

Latinos in American Life and Culture

LAO 200/AMS 346/LAS 336/SOC 341

Mon/Wed, 1:30pm-2:50pm, Burr Hall 209

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Office Hours: Mon/Wed 11:00 am-12:00 pm (and by appointment)

Course Description:

This course will examine how Latinos are transforming the United States socially, culturally and economically even as they evolve as a people. We will discuss Hispanicity as a hybrid ethno-racial identity, debate the issue of and ethical dilemmas posed by undocumented immigration, evaluate the implications of Latinos' unprecedented geographic dispersal, explore what the growing second generation portends for future socio-economic inequality and political influence, and consider cultural imprints through music, literature and theater.

Required Text(s): Assignments and course-related materials are available at the course web page on Blackboard. Most required readings are available via the Blackboard (**ER**) e-reserves link (blackboard.princeton.edu), but several books and volumes, such as the Flores and Rosaldo anthology, *A Companion to Latina/o Studies*, are on reserve at Firestone (**designated R**). Finally, you will be asked to view several videos that will be posted online for class discussion. Throughout the semester I will post additional materials on the course blackboard site.

Grade Distribution:

Class Participation	10%
Group Project: Book review and Presentation	15%
Eight Reading/Video Responses	20%
Position Paper	20%
Final Research Paper	35%

Course Requirements:

- **Class Participation [10%]**

- You are required to attend class. If you absolutely must miss a class, you are responsible for the material covered during your absence. You may miss two class sessions without penalty (excused absences); thereafter you are required to submit (medical) documentation for absences, which must be reported within three days of the absence date. Unexcused absences will automatically lower your final grade (three points per absence).
- You are also expected to do the readings ahead of time, participate actively during discussions, and contribute to class discussions in meaningful and thoughtful ways. Class discussion depends on your participation and engagement with the material; therefore, you will be expected to talk during class discussions. Class participation is measured by the quality of your thoughtful contributions to the class discussion.

- **Group Project [15%]: Book Review and In-class Presentation**

- You are required to form a group of 2 to 3 students and as a group sign up for one of the four sections, and select a book for which you will write a 3 to 4 page review (more details will be given in class). In addition, you will be required to present the book to the class and draw connections with the rest of the readings from that section. You will form groups and sign up for the presentation on the second day of class. The presentation calendar will be posted online. At the end of the syllabus I have provided a list of suggested titles. Under each section of the course there are books listed. You need to notify me if your group decides to select a book that is not listed.

- **Eight Readings/Video Responses [20%]**

- You are required to write 8 reading/video responses throughout the semester. You should submit a response every week, either on Monday or on Wednesday. You are allowed **one free week** when you do not have to turn in a response, and you can choose when to take this free week according to your schedule. Also, there will be no response due on the first week of class (week 1), the week you present your group project, and the week your position paper is due (week 6).
- This assignment should contain your critical reaction/thoughts to the readings/video assigned for that day and two questions for class discussion. The response should be **300 to 550 words** in length (font 12, single space). Responses submitted via email without attending class will not be accepted/graded. No late responses will be accepted, you must turn it in at the end of class.

- **Position Paper [20%]**

- You are required to submit a paper about a current controversy related to Latinos living in the United States. The paper should be between 5-7 pages (more details will be given in class). **This paper will be due after Spring Break on March 27th.**
- You need to submit the topic issue of your position paper by February 22nd.
- Among the position papers, I plan to select a few papers and propose one (or two) panel(s) at the Latin American Studies Association Conference (LASA), on a pertinent issue related to Latino Studies. If selected, students on the panel will be invited to present their papers at the 2018 conference to be held in Barcelona, Spain on May 23-26, 2018. We will discuss this further in class, but for more information see: <http://lasa.international.pitt.edu/eng/about/>

- **Final Research Paper [35%]**

- You will be required to write a final research paper on a topic approved by the instructor on an issue related to Latinos in the United States. The paper should be between 10-12 pages total, including a title page, bibliography and tables, figures, and/or pictures. Use APA to format the paper, double space the text, use Times New Roman font, and leave 1 inch margin all around the pages. **The paper will be due May 16th at noon.**
- You need to submit a proposal, with a topic and research question by April 20th.

