

# Intro to Latinx Studies

RUTGERS  
UNIVERSITY-NEWARK  
SPRING 2019  
(21-595: 200)  
SMITH HALL 244  
TUE & THUR 4-5:20

MY  
EMAIL IS  
J.CAROCCIO@RUTGERS.EDU  
OFFICE: CONKLIN 246  
STUDENT HOURS:  
TUE & THUR 2-3PM  
& BY APPOINTMENT



Course Website:

<https://latinxstudies19sp.blogspot.com/>

## Course Description

Your professor,  
Jennifer Caroccio

WHAT IS "LATINIDAD," HOW HAS IT FORMED HISTORICALLY, AND HOW IS IT DEPLOYED IN CULTURAL PRACTICES IN THE UNITED STATES? HOW IS LATINIDAD EXPERIENCED IN VARIOUS U.S. REGIONS AND CITIES TODAY? TO ANSWER THESE QUESTIONS, THIS COURSE PROVIDES AN INTERDISCIPLINARY INTRODUCTION TO THE HISTORY OF CULTURAL EXPRESSION OF U.S. LATINX PEOPLE. WE WILL EXPLORE HOW LATINX PEOPLE CAME TO UNDERSTAND THEMSELVES AS MEMBERS OF SPECIFIC ETHNIC COMMUNITIES AND OF A PAN-"LATINX" COMMUNITY, AND IN PARTICULAR, HOW THIS MEMBERSHIP HAS BEEN EXPRESSED THROUGH CULTURAL PRACTICES AND CREATIVE EXPRESSION. THIS COURSE SURVEYS LATINX HISTORIES, AS THEY ARE LINKED TO CULTURAL PRODUCTION. THE STUDENTS WILL BECOME FAMILIAR WITH SUCH THEORETICAL APPROACHES AS: BORDER THEORY, IMMIGRATION STUDIES, RACIAL POLITICS, POSTCOLONIAL THEORY, EMPIRE STUDIES, QUEER THEORY, GENDER AND SEXUALITY STUDIES, AND FEMINIST STUDIES.

## Learning Outcomes

THE FOCUS OF THIS COURSE IS U.S. LATINX CULTURAL PRODUCTION. IN ADDITION TO BECOMING FAMILIAR WITH THE DEVELOPMENT OF LATINX CULTURE AND HISTORY, AS WE PROGRESS THROUGH THE COURSE YOU WILL HAVE AN OPPORTUNITY:

To read and comprehend theoretical material about Latinx studies, cultural production, identity development, politics and cultural criticism;

To grapple with historical and social dilemmas that require sensitive, careful critical commentary.

To gain knowledge and appreciation of Latinx culture in its diverse manifestations;

To apply the theoretical material in the course to any cultural artifact about which you are reading;

To gain the tools for analyzing the social, cultural, and political issues that shape and constrain U.S. Latinx communities



# As a General Requirement...

THE COURSE IS ALSO DESIGNED TO HELP YOU DEVELOP THE READING, WRITING, ORAL AND CRITICAL ANALYSIS SKILLS YOU WILL NEED FOR PROCEEDING THROUGH THE UNIVERSITY. THE COURSE INCLUDES WORK ON LIBRARY RESEARCH AND ON IMPROVING YOUR COMPUTER AND DIGITAL MEDIA SKILLS. ADDITIONALLY, THE COURSE WILL FOCUS ON DEVELOPING YOUR TEAMWORK SKILLS AND YOUR COMPETENCE IN ASSESSING YOUR OWN LEARNING ABILITIES.

## CRITICAL READING

WE WILL DISCUSS EFFECTIVE READING STRATEGIES (TO FIND "MAIN ARGUMENTS" OR IDENTIFY EVIDENCE, FOR EXAMPLE). WE WILL EXPLORE A RANGE OF TEXT TYPES THAT YOU MAY ENCOUNTER AT THE UNIVERSITY LEVEL: NARRATIVE AND AUTOBIOGRAPHICAL ACCOUNTS, THEORETICAL ESSAYS, HISTORICAL WRITING, AND FICTION; AND WE WILL PRACTICE EFFECTIVE READING APPROACHES TO THESE VARIOUS FORMS.

