.S. Required texts will provide students both with an overview of longstanding questions in the field, while familiarizing them with emerging areas of scholarship. This course will be taught in English.

All of the course requirements are founded on the principle that graduate pedagogy involves both intellectual development and professionalization. This means helping you build the skills necessary for a successful academic career in graduate school and beyond. Thus, each week you'll be expected to complete short professionalization assignments. I will also be available for thirty minutes after every class on Zoom to discuss any professionalization-related topics.

Grading Criteria and Assignments

Final grades will be based on preparation and participation in the seminar as well as timely completion of all written course work and presentations. No late work is accepted. In addition, a final grade of “incomplete” will not be given in this class except for extreme circumstances.

The following breakdown constitutes the grading for the course:

Attendance and Participation: 10%
Weekly Questions: 10%
In-Class Presentation: 15%
Professionalization Assignments: 10%
Book Review: 20%
Final Project: 35%

Attendance and Participation: 10%

Regular attendance, constructive class participation, and consistent and engaged reading of assigned texts are required from all registered students. I expect each of you to come to class having completed the readings, taken notes, and with prepared discussion questions.

Weekly Questions: 10%

By 11:59 p.m. every Sunday, each student—with the exception of that week's discussion leader—will be required to post three discussion questions based on the weekly readings on the Canvas discussion board. These questions will be used in class to initiate a dialogue on the week's readings.

In-Class Presentation: 15%

Once during the semester each student will deliver an introductory presentation and lead class discussion based on the weekly readings. Weeks eligible for a student presentation are marked with a **(P)**. Below are some basic questions that should guide the reading of the class material (when applicable):

- What is the author's research question?
- What is the author's argument? Who is she/they/he arguing with or against?
- What is the author's methodology? Do you think the method of choice is appropriate? What other method might the author have used?
- What are the main theories guiding the author's analysis?
- Why does the author arrange the narrative in a specific fashion? What kind of choices has the author made regarding the presentation of the subject?
- How might the author's argument reflect her/his own particular context and outlook as media, anthropology, or literary scholar?
- In what fields does the author make an intervention/contribution? What are they?
- How does this text better help us understand Latinx studies?
- Critical discussion questions for your peers

Professionalization Assignments: 10%

On certain weeks, you'll be expected to complete short professionalization assignments. These will be due Wednesdays by 11:59p.m.

Assignment 1: Research Areas

Assignment 2: CV

Assignment 3: Conferences

Assignment 4: Academic podcasting

Assignment 5: Conference Abstract

Assignment 6: Journals

Assignment 7: Grants

Assignment 8: Summary of Final Book

Assignment 9: Alt-professoriate

Assignment 10: Outline for radio project

If some of these assignments won't be useful to you professionally, come talk to me and pitch another idea for the week(s).

Book Review: 20%

The goal of this assignment is to introduce you to conducting critical analysis of an academic monograph. You are expected to produce a synopsis and critique of the book in a 2- to 3-page written summary. These summaries will be distributed to all class members. In addition, the book you choose for your book review will be the book you'll cover for your final project. Due: Week 13, November 2.

Books eligible:

- *How Race is Made in America* by Natalia Molina
- *Indian Given: Racial Geographies across Mexico and the United States* by Josefina Sladaña-Portillo
- *Corazón de Dixie: Mexicanos in the US South since 1910* by Julie Weise
- *The Young Lords: A Radical History* by Johanna Fernández
- *The Racial Politics of Division: Interethnic Struggles for Legitimacy in Multicultural Miami* by Monika Gosin
- *Latinos, Inc* by Arlene Dávila
- *Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities* by Karma R. Chávez
- *Looking like a Language, Sounding like a Race* by Jonathan Rosa
- Or another academic monograph about Latinx studies published in the last four years (with instructor approval).

Final Project: 35%

For your final project, you'll create a radio episode discussing the book you chose for your book review. Your program should consist of two 14-minute segments that in their entirety tell radio listeners what the book is about, its main argument, how the author carries out their investigation, findings, why the study is important, and concludes with a commentary on the book's potential relevance to Lexington/Kentucky. Your radio program will air on community radio station RadioLex. During Week 10, you'll have a short guest lecture about community radio, broadcasting regulations, and best practices for recording and editing your program.

- Be sure to include music intro and transitions (less than 10 seconds). If you are not using open access music, please let me know the name of the song and artist you'll use.
- Indicate the title, author, and publisher of book you'll discuss for copyright purposes
- For your first segment, introduce yourself and the topic of your program. At the end of your first segment, say something along the lines of "we will continue after the break." Leave 30 seconds audio-less in your file to indicate end of first segment. At the start of your second segment, say something like "We're back discussing... (reintroduce your topic)." At the end of your second segment, be sure to include a few concluding sentences.

- Recommended software for recording and editing: Audacity and Garage Band. The university's Media Depot offers drop-in office hours to help you learn the software and how to edit/troubleshoot.

RUBRIC FOR FINAL PROJECT:

Formatting/Technical Production (25%)

- Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.
- Conclusion briefly summarizes key information.
- Episode is structured in two, well-thought out 14-minute segments.
- Transitions are smooth and spaced correctly without noisy, dead space. Use of music when appropriate.
- Volume of voice, music, and effects enhance the presentation.

Content (50%)

- Describes what the book is about, its main argument, how the author carries out their investigation, findings, why the study is important, and concludes with a commentary on the book's potential relevance to Lexington/Kentucky

Delivery (25%)

- Well-rehearsed, smooth delivery in a conversational style.
- Highly effective enunciation, expression, and rhythm keep the audience listening.

Due: December 3 by 11:59 p.m.