Late Work:

Assignments are due on specified dates. Only the position paper will be allowed to be submitted late (with a penalty, 10% deduction for each day that the assignment is late). For the remaining

assignments, such as the presentations, and final paper, no late assignments will be accepted. Special arrangements will be allowed **only** for reasons of personal health or family emergency, and you must notify the instructor before the assignment is due, and provide written documentation as well.

Electronic Devices:

I strongly discourage the use of laptops and tablets in class. Cell phones must be silenced during class. If you still decide to use a laptop understand that they are to be used **ONLY** for note taking, not surfing the internet or answering emails, etc. For more information on why I discourage laptop use in the classroom, please read: Sana, Faria, Tina Weston, and Nicholas J. Cepeda. 2013. "Laptop multitasking hinders classroom learning for both users and nearby peers." In *Computers & Education*. Vol. 62: 24-31.

Class Etiquette:

Class participation and discussions are very important parts of classroom dynamics in this course. Please be courteous to your classmates and me—do not talk when someone else is talking, do not interrupt others, and be respectful when addressing others in the class. You are welcome to disagree with others and me, debate is encouraged in the classroom. However, conversations must be respectful. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in this class. We will discuss issues that require sensitivity and maturity, and I expect you to be respectful and polite to everyone.

Three general rules will guide classroom discussions: (1) As a group, our primary commitment will be to learn from one another; (2) As individuals, we will work on speaking our discomfort; and finally (3) our disagreements will focus on challenging ideas and not individuals. This is a safe space to everyone.

Outside of the Classroom:

Students are urged to gain broad exposure to Latino culture and issues. Here are a few places to look:

PewResearch Center Hispanic Trends: <http://www.pewhispanic.org/>

NPR Latino USA: <http://latinousa.org/about/>

Huffpost Latino Voices: <http://www.huffingtonpost.com/latino-voices/the-blog/>

PBS America by the Numbers with Maria Hinojosa: <http://www.americabythenumbers.org/>

NBC Latino News <http://www.nbcnews.com/news/latino>

Academic Honesty:

The entire text on Academic Integrity can be accessed online at:
<http://www.princeton.edu/pr/pub/integrity/pages/intro/index.htm>

Disclaimer:

This syllabus is subject to revisions and changes at the discretion of the professor. Any changes will be discussed in advance in class and posted on Blackboard so you can plan accordingly.

Class Schedule and Readings:

Readings marked with an *asterisk* are optional.

I. Latinos: (Re)-Making a People

Week 1 Feb 6 Introduction, organization and assignments

Feb 8 Context: The Changing Ethno-Racial Landscape

Prewitt, K. 2001. "Beyond Census 2000: As a Nation, We are the World." *Carnegie Reporter*, 1(3): 3-11. **(ER)**

Frey, W.H. 2015. "A Pivotal Period for Race in America." in *Diversity Explosion: How New Racial Demographics are Remaking America*, 1-19. Washington, DC: Brookings. **(ER)**

Caban, Pedro. 2003. "Moving From the Margins to Where? Three Decades of Latino/a Studies." *Latino Studies*, 1(1), 5-35. **(ER)**

Week 2 Feb 13 Who is Hispanic? Who is Latino(a)? Evolving Identities

Tienda, M. and Mitchell, F. 2005. "Defining Hispanicity." in *Multiple Origins, Uncertain Destinies*, 37-53. **(ER)**

Suro, R. 2006. "A Developing Identity: Hispanics in the United States." *Carnegie Reporter*, 3(4): 22-31. **(ER)**

Portes, A. and Rumbaut, R.G. 2001. "Defining the Situation: The Ethnic Identities of Children of Immigrants." in *Legacies*, p. 147-161, and 176-181. **(ER)**

* Taylor, P., Lopez, M.H., Martinez, J.H. and Velasco, G. 2012. "When Labels don't Fit: Hispanics and their Views of Identity." *Pew Hispanic Center*. Washington, DC. February. **(ER)**