## CREATIVE THINKING

IN WRITING OR SPEAKING, YOU WILL LEARN TO CITE EVIDENCE APPROPRIATELY, ACCURATELY REPRESENT AND ATTRIBUTE COMPLEX IDEAS, AND APPLY THEORETICAL MATERIAL TO VARIOUS SITUATIONS. YOU WILL BEGIN TO ASSESS THE CREDIBILITY OF SOURCES, INCLUDING INTERNET SOURCES.

## ACTIVE LISTENING

## + CONFIDENT SPEAKING

THROUGHOUT THE COURSE YOU WILL LEARN THE ORAL SKILLS OF DOING ACTIVE LISTENING, INTERVIEWS, REPORTS, AND PROJECT PRESENTATIONS.

## EFFECTIVE WRITING

IMPROVE YOUR ABILITY TO EXPRESS YOURSELF CLEARLY ON PAPER AND ONLINE. IT WILL PROVIDE YOU WITH THE OPPORTUNITY TO PRACTICE REVISING YOUR WRITTEN WORK TO IMPROVE THE ORGANIZATION AND PRESENTATION OF YOUR IDEAS. IN WRITING, YOU WILL WORK TOWARD BEING ABLE TO USE EVIDENCE APPROPRIATELY TO DEAL WITH AND APPLY COMPLEX IDEAS ACCURATELY.

## KNOWLEDGE

## PRODUCTION

THROUGHOUT THE COURSE YOU WILL HAVE THE OPPORTUNITY TO ENGAGE IN ALTERNATIVE WAYS OF THINKING AND EPISTEMOLOGIES.

## DIVERSITY

THIS COURSE WILL PROVIDE YOU WITH THE OPPORTUNITY TO ANALYZE THE VAST MULTICULTURAL DIVERSITY PRESENT WITHIN LATINX COMMUNITIES IN THE U.S. YOU WILL EXAMINE THE DIVERSITY OF THE LATINX EXPERIENCE FROM RACIAL, ETHNIC, GENDER, AND LINGUISTIC PERSPECTIVES.

## INFORMATION

## LITERACY

YOU WILL PRACTICE LOCATING AND EVALUATING A VARIETY OF DIFFERENT KINDS OF SOURCES THROUGH USING THE DANA LIBRARY, INCLUDING IN PRINT AND ONLINE SOURCES. YOU WILL BECOME FAMILIAR WITH A VARIETY OF INFORMATION-GATHERING TOOLS (BOTH ELECTRONIC AND PRINT SOURCES).



# attendance **EVALUATION**

DISCUSSION IS ESSENTIAL TO OUR CLASS. THEREFORE, WE ARE ALL RESPONSIBLE FOR MAINTAINING THE PROGRESS OF THE CLASS. YOU ARE EXPECTED TO ATTEND CLASS PREPARED, HAVING WITH YOU ANY ASSIGNMENTS DUE AND NOTE-TAKING MATERIALS. KEEP CELL PHONES ON SILENT. IF YOU USE A LAPTOP IN CLASS, RESTRICT USE TO CLASS-RELATED ACTIVITIES. YOU MAY MISS UP TO TWO CLASS SESSIONS AND STILL RECEIVE AN A FOR ATTENDANCE. BEYOND THAT, YOUR ATTENDANCE GRADE WILL DECREASE BY HALF A GRADE (3 ABSENCES: B+; 4 ABSENCES: B; 5 ABSENCES C+. PLEASE SAVE YOUR FREE ABSENCES FOR CHILD-CARE EMERGENCIES, ILLNESSES, CAR BREAKDOWNS, ETC. ARRIVE TO CLASS ON TIME. TWO LATENESS ACCUMULATES TOWARDS AN ABSENCE.

