

LATS 3: Latinx Lives in the United States

Winter 2023

9L (8:50am-9:55am M/W/f)

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Office Hours: Monday/Wednesday/Friday 10:00-11:30am, and by appointment

Course Catalogue Description

This course provides students with a critical overview of some of the most central themes and issues that have shaped the experiences of Latina/o populations in the U.S. The main areas of inquiry that this course will address include: the history of ethnic communities, the formation of transnational communities and identities; race, class, and ethnicity; gender and sexuality; political and social movements; geographic space and localities; and media and popular culture. In order to foster an interdisciplinary and hemispheric approach to Latina/o Studies, course materials will draw from the social sciences and the humanities, as well as from U.S. and Latin American scholarship and cultural traditions. This course will serve as a general introduction to the more focused areas of study developed in intermediate and upper level LATS courses.

Course Rationale

The course provides a starting point for understanding one of the largest ethnic minority community in the United States. It will provide a foundation for all other courses taken for fulfillment of a LATS major, and complement many other fields of studies, including Latin American Studies and History. Finally, the course will also serve as an opportunity for students to discuss and learn about pressing issues confronting the Latinx community, past and present.

Learning Outcomes (or objectives)

By the end of this course, you will be able to articulate what constitutes the common bounds and debates among residents of North America whose lives are shaped by a relationship to Latin America (a.k.a. “Latinx”). You will learn why issues of mobility and belonging influence the culture and politics of this diverse community. You will be able to speak to the legacy of U.S. colonialism in the lives of Latinx and how this history continues to shape the policies of the United States government and the opinions of non-Latinx. Ultimately, you will understand how and why Latinx have struggled for the right to belong in this country even when their membership or equality is not guaranteed by law.

Pre-Requisites

There are no prerequisites for the course, and knowledge of the Spanish language is not required. Your attendance at each class is crucial since most meetings will involve a discussion of materials either read or presented. I encourage all students to take advantage of office hours.

Teaching Methods

I have chosen to run this class as an asynchronous distance learning experience, which will accommodate a variety of time zones and work schedules that shape our pandemic-ridden world. This means you will have flexibility in when you view my lectures, read books and articles, or

watch films. Typically, I have scheduled one overarching theme and posed a set of questions for each week, divided into two lesson plans. You are expected to read the materials and watched the films and/or the lecture by Thursday of that week. You will respond to a discussion question posted by me before the end of the day, Thursday. On Friday, I will review your discussion posts. A new lecture will be posted between Friday and Tuesday, each week. If you have questions, please contact me.

Texts and Resources (all are required)

Books:

Briggs, Laura. Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico. Berkeley: University of California Press (2002). ISBN: 978-0520232587

Ferrer, Ada. Cuba: An American History. Scribner, 2021. ISBN: 978-1-5011-5455-3

Cadava, Geraldo. The Hispanic Republican: The Shaping of an American Political Identity, From Nixon to Trump. HarperCollins, 2020. ISBN:9780062946348

Articles:

Desipio, Louis. "The Pressures of Perpetual Promise: Latinos and Politics, 1960-2003," *The Columbia History of Latinos in the United States Since 1960*. (canvas)

Garcia, Desirée J. "Invisible Immigrants: *A Better Life* and the Cinematic Undocumented" in Latinx Ciné in the Twenty-First Century ed. Frederick Luis Aldama. University of Arizona Press, 2019.

Garcia, Matt. "Bernie Has Shown the Way Forward With Latino Voters," *Jacobin*, March 17, 2020. <https://www.jacobinmag.com/2020/03/latino-voters-bernie-sanders-campaign-ufw>

Gutiérrez, David. "Migration, Emergent Ethnicity, and the "Third Space": The Shifting Politics of Nationalism in Greater Mexico." *The Journal of American History* 86(2): 481-517 (canvas)

Huntington, Samuel P., "The Hispanic Challenge." Foreign Policy, March/April 2004, Issue 141. (canvas)

Martí, José. "Our America." (canvas)

Sandoval-Strausz, A. K., "Latino Landscapes: Postwar Cities and the Transnational Origins of a New Urban America," *Journal of American History*, Vol. 101, Issue 3, December 2014, 804-831. (canvas)

I will post additional resources in Canvas and put some books on reserve at the library Course Reserves (<https://www.dartmouth.edu/~library/reserves/>)

Grading

Attendance is required at all lectures. The following is a breakdown of how your grade will be determined.

Latinx Reproductive Rights curation assignment (30%)
Position Paper: Saved Cities, Lost Immigrants? (20%)
An Appeal to Latinx voters (30%)
Participation (20%)

Assignments: Every student will be required to take a midterm exam. The exam will include a mix of short answer and an essay within one class period.

