Hunter College, CUNY

Department of Africana and Puerto Rican/Latino Studies

AFPRL 10200-02
Course # 9814
Latino Communities in the United States
Spring 2025
T/TH 4:00 – 5:15
West Bldg W214

Prof. Jorge Irizarry
Office: Zoom
Office Hours: by e-mail appointment
(Monday, Wednesday, Friday, and Saturday bet, 9 AM and 6 PM)
Email: ji584@hunter.cuny.edu

Course Description:

This course will study the social, cultural, economic, and political developments prior and thru the shaping of Latinxs and their communities in the United States. Particular attention will be paid to the history of Mexican-Americans, Puerto Ricans, and other Latino-Caribbean communities, as well as the "new" populations of the Latin American Diaspora. We also pay close attention to the role of US foreign policy in the region, its impact on migration/immigration, Latinx settlement development in the United States and creative responses by Latinxs and other minority groups to counter prejudice, discrimination, racism and xenophobia in urban centers and suburban areas. By combining lectures, class discussions, films, and current demographic studies we will address the various ways in which identity and culture are socially constructed and actively contested through different uses of space. This course also focuses on key differences and commonalities among Latinx groups in various regions of the United States. All these analyses must include race, gender, class, and its intersections among Latinxs.

Expected learning outcomes:

- Gather, interpret, and assess information from a variety of sources and points of view via a comparative analysis of theoretical and methodological approaches to community formation.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned arguments to support a thesis in written and oral forms.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Analyze and discuss common institutions or cultural patterns of life in U.S. society and how they influence/are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation from both a historical and contemporary perspectives.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Course Materials:

1- All reading assignments will be supplied

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Goals and Principles for Class

The humane option is the best goal for a classroom experience. We are going to prioritize supporting each other as humans. We are going to prioritize simple solutions that make sense for the most. We are going to prioritize sharing resources and communicating clearly.

1. **Collective Growth:** We prioritize collective growth over individual competition, fostering an environment where each of us thrives by lifting others up. Success is a shared journey.
2. **Community of Learners:** Our class is a community of learners where collaboration is key. Together, we co-create knowledge, leveraging the diverse strengths and experiences of every member.
3. **Empathetic Engagement:** We approach discussions with empathy, recognizing the value of different perspectives. We seek to understand before being understood, fostering a culture of compassion.
4. **Intersectionality Matters:** We acknowledge and celebrate the intersectionality of identities within our class. Our learning space is enriched by the unique experiences each of us brings.
5. **Inclusive Excellence:** We commit to the principles of inclusive excellence, recognizing that diversity is not only welcomed but essential for achieving the highest levels of academic and personal success.
6. **Shared Resources, Shared Success:** We believe in the power of shared resources. By collaborating and sharing knowledge, we amplify our collective success and create a more equitable learning experience.
7. **Peer Mentorship:** Embracing a peer mentorship model, we support each other's growth and development. Learning is a collaborative effort, and we learn as much from each other as from the curriculum.
8. **Activism in Action:** We understand that education is a tool for positive change. Our actions and knowledge contribute to social justice, and we actively engage in discussions that promote positive societal transformation.
9. **Flexible and Inclusive Assessments:** We value diverse forms of assessment that allow for individual strengths to shine. Assessments are designed to be inclusive and promote personal growth rather than competition.
10. **Reflective Practice:** We encourage reflective practice, recognizing that learning is an ongoing process. Regular self-reflection and constructive feedback contribute to our continuous improvement as learners and individuals.

It is my personal belief that we can only achieve these goals if we apply the following principles:

- Respectful Dialogue: We will engage in open and respectful dialogue, valuing diverse perspectives and fostering an inclusive atmosphere for everyone to express their opinions.
- Active Participation: We encourage active participation and value contributions from all students. Everyone's voice is important, and diverse viewpoints enhance our collective learning experience.
- Embrace Curiosity: We will foster a curious mindset, encouraging questions, exploration, and a willingness to learn from each other. Curiosity is the foundation of intellectual growth.
- Feedback is Constructive: Constructive feedback is crucial for personal and academic development. We will provide and receive feedback with a focus on improvement, recognizing the value it adds to our learning journey.
- Inclusivity: We are committed to creating an inclusive environment where every student feels welcome and respected, regardless of background, identity, or experiences.
- Critical Thinking: We will develop and apply critical thinking skills, questioning assumptions, and examining evidence to cultivate a deeper understanding of the subject matter.
- Responsibility: Each student is responsible for their own learning and success. We will support each other in meeting academic expectations and personal goals.
- Flexibility and Adaptability: Recognizing that learning is a dynamic process, we will remain flexible and adaptable to changes, challenges, and unexpected opportunities for growth.
- Time Management: We acknowledge the importance of effective time management and will strive to meet deadlines, respecting both our own and others' time commitments.
- Ethical Conduct: We will maintain high standards of academic integrity, respecting intellectual property, and upholding ethical conduct in all aspects of our academic pursuits.