25%

## READING QUIZ

A QUIZ IS SCHEDULED EVERY TUESDAY AT THE BEGINNING OF CLASS. THE QUIZZES WILL TAKE ABOUT 10 MINUTES TO COMPLETE THUS REQUIRING YOU TO BE UP TO DATE WITH THE READINGS. THE LOWEST

10%



Attendance and participation will be taken very seriously. If you miss more than 5 class sessions, as per Rutgers policy, you cannot pass this course. If there are extenuating circumstances talk to me immediately.

## MIDTERM

THE EXAM WILL INCLUDE ESSAY QUESTIONS AND SHORT DEFINITIONS.

15%

## GRADE SCALE

A	4.0	90-100 %
B+	3.5	85-89 %
B	3.0	80-84 %
C+	2.5	75-79 %
C	2.0	70-74 %
D	1.5	60-69 %
F	0	0-59 %
P/NC (PASS/NO CREDIT)		N/A

## Blog Posts

SHORT, INFORMAL RESPONSES ARE DUE EVERY THURSDAY THERE IS READING ASSIGNED. THESE POSTS (ABOUT 300 WORDS) SHOULD BE POSTED BY NOON OF THURSDAY ON YOUR STUDENT BOG, WHICH IS CONNECTED TO OUR COURSE WEBSITE. I GRADE THESE POSTS CREDIT/NO CREDIT. RESPONSES SHOULD ENGAGE THE COURSE MATERIAL READ FOR THURSDAY. NO NEED TO SUMMARIZE. RESPONSES CAN TAKE THE FORM OF A QUESTION, COMMENT, OR CRITIQUE. PLEASE MAKE A BOG AND SEND THE URL TO ME.

10%

My momma said be creative: use gifs, memes, videos, artwork or audio.





# GRADED WRITING

THIS COURSE WILL INCLUDE ONE GRADED PAPER. THE GRADED PAPER WILL CONSIST OF A DRAFT, PEER-REVIEW AND REVISION. THE PAPER IS DESIGNED TO HELP YOU COMPREHEND AND ANALYZE IDEAS IN COMPLEX READING MATERIALS, MAKE CONNECTIONS BETWEEN DIFFERENT WORKS, AND GRAPPLE WITH PROBLEM SOLVING.

15%

I will provide a rubric detailing the concerns and strengths of your draft so that you can focus your revisions on those aspects I have identified.

EACH PART OF THE PAPER HAS TWO DUE DATES. ON THE FIRST DUE DATE, YOU NEED TO BRING TWO COPIES OF A NEAR-FINAL TYPED VERSION OF THE PAPER TO CLASS. IT WILL BE REVIEWED BY TWO OF YOUR PEERS IN THE CLASS (I WILL PROVIDE GUIDELINES). ON THE FOLLOWING DUE DATE, I WILL COLLECT YOUR FINAL DRAFT ALONG WITH YOUR PEER REVIEW SHEET.



# FINAL PROJECT

25%

EACH STUDENT WILL PARTICIPATE IN THE PRODUCTION, DEVELOPMENT, AND DESIGN OF MULTI-MEDIA PROJECT ON A TOPIC RELATED TO OUR CLASS. THE PROJECT CAN BE IN THE FORM OF A MAGAZINE ESSAY, SHORT DOCUMENTARY OR VIDEO, PODCAST, BROCHURE OR PAMPHLET OR RELATED MEDIA THAT WILL BE DEVELOPED IN CONSULTATION WITH ME. THE WORK IS EVALUATED BASED ON YOUR CRITICAL UNDERSTANDING OF THE CHOSEN TOPIC, SHOWN THROUGH ITS STAGING AND EXECUTION. CREATIVITY, AND THE QUALITY OF THE PRODUCTION WILL SCORE HIGHLY IN YOUR EVALUATION. DETAILED ASSIGNMENT DESCRIPTION WILL BE PROVIDED LATER IN THE SEMESTER. YOUR PROJECTS WILL BE PRESENTED THE LAST WEEK OF CLASS.

If you need to make-up a quiz, homework, written assignments projects or presentation talk to me about an extension immediately.

HANG IN THERE





# Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. For more info visit:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>



# RELIGIOUS HOLIDAYS

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

IF YOU'RE UNSURE COME SEE ME.