Feb 15 Politics of Measurement

Graham, H. D. 2002. "The Origin of Official Minority Designation." in *The New Race Question*, 288-299. NY: Russell Sage. **(ER)**

Mora, G. C. 2014. *Making Hispanics: How Activists, Bureaucrats and Media Constructed a New American*, 17-49. **(ER)**

Bean, F.D. and Tienda, M. 1987. "The Hispanic Population in Numbers: Census Definitions in Historical Perspective." in *The Hispanic Population of the United States*, 36-55. NY: Russell Sage. **(ER)**

* Choldin, H. M. 1986. "Statistics and politics: The 'Hispanic Issue' in the 1980 Census." *Demography*, 23(3): 403-418. **(ER)**

Week 3 Feb 20 The Historical Context: Conquest and Annexation

Ruiz, Vicki. 2006. "Nuestra America: Latino History as United States History," *Journal of American History*. (December): 655-672. **(ER)**

St. John, R. 2011. "A New Map for North America." in *A Line in the Sand: A History of Western U.S. Mexico Border*, 12-38. **(ER)**

Soltero, C. 2006. "Botiller v. Dominguez (1889), Mexican Land Grants and the Treaty of Guadalupe Hidalgo." in *Latinos and American Law: Landmark Supreme Court Cases*, 9-16. Austin: University of Texas Press. **(ER)**

Video: Latino Americans: Segment 1

* Rumbaut, R.D. 1978. "The Hispanic prologue." in D. Cards (Ed.), *A Hispanic look at the bicentennial*, 5-22. **(ER)**

* Benton-Cohen, K. and Cadava, G. 2010. "Back to the Border: A Historical Comparison of US Border Politics." Washington, DC: Immigration Policy Center. **(ER)**

Feb 22 Growth, Diversification, and Redistribution

Frey, W.H. 2015. "America's New Racial Map." in *Diversity Explosion: How New Racial Demographics are Remaking America*, 43-63. Washington, DC: Brookings. **(ER)**

Tienda, M. and Fuentes, N. 2014. "Hispanics in Metropolitan America: New Realities and Old Debates." *Annual Review of Sociology*, 40: 499-520. **(ER)**

Pew Hispanic Center. 2006. "From 200 Million to 300 Million: The Numbers behind Population Growth." *Fact Sheet*. Washington, DC: October. **(ER)**

Video: Latino Americans: Segment 2 & 4

Position Paper Topic Due!

Week 4 Feb 27 Racialization and Labeling

Rumbaut, R.G. 2009. "Pigments of Our Imagination: On the Racialization and Racial Identities of 'Hispanics' and 'Latinos.'" in Cobas, Duany and Feagin (eds.), *How the U.S. Racializes Latinos*, 15-36. Paradigm Publishers. **(ER)**

Frank, R., Redstone Akresh, I., and Lu, B. 2010. "Latino Immigrants and the U.S. Racial Order: How and Where do they Fit In?" *American Sociological Review*, 75(3): 378-401. **(ER)**

Golash-Boza, T. 2006. "Dropping the Hyphen—Becoming Latino American through Racialized Assimilation." *Social Forces*, 85(1): 27-55. **(ER)**

Video: Latino Americans: Segments 3 & 5

* Echeverria, Darius. 2008. "Beyond the Black—White Binary Construction of Race: Mexican Americans, Identity Formation, and the Pursuit of Public Citizenship," *Journal of American Ethnic History*, 28(1): 104-111 **(ER)**

* Smith, R. C. 2014. "Black Mexicans, Conjunctural Ethnicity, and Operating Identities: Long-term Ethnographic Analysis." *American Sociological Review*, 79: 517-548. **(ER)**

II. Latinos and the Law: Undocumented Migration- A Moral Dilemma

March 1 Determinants/Dimensions of Undocumented Migration

Massey, D.S., Durand, J., and Pren K.A. 2014. "Explaining Undocumented Migration to the U.S." *International Migration Review*, 48(4): 1028-1061. **(ER)**