1. **Curation Project.** Each student will be expected to digitally “curate” our lesson on **Latinx reproductive rights** discussed in Laura Briggs’ *Reproducing Empire* and explored in the documentaries, *La Operación (1982)* and *No Más Bebés (2015)*. By curation, I mean that you will assemble quotes, historical interpretations, memoir and/or media sources (including video clips or still images from the film) to capture the major themes of the struggle for Latinx reproductive rights. Like a research paper, your curated exhibit will have a thesis that you articulate through the use of these sources. You will use Dartmouth Wordpress “Journeys” that allows you to create this digital exhibit. Your exhibit must have at least three “pages” and no more than four. I will arrange for an online tutorial of [Wordpress at Dartmouth](#) and provide examples from previous classes to give you some guidance. Susan Simon at Jones Media will also advise you as you construct your site.
2. **Position Paper: Saved Cities, Lost Immigrants?** Dave Gutierrez and Andrew Sandoval-Strausz provide contrasting accounts of Latinx influence on the development of American cities in the second half of the 20th century. Please write a *2000 word* essay identifying the interpretation that most resonates with your experience and/or views. Is Gutierrez overly-pessimistic? Is Sandoval-Strausz too optimistic? Are their interpretations so different from one another? What common ground do they share?
3. **An Appeal to Latinx voters: RNC and DNC.** We have explored what appeals from political parties have worked and which have failed. Please apply this knowledge to an appeal to the Latinx voter in 2024 *from the perspective of the Republican Chair and the Democratic Chair*. Each appeal must be *1000 words*, written in a format accessible to the voter you are appealing to. Because Latinx voters are diverse and mobilizing one group over another can benefit your party, your appeals should be more specific than “Dear Latinx voter.” In other words, be strategic in your appeals and try to activate voters in the Latinx electorate that will help your side.
4. **Participation** in distance learning, especially in nonsynchronous classes, includes your timely response to weekly questions, which I will ask on the canvas discussion board. Additionally, you should meet all deadlines and respond to my emails promptly, if and when I contact you.

Academic Honor

I will not tolerate any instances of academic dishonesty. The definition of academic dishonesty at Dartmouth can be found at: <http://www.dartmouth.edu/judicialaffairs/honor/index.html>. Academic dishonesty takes many forms, but the most common is submitting someone else’s

work as your own, otherwise known as plagiarism. Be forewarned that it is much easier for me to detect than anyone who contemplates doing it can imagine. Also, our assignments do not lend themselves well to acts of plagiarism. Still, I expect your work to be original and thoughtful. Finally, I realize that citing a source can be confusing if it is not something you have done extensively. I welcome questions about how to cite work, and encourage you to visit the guide provided by the college at:

<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>. When in doubt, just ask.

Religious Observances

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Student Accessibility Needs

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall 125, 646-9900, Student.Accessibility.Services@Dartmouth.edu).

Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

Additional Support for your Learning

The following are services that may assist you beyond the classroom or my counsel. Please do not hesitate to ask me for help.

Academic Skills Center (<http://www.dartmouth.edu/~acskills/>)

The Academic Skills Center is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:

- You're getting B's but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time
- You're spending hours studying for foreign language but still not "getting it"
- You feel like you don't have enough time to get everything done
- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

The Research Center for Writing, and Information Technology (RWiT)

<http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit>)

Located in [Berry 183](#), RWiT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through informal dialogue, RWiT tutors assist writers in developing better compositions and more effective composing strategies. A collaboration between the Institute for Writing and Rhetoric, the Library, and Academic Computing, RWiT brings together faculty, administrators, staff, and students to focus on the art and science of composition.

Dartmouth College Library (<http://library.dartmouth.edu/>)

A key to successful research is the use of reliable, high-quality information sources. While some information can be found on the open web, the best place to start your research is at the Library's Research Guides, researchguides.dartmouth.edu/guides. These research guides have categorized and organized the library's key resources - including books, databases, scholarly articles, and data sources - for your convenience. The Library's [website](#) also has information on useful research tools and services. In addition to the online information, a librarian has been assigned to this class to answer research questions, help you find appropriate resources, and assist with search techniques. Please contact your subject librarian (<http://researchguides.dartmouth.edu/subjectlibrarians>) for specialized help.