# DISABILITY RESOURCES

Rutgers University welcomes students with disabilities into all the University's educational programs. To receive consideration for reasonable accommodations, you must complete and submit the Registration Form, schedule and complete an intake meeting, and submit appropriate documentation. If your request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to the instructor as early in the semester as possible. Accommodations are not retroactive and are effective only upon submission of the LOA to the instructor. Please begin the process, by completing and submitting the Registration Form, available at the website below.

**Applying for Services:** <https://ods.rutgers.edu/students/applying-for-services>

**Documentation Guidelines:** <https://ods.rutgers.edu/students/documentation-guidelines>

**Letter of Accommodations (LOA):** <https://ods.rutgers.edu/my-accommodations/letter-of-accommodations>

## OFFICE OF DISABILITY SERVICES (ODS)



Office of Disability Services (ODS)  
Suite 219, Paul Robeson Campus Center  
(973) 353-5315

# REQUIRED TEXTS

A Companion to Latina/o Studies edited by Juan Flores and Renato Rosaldo. Make sure to get the 2011 edition.

(ISBN: 978-0-470-65826-0)

Spit and Passion by Cristy C. Road. CUNY Feminist Press, 2012.

(ISBN: 9781558618077)

Down These Mean Streets

by Piri Thomas, Vintage Books, 1997.

(ISBN: 0-679-78142-0)

All other texts and media will be available the course website.

# Email Etiquette

EMAIL IS AN IMPORTANT TOOL FOR COMMUNICATION IN OUR LIVES. CHECK YOUR EMAIL REGULARLY FOR ANY CHANGES TO CLASS AND MAKE SURE THAT YOUR BLACKBOARD EMAIL IS UPDATED, SINCE I WILL SEND ALL COURSE CORRESPONDENCE THROUGH THERE. I PROMISE TO RESPOND TO EMAILS IN A TIMELY FASHION. PLEASE GIVE ME 24 HOURS TO REPLY TO ANY EMAIL DURING THE WEEK DAY, AND AT LEAST 36 HOURS ON THE WEEKEND.

DON'T FORGET WHEN EMAILING ANY INSTRUCTOR, INCLUDE YOUR CLASS, SECTION AND A SALUTATION!





# SCHEDULE

\*PLEASE NOTE DATES AND READINGS ARE SUBJECT TO CHANGE.

## WEEK 1 - INTRODUCTIONS AND SYLLABUS

**JAN 22**

**In class:**

Review syllabus

**JAN 24**

**Website:**

"In the Iconic Café Bustelo, A Story of New York's Spanish Immigrant Community," Arturo Conde

## WEEK 2 - WHAT IS U.S. LATINA/O STUDIES?

**JAN 29**

**Reader:**

Editors Forward, p. xxi

"(Re)constructing Latinidad: The Challenge of Latina/o Studies," Frances Aparicio, p.39

**JAN 31**

**Reader:**

"Latina/o Cultural Expressions: A View of US Society Through the Eyes of the Subaltern," Edna Acosta-Belén, p. 77

## WEEK 3 - IMMIGRATION

**FEB 5**

**Reader:**

"The New Latin Nation: Immigration and the Hispanic Population of the United States," Alejandro Portes, p.15

**Website:**

"Indigenous Latino Immigrants Learn Spanish to Help Integrate, Seek Upward Mobility," U. or Kansas

**FEB 7**

**Reader:**

"Refugees or Economic Immigrants? Immigration from Latin America and the Politics of US Refugee Policy," *María Cristina García*, p. 480

**Website:**

"Los Que Se Fueron: Interviews Exploring the New Migration," *Andrea González-Ramírez*



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## WEEK 4 EDUCATION

**FEB 12**

Reader:

"Y Que Pasara Con Jovenes Como Miguel Fernández?"

Education, Immigration, and the Future of Latinas/os in the United States."