COURSE CALENDAR

Week 1, August 17: Introductions

Week 2, August 24: Latinidad

- Aparicio, Frances R. "Latinidad/es." In *Keywords in Latina/o Studies*, pp. 113-118. NYU Press, 2017.
- Gutiérrez, Ramón A., and Tomás Almaguer, eds. *The new Latino studies reader: A twenty-first-century perspective*. Univ of California Press, 2016.
 - Introduction, p. 1-4
- Gutiérrez, Ramón A. "What's in a Name? The History and Politics of Hispanic and Latino Panethnicities." *The New Latino Studies Reader: A Twenty-First-Century Perspective* (2016).
- Watch: *Harvest of Empire* (2012)
- Assignment 1: Research Areas (Due Wed)

Week 3, August 31: Racial Formations

- Omi, Michael, and Howard Winant. "The Theory of Racial Formation." In *Racial formation in the United States*. Routledge, 2014.
- Molina, Natalia. *How race is made in America: Immigration, citizenship, and the historical power of racial scripts*. Univ of California Press, 2014.
 - Chapter 1
- Duany, Jorge. "Neither White nor Black: The representation of racial identity among Puerto Ricans on the island and in the US mainland." In *The New Latino Studies Reader: A Twenty-First-Century Perspective*, pp. 157-184. University of California Press, 2016.
- For further context (although not mandatory viewing): *The House we Live In: Race—The Power of an Illusion* (2012).
- Assignment 2: CV

Week 4, September 7 (P): Critical Latinx Indigeneities

- Blackwell, Mayeli. "Indigeneity." In *Keywords in Latina/o Studies*, pp. 100-104. NYU Press, 2017.
- Saldaña-Portillo, María Josefina. "Introduction." *Indian given: Racial geographies across Mexico and the United States*. Duke University Press, 2016.
- Blackwell, Maylei, Floridalma Boj Lopez, and Luis Urrieta. "Critical Latinx indigeneities." *Latino Studies* 15, no. 2 (2017): 126-137.
- Saldaña-Portillo, María Josefina. "Critical Latinx indigeneities: A paradigm drift." *Latino Studies* 15, no. 2 (2017): 138-155.
- Alberto, Lourdes. "Coming out as Indian: On being an indigenous Latina in the US." *Latino Studies* 15, no. 2 (2017): 247-253.
- Assignment 3: Conferences

Week 5, September 14 (P): Latinidad and the South

- Weise, Julie M. *Corazón de Dixie: Mexicanos in the US South since 1910*. UNC Press Books, 2015.
 - Introduction, Ch. 1-3
- Assignment 4: Academic Podcasting
 - "New Books In Latino Studies"

Week 6, September 21: Chicano Movement and Chicana Feminism

- Watch: PBS Latino Americans- Episode 5: Prejudice and Pride
- Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. Aunt Lute Books, 1987.
 - Chapters 1-7
- Guest lecture: Dr. Orquidea Morales, Assistant Professor, SUNY Old Westbury
- Assignment 5: Conference abstract

Week 7, September 28 (P): The Young Lords

- Fernández, Johanna. "Beginnings: José Cha Cha Jiménez and the Roots of Rebellion." In *The Young Lords: A Radical History*. UNC Press Books, 2019.

- Wanzer-Serrano, Darrel. *The New York Young Lords and the struggle for liberation*. Temple University Press, 2015.
 - Chapters 1 & 3
- Assignment 6: Journals
- Due: What book you'll cover for your final project

Week 8, October 5: Cuban Americans

- García, María Cristina. *Havana USA: Cuban Exiles and Cuban Americans in South Florida, 1959-1994*. Univ of California Press, 1996.
 - Chapter 1 (available online via library)
- Gosin, Monika. *The Racial Politics of Division: Interethnic Struggles for Legitimacy in Multicultural Miami*. Cornell University Press, 2019.
 - Intro, Ch. 1-2
- Listen: LatinXperts Podcast. Karma Chavez and Paul Joseph López Oro. *What's wrong with signs that say "Latinxs for Black Lives"?*
- Assignment 7: Grants

Week 9, October 12 (P): Hispanic Panethnicity

- Mora, G. Cristina. *Making Hispanics: How activists, bureaucrats, and media constructed a new American*. University of Chicago Press, 2014.
 - Intro-Ch. 4
- No assignment this week. Continue reading book for final project.

Week 10, October 19: Breaking down a book review + Final project

- Read: Reviews of *Makings Hispanics*. By 1) Julie A. Dowling 2) Taeku Lee
- Guest lecture and FCC Broadcasting Training: Victor Palomino, Programming Director, RadioLex 3:30 p.m.
- Assignment 8: Summary of Final Book

Week 11, October 26 (P): Latinidad, Markets, and Consumption

- Dávila, Arlene. *Latinos, Inc.: The marketing and making of a people*. Univ of California Press, 2012.
 - Introduction, Ch. 1-3, Ch. 6.
- Assignment 9: Alt-professoriate

Week 12, November 2 (P): Queer Latinx Studies

- Hames-García, Michael. "Queer theory revisited." In *Gay Latino studies: A critical reader* (2011): 19-45.
- Chávez, Karma R. *Queer migration politics: Activist rhetoric and coalitional possibilities*. University of Illinois Press, 2013.
 - Intro and Ch. 3
- Book review due

Week 13, November 9 (P): Language and Ethnoracialization

- Rosa, Jonathan. *Looking like a Language, Sounding like a Race*. Oxford University Press, 2019
- Assignment 10: Outline for radio project

Week 14, November 16: Immigration

- Lopez, William D. *Separated: Family and community in the aftermath of an immigration raid*. JHU Press, 2019.

Week 15, November 23: Central American Diaspora

- Zamora, Javier. *Unaccompanied*. Copper Canyon Press, 2018.

Final project due December 3 by 11:59 p.m.