Tentative Course Schedule: (*May change to accommodate guest presenters & student needs*)

Date (s)	Topics or Activities	Learning Outcomes Addressed	Assignments, Exams, or Readings
1/4	Hispanic Challenge	What is the intellectual argument against Latino membership in US society?	Read: Huntington, "The Hispanic Challenge"; Ferrer, 1-33
1/6	Imperialisms	What is the legacy of Spanish Imperialism in Latinx lives? How did Slavery shape Latinx identity?	Read: Ferrer, 34-125 Watch: <i>Latino Americans, Foreigners in Their Own Land</i>
1/9	Independence?	Why was the retreat of	Read: Ferrer 129-181

		Spain not the independence Latinx bargained for?	
1/11	US Conquest?	How has US intervention in Puerto Rico, Cuba, and Dominican Republic shaped migration?	Read: Ferrer 185-231; Briggs, 1-20 Watch: <i>Latino Americans, Empire of Dreams</i>
1/13	Controlling PR sexuality	What is the difference between US and indigenous controls over women's bodies in PR?	Read: Briggs, 21-73
1/13	Reproductive rights and Colonialism	Why were PR women sterilized? How did this history shape PR migration to the US mainland?	Read: Briggs, 74-141
1/16	Representing Latinx reproduction	Population control and Latina bodies—PR & East LA	Read: Briggs, 142-192 Watch: <i>La Operación (1982)</i>
1/18	Sterilization	What does sterilization of PR women and Chicana women in Los Angeles have in common?	Read: Briggs, 193-209 Watch <i>No Más Bebés (2015)</i> http://www.pbs.org/independentlens/blog/unwanted-sterilization-and-eugenics-programs-in-the-united-states/
1/20	Assignment Due		Curation Project
1/23	Exploitation	How did US interactions with Latin	Read: Ferrer, 235-298

		America during the first half of the 20 th century shape popular perceptions of Latinx	
1/25	Revolution!	How did the Cuban Revolution shape Latinx politics?	Read: Ferrer, 299-350 Watch: <i>Our House in Havana</i>
1/27	The politics of “dispossession”	What claims should Siliva Morini have on property in Cuba? Why should her voice be stronger than others in Washington DC?	Read: Ferrer, 353-419
1/30	Puerto Rican Political Consciousness	Why are Puerto Rican politics closer to Chicano politics?	
2/1	The Young Lords	Who were the Young Lords and how did they contribute to the abolition of prisons movement?	Watch: <i>Attica (2021)</i> , 6:30pm, 104 Lowe, BVAC
2/2	Special Guest		Heather Ann Thompson, Rockefeller Center
2/3	Attica discussion		Cadava, Introduction
2/6	Sleeping Giant?: The Latinx Electorate	When did Latinos become a factor in National Politics?	Read: Louis Desipio, “The Pressures of Perpetual Promise: Latinos and Politics, 1960-2003” Ferrer, 353-382 Watch: <i>Latino Americans, War and Peace</i>

2/8	Hispanic Electorate	How have the Republican Party courted Latinos?	Read: Cadava, 1-78 Watch: <i>Latino Americans, Prejudice and Pride</i>
2/10	From Mexican American to Chicano	What is the difference between the Mexican American and Chicano generation?	Read: Cadava, 79-111
2/13	Latinx Influence in the Republican Resurgence, 1970s-1980s	How did Latinx contribute to the end of New Deal politics?	Cadava, 111-170 Watch: <i>Latino Americans, The New Latinos</i>
2/15	US economic solutions; Latin American crisis	How did the solution to US inflation contribute to Latin American economic collapse?	Cadava, 171-203
2/17	The Border as "Crisis"	When did Border become a "crisis"?	Cadava, 204-233
2/20	Mariel Boatlift	How did Mariel change the face of the immigration crisis and Cuban American community?	Ferrer, 385-419 <i>Watch Against Wind and Tide (1981)</i>
2/22	Reagan's Revolution	How did Hispanic Republicans respond to the new immigration?	Cadava, 234-263
2/24	Latinos and the Bush Dynasty	How did the Bush family	Cadava, 271-293

		come to power through its relationship to Latin America and Latinos?	
2/27	Immigration debate	How have immigrants remade America?	Cadava, 294-322 Sandoval-Strausz, A. K., "Latino Landscapes: Postwar Cities and the Transnational Origins of a New Urban America," <i>Journal of American History</i> , Vol. 101, Issue 3, December 2014, 804-831.
3/1	Cuban Influence	Why does the fourth largest Latino group speak for so many?	Ferrer, 435-466 https://www.nytimes.com/2016/11/08/upshot/this-time-there-really-is-a-hispanic-voter-surge.html
3/3	The Latino Trump Voter	Why do some Latinx support candidates that malign Latinx immigrants and Latin American countries? What appeals activate Latinx political power?	Cadava, 323-339 Ferrer, 467-470
3/6			Position Paper: RNC v. DNC