Pedro A. Noguera, p. 202



**FEB 14**

*Precious Knowledge, Ari Palos and Eren Isabel McGinnis*

ACCESS ON  
KANOPY VIA YOUR  
RUTGERS NETID

## WEEK 5 - LANGUAGE AND LATINIDAD

**FEB 19**

Website:

"Spanglish" Tato Laviera

**DRAFTS DUE**

**PEER REVIEW  
WORKSHOP**

**FEB 21**

Website:

Gloria Anzaldúa, "How to Tame a Wild Tongue," *Borderlands/La Frontera*

## WEEK 6 - THE X IN LATIN X

**FEB 26**

Website:

"Why We Say Latinx: Trans & Gender Non-Conforming People Explain," Raquel Reichard

"What Does Latinx Mean? A Look at The Term That's Challenging Gender Norms," Yesenia Padilla

**FEB 28**

**CLASS CANCELED**

**REVISED ESSAY DUE**



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## WEEK 7 MIDTERM

MAR 5

Exam Review

MAR 7



MIDTERM

## WEEK 8- GENDER AND SEXUALITY

MAR 12

Reader:  
"On Becoming," Nelly Rosario, p. 151

MAR 14

Website:  
"Bloggeras: Latina Body Image," Maria Hinojosa, Patricia Valoy and  
Kassandra Peña

## WEEK 9

MAR 19

MAR 20

SPRING BREAK!





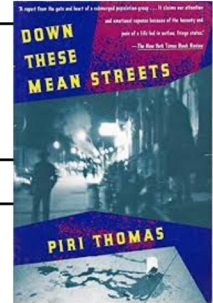
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## WEEK 10 - RACE AND ETHNICITY

**MAR 26**

Down these Mean Streets, Piri Thomas  
Ch. 1-8, & 14-16



**MAR 28**

**VISIT TO THE PUERTO RICAN COMMUNITY ARCHIVES**  
Meet at the lobby of the Newark Public Library,  
5 Washington Street

## WEEK 11 HEALTHCARE AND LABOR

**APR 2**

**Reader:**

“Surviving AIDS in an Uneven World: Latina/o Studies for a Brown Epidemic,” Carlos Ulises Decena, p. 276

**Website:**

“Young Lords Seize Lincoln Hospital Building,” Alfonso A. Narvaezjuly

**APR 4**

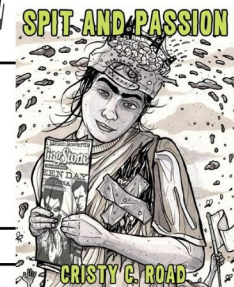
**Reader:**

“Conceptualizing the Latina Experience in Care Work,”  
Mary Romero p. 264

## WEEK 12 ART AND MUSIC

**APR 9**

Spit and Passion by Cristy C. Road (full book)



**APR 11**

**Website:**

Latina Theory, “West Side Story and Latino Arts movement in St. Paul,”  
Maria Isa & Arianna Genis

**AUTHOR VISIT**



# SCHEDULE

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## WEEK 13 - BORDERLAND/LA FRONTERA

**APR 16**

**Reader:**

"Latinas/os and Latin America: Topics, Destinies, Disciplines," Román de la Campa, p.461

**APR 18**

**Website:**

Gloria Anzaldúa, "The Homeland, Aztlán/El Otro México" *Borderlands/La Frontera*

## WEEK 14 - TRANSNATIONAL CONNECTIONS

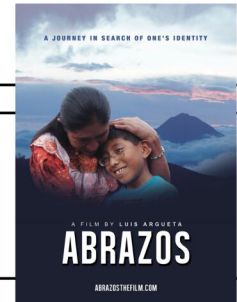
**APR 23**

**The Reader:**

"From the Borderlands to the Transnational? Critiquing Empire in the Twenty-First Century,"  
María Josefina Saldaña-Portillo, p. 502

**APR 25**

*Abrazos: Children of Undocumented Parents*,  
Dir., Luis Argueta



## WEEK 15 - CONCLUSION

**APR 30 &  
MAY 2**

Presentations of Final Projects  
and wrap up



**SUBMIT FINAL PROJECT**