Passel, J.S., Cohn, D. and Rohal, M. 2014. "Unauthorized Immigrant Totals Rise in 7 States, Fall in 14." *Pew Hispanic Center*: Washington, DC. February. **(ER)**

Garcia, M.C. 2007. "Refugees or Economic Immigrants: Immigration from Latin America and the Politics of US Refugee Policy." in Flores, J. and Rosaldo, R. *A Companion to Latina/o Studies*, 480-491. **(R)**

Week 5 March 6 Consequences of Undocumented Migration

Guest speaker: Professor Dan-el Peralta

Gonzalez, R.G. 2011. "Learning to Be Illegal: Undocumented Youth and the Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review*, 76(4): 602-619. **(ER)**

Olivas, M.A. 2012. "Dreams Deferred: Deferred Action, Prosecutorial Discretion, and the Vexing Case(s) of Dream Act Students." *William and Mary Bill of Rights Journal*, 21(2): 463-547. **(ER)**

Flores, Rene D. 2014. "Living in the Eye of the Storm: How did Hazleton's Restrictive Immigration Ordinance Affect Local Inter-ethnic Relations?" *American Behavioral Scientist*, 58(13): 1743-1763. **(ER)**

*Sarabia, Heidi. 2012. "Perpetual illegality: Results of border enforcement and policies for Mexican undocumented migrants in the United States." *Analyses of Social Issues and Public Policy*, 12(1): 49-67. **(ER)**

March 8 Minors and Deportations

Donato, Katharine M., and Blake Sisk. 2015. "Children's Migration to the United States from Mexico and Central America: Evidence from the Mexican and Latin American Migration Projects." *Journal on Migration and Human Security*, 3(1): 58-79. **(ER)**

Terrio, Susan. 2015. "Dispelling the myths: Unaccompanied, undocumented minors in US immigration custody." *Anthropology Today*, 31(1): 15-18. (ER)

Golash-Boza, Tanya. 2009. "A Confluence of Interests in Immigration Enforcement: How Politicians, the Media, and Corporations Profit from Immigration Policies Destined to Fail." *Sociology Compass*, 3(2): 283-294. (ER)

* Golash-Boza, Tanya. 2013. "Obama's Unprecedented Number of Deportations." Counterpunch. (<http://www.counterpunch.org/2013/01/25/obamas-unprecedented-number-of-deportations>). (ER)

Week 6 March 13 The Court 1: Mendez, Miranda and Beyond

Aguirre, Frederick. P. 2005. "Mendez v. Westminster School District: How it affected Brown v. Board of Education." *Journal of Hispanic Higher Education*, 4: 321-332. (ER)

Foley, N. 2007. "God Bless the Law, He is White..." in Flores and Rosaldo, 297-309. (R)

Soltero, C. R. 2006. "Miranda v. Arizona (1966) and the Rights of the Criminally Accused." in *Latinos and American Law: Landmark Supreme Court Cases*, 61-74. (ER)

Video: Mendez v. Westminster

March 15 The Court 2: Hernandez, Plyer and Beyond

Foley, N. 2005. "Over the Rainbow: Hernandez v. Texas, Brown v. Board of Education, and Black v. Brown." *Chicano Law Review*, 25: 139-152. (ER)

Lopez, I. H. 2005. "Race and Colorblindness after Hernandez and Brown." *Chicano Law Review*, 25: 61-76. (ER)

Soltero, C. R. 2006. "Plyer v. Doe (1982) and Educating Children of Illegal Aliens." in *Latinos and American Law: Landmark Supreme Court Cases*, 118-131. (ER)

Video: A Class Apart

*Belejack, B. 2007. "A Lesson in Equal Protection." *The Texas Observer*, July. (ER)

Have a Good Spring Break (March 18-26)

III. Institutions and Challenges of Integration

Week 7 March 27 Acceptance and Rejection

Tienda, M. and Mitchell, F. 2006. "The Challenges of Integration." in *Multiple Origins, Uncertain Destinies*, 57-68. **(ER)**

NCLR, 2008. "Hate Crimes Against Latinos on the Rise 2008." Fact Sheet. **(ER)**

Huntington, S. P. 2004. "The Hispanic Challenge." *Foreign Policy* (March/April): 30-44. **(ER)**

Video: Latino Americans: Segment 6

Position Paper Due!