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Grades will be based on the following:

Writing Assignments

Students will be required to hand in:

- 2 assignments – A 325 to 350-word essay (approx. 1 page) Arial 12, 1.5 spacing in WORD. You can express disagreement, agreement, alternative conclusion, anything that will help me assess you did the reading. DO NOT summarize the reading. 10 points each. (You can substitute up to 2 assignments for a Timeline) for a total of 50 points.*

- 2 essays - A 650 to 700-word essay (approx. 2 pages) Arial 12, 1.5 spacing in WORD. You will discuss thoroughly one of the subjects that we have discussed in class. Your reasoning has to be anchored, supported by the readings. 25 points each for a total of 50 points.*

- 1 Midterm – You will answer 5 questions, 20 points each question for a total of 100 points. (Take home)*

- 1 group presentation – Each group will research and make a presentation about NAFTA or about a Latino community facing environmental problems that harm their health. 100 points.*

- 1 Final exam – 3 pages original work (Cover page and bibliography do not count); Arial 12, 1.5 spacing in WORD It will probably be a hypothetical that you will use to develop some of the readings you did in class during the semester. The Hypothetical will be provided to you 2 weeks before the final. 100 points

* **EXCEPT FOR THE FINAL**, you can submit 5 days late. After 5 days, you will not be able to submit it. You may communicate with me at that point. There will only be 1 point penalty for assignments, 2 points penalty for essays, 10 points penalty for the Midterm. NO EXCEPTIONS, I WILL NOT ACCEPT LATE SUBMISSIONS FOR THE FINAL.

Grades will be based on the following:

Participation:

- Group presentation 100 points
- Participation 30 points

Writing Assignments

- 2 assignments 20 points
- 2 essays 50 points
- Midterm (take-home) 100 points
- Final examination (take-home) 100 points

400 points

Voluntary work

- Attendance to 1 movie night (Zoom) 5 extra points
- Essay on the movie 10 extra points

Opportunities for participation:

- **Quality of Contributions:** Evaluate the quality and depth of students' contributions to discussions. Consider the thoughtfulness, relevance, and critical thinking demonstrated in their responses.

- **Consistency:** Assess the consistency of a student's participation over time. Regular and meaningful engagement throughout the course indicates a sustained commitment to the learning process.

- **Active Listening:** Consider how well students engage with their peers' contributions. Active listening and the ability to build upon others' ideas can be valuable indicators of participation.

- **Preparation:** Assess the level of preparation demonstrated by students in class. Those who come prepared with relevant insights, questions, or materials contribute positively to the learning environment.

- **Collaboration and Engagement:** Evaluate students' collaborative skills, including their ability to work effectively in group activities, discussions, or projects. Positive engagement with peers fosters a collaborative learning community.

- **Respectful Participation:** Consider the respect and courtesy demonstrated by students in their interactions. A respectful and inclusive approach to participation contributes to a positive classroom atmosphere.

- **Reflection and Growth:** Encourage students to reflect on their own participation and set personal goals for improvement. Consider providing opportunities for self-assessment and growth throughout the course.

- **Contribution to Class Goals:** Assess how students' contributions align with the overall goals and objectives of the class. Contributions that contribute to the shared learning outcomes can be given higher weight.

- **Inclusive Participation:** Acknowledge and reward inclusive participation, where students actively seek to include diverse perspectives and promote a sense of belonging for all class members.

- **Alternative Forms of Participation:** Recognize that participation can take various forms. In addition to verbal contributions, consider written reflections, online discussions, or other creative ways students engage with the material.

At the end of the semester YOU will pick five of these categories and assign between 1 point and 5 points to each for a total of 25 points.

CLASS SCHEDULE

1/28 Thursday

We will talk about:

- Course
- How to e-mail me
- Syllabus
- Assignments
- All citations must be APA
- Punctuality with assignments
- Participation - Interactive, you can propose ideas
- Grading
- My expectations of students
- My expectation of the course
- academic work
- attendance - Make sure I record your attendance
- readings
- group assignments - Team work
- Groups will remain the same for the Spring calendar.
- class format
- Anything else I identify as necessary
- Any questions you may have that I can answer
- Group exercise: Why is there an Africana, Puerto Rican, and Latino Studies Department?

Syllabus discussion

Latin Americans, Latin American Studies, Who Are They, What Is It?

All guiding questions for the assigned readings as well as the identification of key concepts are in Blackboard

1/30 Thursday

Morales, E. (2018). Introduction. In LatinX: The new force in American politics and culture (pp. 1-18). Verso Books.

2/4 Tuesday

Cabán, P. Moving from the Margins to where? Three Decades of Latino/a Studies. Lat Stud 1, 5–35 (2003). https://doi.org/10.1057/palgrave.lst.8600014

Spanish Colonization

2/6 Thursday

Burns, E. Bradford and Charlip, Julie A., “The Origins of a Multiracial Society (CHAPTER ONE);” in Latin America: A Concise Interpretive History, Prentice Hall, 2002

Optional Reading:

González, Harvest of Empire: Intro. and Ch. 1 Conquerors and Victims: The Image of America Forms (pp. xi-26).