March 29 Chicanx and Latinx Art: Institutional Challenges

Guest speaker: Professor Charlene Villaseñor-Black from UCLA

Black, Charlene Villaseñor. 2015. "Introduction: P'adelante, P'atras," *Aztlán: A Journal of Chicano Studies*, 40(1): 115-123. **(ER)**

Zavala, Adriana. 2015. "Latin@ Art at the Intersection," *Aztlán: A Journal of Chicano Studies*, 40(1): 125-140. **(ER)**

Vargas, George. 2015. ¿Qué Onda? "What's Happening?" Chicano Art in Twenty-First Century America," *Aztlán: A Journal of Chicano Studies*, 40(1): 141-161. **(ER)**

de Alba, Alicia Gaspar and Black, Charlene Villaseñor. 2015. "Protest and Praxis in the Arts," *Aztlán: A Journal of Chicano Studies*, 40(1): 163-176. **(ER)**

*López, Alma. 2015. "Artists as Migrant Workers: From Community to University Teaching," *Aztlán: A Journal of Chicano Studies*, 40(1): 177-188. **(ER)**

*Cornejo, Kency. 2015. "Does that Come with a Hyphen? A Space?": The Question of Central American-Americans in Latino Art and Pedagogy," 40(1): 189-210. **(ER)**

*Barnet-Sanchez, Holly et al. "Teaching Chicana/o and Latina/o Art in Practice: Six Syllabi," 40(1): 211-216. **(ER)**

Week 8 April 3 Schools

Soltero, C. 2006. "San Antonio ISD v. Rodriguez (1973) and the Search for Equality in School Funding." in *Latinos and American Law: Landmark Supreme Court Cases*, 77-94. Austin: University of Texas Press. **(ER)**

Tienda, Marta. 2013. "Diversity ≠ Inclusion: Translating Access into Equity in Higher Education." *Education Researcher*, 42(9): 467-475. **(ER)**

Galindo, Rene. 2011. "Embodying the Gap Between National Inclusion and Exclusion: The Testimonios of Three Undocumented Students at a 2007 Congressional Hearing." *Harvard Latino Law Review*, 14: 377-398. (ER)

Noguera, P. 2007. "Y Que Pasará con Jóvenes como Miguel Fernández? Education, Immigration, and the Future of Latinas/os in the United States." in Flores and Rosaldo, 202-212. (R)

Video: Walk Out

April 5 Princeton and Ivy League

Sotomayor, S. 2013. *My Beloved World*. Chapters 14-18. (R)

Fisch, M. 2009. "Sotomayor '76 Shaped U. Affirmative Action Practices." *The Daily Princetonian*. Sept. 14. (ER)

Ceballo, Rosario. 2004. "From barrios to Yale: The role of parenting strategies in Latino families." *Hispanic Journal of Behavioral Sciences*, 26(2): 171-186. (ER)

* "How More Latino Students Can Chart A Path to the Ivy League." Online at: <http://www.nbcnews.com/news/latino/helping-latinos-chart-path-ivy-league-n339671> (ER)

Week 9 April 10 Labor Markets

U.S. Department of Labor. 2012. "The Latino Labor Force at a Glance." Washington, DC: US-DOL. (ER)

Human Rights Watch. 2014. "Tobacco's Hidden Children: Hazardous Child Labor in the United States." Washington DC: Humanrights.org. (ER)

Flippen, Chenoa A. 2014. "Intersectionality at Work: Determinants of Labor Supply among Immigrant Hispanic Women in Durham, NC." *Gender and Society*, 20: 1-31. (ER)

* Flippen, Chenoa A. 2012. "Laboring Underground: The Employment Patterns of Hispanic Immigrant Men in Durham, NC." *Social Problems*, 59(1): 21-42. (ER)

* Gleeson, Shannon. 2010. "Labor Rights for All? The Role of Undocumented Immigrant Status for Worker Claims-Making," *Law & Social Inquiry*, 35(3): 561-602. (ER)

April 12 Marriage and Family

Landale, N. and Oropesa, R.S. 2007. "Hispanic Families: Stability and Change." *Annual Review of Sociology*, 33: 381-405. (ER)

Landale, N.S., Thomas, K.J.A., and Van Hook, J. 2011. "The Living Arrangements of Children of Immigrants." *The Future of Children*, 21(1): 43-70. (ER)

Lichter, D. T., Brown, J. B., Qian, Z., & Carmalt, J. H. 2007. "Marital Assimilation Among Hispanics: Evidence of Declining Cultural and Economic Incorporation?" *Social Science Quarterly*, 88(3): 745-765. (ER)

Institute for Latino Studies University of Notre Dame. 2009. "Women, Men, and the Changing Role of Gender in Immigration." Student Research Series, 3(3): 1-15 (ER)

* Lichter, D. T., Carmalt, J. H., & Qian, Z. 2011. "Immigration and Intermarriage Among Hispanics: Crossing Racial and Generational Boundaries." *Sociological Forum*, 26(2): 241-264. (ER)

Week 10 April 17 Politics and Civic Engagement

Segura, G.M. 2012. "Latino Public Opinion and Realignment the American Electorate." *Dædalus*, 141(4): 98-113. (ER)

Frey, W. H. 2015. "Race and Politics: Expanding the Battleground." in *Diversity Explosion: How New Racial Demographics are Remaking America*, 213-237. Washington, DC: Brookings. (ER)

DeSipio, L. 2006. "Latino Civic and Political Participation." in Tienda and Mitchell, *Hispanics and the Future of America*, 447-479. (ER)

* Sterling, T.G. 2012. "Did Polling Only in English Distort Key Polls?" *The Atlantic*, Nov. 7. (ER)

April 19 Activism

Rodriguez, Gregory. 2007. "Ch. 8: The Chicano Movement" in *Mongrels, Bastards, Orphans, and Vagabonds: Mexican Immigration and the Future of Race in America*, 201-223. New York: Pantheon Books. (ER)

Bliemraad, Irene, Voss, Kim, and Lee, Taeku. 2011. "The Protests of 2006: What Were They, How Do We Understand Them, Where Do We Go?" in *Rallying for immigrant rights: The fight for inclusion in 21st century America*, 3-43. University of California Press. (ER)

Negrón-Gonzales, G., 2015. "Undocumented Youth Activism as Counter-Spectacle: Civil Disobedience and Testimonio in the Battle around Immigration Reform." *Aztlán: A Journal of Chicano Studies*, 40(1), 87-112. (ER)

* Hing, B.O. and Johnson, K.R., 2007. "The immigrant rights marches of 2006 and the prospects for a new civil rights movement." *Harvard Civil Rights-Civil Liberties Law Review*, 42: 99-138. (ER)

Final Research Paper Topic Due!

IV. Language, Media and Arts

Week 11 April 24 Language

Stavens, I. 2003. *Spanglish: The Making of a New American Language*, 1-54. New York: Harper Collins, Inc. **(R)**

Zentella, A. C. 2007. “Díme con quien hablas, y te diré quien eres: Linguistic (In)security and Latina/o Unity.” in Flores and Rosaldo, 25-38. **(R)**

Blanco, R. 2013. “One Today: A Poem for Barack Obama’s Presidential Inauguration.” Pittsburgh, PA: University of Pittsburgh Press. **(R)**

April 26 Media

Chavez, Leo R. 2001. “Manufacturing Consensus on an Anti-Mexican Immigration Discourse.” (Chapter 8) in *Covering Immigration: Popular Images and the Politics of the Nation*, 215-262. **(ER)**

Mora, G. Cristina. 2014. “Broadcasting Panethnicity: Univision and the Rise of Hispanic Television.” in *Making Hispanics: How Activists, Bureaucrats and Media Constructed a New American*, 119-154. **(ER)**

Gorney, C. 2007. “How Do You Say ‘Got Milk’ en Español?” *New York Times Magazine*. September 23. **(ER)**