USA Colonization

2/11 Tuesday

González, Harvest of Empire: Chapter 2 The Spanish Borderlands and the Making of an Empire (pp. 27-57). For this day, read until you see the section titled: *Freedom, Filibusters and Manifest Destiny*

2/13 Thursday

González, Harvest of Empire: Chapter 2 The Spanish Borderlands and the Making of an Empire (pp. 27-57). For this day, read from the section titled: *Freedom, Filibusters and Manifest Destiny*, until the end of Chapter 2.

2/18 Tuesday

No classes, it follows a Monday schedule

2/20 Thursday

Harvest of Empire: Ch. 3 Banana Republics and Bonds: Taming the Empire's Backyard (pp. 58-78).

Central America **(PP Presentation)**

- El Salvador
- Costa Rica
- Guatemala
- Honduras
- Nicaragua

2/25 Tuesday

Chapter 13 – The Final Conquest

GLOBALIZATION & GENDER

2/27 Thursday and 3/4 Tuesday

Ato Quayson and Girish Daswani, "Introduction – Diaspora and Transnationalism: Scapes, Scales, and Scopes," in A Companion to Diaspora and Transnationalism, First Edition. Edited by Ato Quayson and Girish Daswani.

3/6 Thursday

No classes scheduled, it follows a Wednesday schedule

3/11 Tuesday and 3/13 Thursday

Article: Pessar, Patricia and Sarah Mahler. 2003. Transnational Migration: Bringing Gender In. International Migration Review 37(3): 812-846

Optional (**Strongly recommended**):

Article: Sassen, Saskia. 2000. Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival. Journal of International Affairs 53(2): 503-524.

3/18 Tuesday

González, Harvest of Empire Chapter 10, The Return of Juan Seguín: Latinxs and the Remaking of American Politics.

González, Harvest of Empire Chapter 12, Speak English, You Are in America!: El Huracán Over Language and Culture

3/20 Thursday

MOVIE: The Young Lords (There will be a question in the exam)

3/25 Tuesday and 3/27 Thursday

- "Theories of Ethnicity: An Overview and Assessment" by Yen Le Espiritu.

These two additional short readings will be incorporated into the discussion Thursday

- Article: Criollo, Mestizo, Mulato, LatiNegro, Indígena, White, or Black? The US Hispanic/Latino Population and Multiple Responses in the 2000 Census
- Zayas, Critical Dialogues In Latinx Studies, Latino Anti-Black Bias and the Census Categorization of Latinxs: Race, ethnicity or Other? Tanya Katerí Hernández

Optional

Blackness, Latinidad and Minority linked Fate, Jennifer A. Jones

4/1 Tuesday

Zayas, Critical Dialogues in Latinx Studies, The Immigration of Peruvian Professionals to Miami

4/3 Thursday

Article: Querying Central America(n) from the US Diaspora

Article: Charlie Fernandez, Undocumented Aliens in the Queer Nation

4/8 Tuesday

Zayas, Critical Dialogues in Latinx Studies, Reclaiming Public Space and Place: Maya Community Formation in Westlake/MacArthur Park

4/10 Thursday

Article: *Guatemalan-Origin Childrens Transnational Ties*

4/12/25 to 4/20/25 Spring Break!!!

4/22 Tuesday

Wars, Diasporas, and Un/re-routed Familial Geographies: From Springfield, Massachusetts to Sao Paulo, Brazil, and Beyond

4/24 Thursday

HIDDEN DANGER: Environmental Health Threats in the Latino Community, Principal Authors: Adrianna Quintero-Somaini and Mayra Quirindongo (Only the executive summary and the part that covers your assignment.)

4/29 Tuesday

Class Presentations:

- Group 3 Air quality
- Group 4 Water quality

5/1 Thursday

Class Presentations

- Group 5 Pesticides (Farm workers and agricultural uses)
- Group 6 Lead

5/6 Tuesday

Class Presentations

- Group 7 -Mercury
- Group 8 -Industrial chemicals

5/8 Thursday

Read 2 of 3

Gomez Peña,_Documented

Anzaldua, La Conciencia de la Mestiza

Ethnicity, Race and a possible Humanity

5/13 Presentación del examen final (take-home) y discusiones individuales de su participación en clase.

5/15

This is your last day of classes, we should talk about what you liked or disliked in class, how can I make it a better class, which readings you liked better or less, which section was more exciting, questions about the final and anything you want to talk. Any subject. Assistance is optional, there will be cookies and treats.

5/20/25 FINAL IS DUE

More detailed information in our BrightSpace and on the CUNYFirst website

Policy on Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

ADA Policy

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230

Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. **a.** Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444). **b.** All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:
http://www.cuny.edu/about/administration/offices/lalPolicy-on-sexualMisconduct-12-1-14-withlinks.pdf