Week 12 May 1 Film and Theater

Acuña, Beatriz Peña, 2010. “Latinos in U.S. Film Industry,” *Journal of Alternative Perspectives in the Social Sciences*, 2(1): 399-414 **(ER)**

Roman, Ediberto. 2000. “Who Exactly Is Living La Vida Loca: The Legal and Political Consequences of Latino-Latina Ethnic and Racial Stereotypes in Film and Other Media.” *Journal of Gender, Race & Justice*, 4: 37-68. **(ER)**

Hernandez, Tanya .K., 2002. “The Buena Vista Social Club: The Racial Politics of Nostalgia.” in *Latino/a Popular Culture*, 61-72. New York: New York University Press. **(ER)**

Video: The Bronze Screen: 100 Years of the Latino Image in Hollywood

May 3 Music

Pacini Hernández, D. P. 2007. “The Name Game: Locating Latinas/os, Latinos, and Latin Americans in the U.S. Popular Music Landscape.” in Flores and Rosaldo, 49-59. **(R)**

Reyes, D. and Waldman, T. 1998. “The One and Only Richie Valens.” in *Land of a Thousand Dances*, 35-44. Albuquerque: University of New Mexico Press. **(ER)**

Loza, Steven. 1992. "From Veracruz to Los Angeles: The Reinterpretation of the Son Jarocho." *Latin American Music Review*, 179-194. (ER)

Videos: La Bamba (by Son de Madera): <https://www.youtube.com/watch?v=2GZgZbTfitQ>

La Bamba (by Richie Valenz): <https://www.youtube.com/watch?v=Coy8Hoa1DNw>

La Bamba (by Las Cafeteras): <https://www.youtube.com/watch?v=TNpkvY5Fpos>

Have a good Summer!

List of Suggested Books

I. Latinos: (Re)-Making a People

Dowling, Julie A. 2014. *Mexican Americans and the question of race*. University of Texas Press.

Gonzalez, Juan. 2001. *Harvest of Empire: A History of Latinos in America*. Penguin Books.

Santiago, Esmeralda. 2006. *When I Was Puerto Rican*. Da Capo Press.

Gonzalez, Rigoberto. 2006. *Butterfly boy: Memories of a Chicano mariposa*. University of Wisconsin Press.

II. Latinos and the Law

Peralta, D. 2015. *Undocumented: A Dominican boy's odyssey from a homeless shelter to the Ivy League*. Penguin Books.

Gonzales, R.G., 2015. *Lives in limbo: Undocumented and coming of age in America*. University of California Press.

Abrego, L., 2014. *Sacrificing families: Navigating laws, labor, and love across borders*. Stanford University Press.

Golash-Boza, T., 2015. *Deported: Policing immigrants, disposable labor and global capitalism*. New York University Press.

III. Institutions and Challenges of Integration

Urrea, L.A., 2008. *The devil's highway: A true story*. Back Bay Books.

Thorpe, H., 2009. *Just like us: The true story of four Mexican girls coming of age in America*. Simon and Schuster.

Sotomayor, S., 2013. *My beloved world*. Alfred A. Knopf Incorporated.

Nicholls, Walter. 2013. *The DREAMers: How the undocumented youth movement transformed the immigrant rights debate*. Stanford University Press.

IV. Language, Media, and Arts

Santa Ana, O., 2002. *Brown tide rising: Metaphors of Latinos in contemporary American public discourse*. University of Texas Press.

Chavez, L., 2013. *The Latino threat: Constructing immigrants, citizens, and the nation*. Stanford University Press.

Rivera-Rideau, P.R., 2015. *Remixing Reggaetón: The cultural politics of race in Puerto Rico*. Duke University Press.

Student Information and Acknowledgment
LAO 200 Latinos in American Life and Culture
Spring 2017

Student Information

Student's Name:

Email Address:

Major:

Academic Class: Freshman Sophomore Junior Senior

List all classes you are taking this semester:

Besides going to college, are you currently working?

No Part-time(20hrs) Full-time(40hrs) Other:

Student Acknowledgment

I have received, read, and discussed the syllabus for "Latinos in American Life and Culture."

Signature

Date