20.03 Exploring Global Connections: Latin@ Diasporas in the United States
3 hours; 3 credits


Prerequisite: Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

Common Goals Addressed by Core course:
1. To understand the influence of colonization on modernity (6).
2. To develop students’ ability to think critically and creatively about diversity (9).
3. To develop an historical and socio-political context for understanding cultural, racial, and ethnic diversity of Latin@s in the United States (24).

Objectives of Core Course:
1. Students will understand how social constructions of race and racial difference bolstered both colonialism and capitalism (6).
2. Students will develop skills of conceptual analysis by analyzing race and national identity (9).
3. Students will demonstrate conceptual knowledge of diversity within U.S. society (24).

Outcomes for Core Course:
1. Students will be able to analyze texts from critical Latin American leaders and understand fundamental concepts in modern socio-political thought, including nationalism and citizenship (6).
2. Students will be able to identify different Latin@ communities in relation to the concepts of racial, ethnic, national, and transnational identities (9).
3. Students will be able to identify important issues in the complex, multicultural Latin@ communities that surround them (24).

Course Outline:

Week 1: Geography, earliest societies, and the emergence of indigenous empires

Week 2: Colonial society, emergence of the sociedad de castas, and the development of racial blending in the Americas

Week 3: African and Asian diasporas in the Americas

Week 4: Pan-American movements for the liberation of the Americas: Eugenio María de Hostos, Simón Bolivar, and Che Guevara
Evaluation: Writing Assignment #1
How and why did different social groups construct social difference during the colonial period? What were these constructions and how did specific social groups mobilize them? How did these constructions influence the political formations, including national identities, of Latin American States?

Week 5: Colonialism, neocolonialism and the development of Latin@ diasporic communities in the United States: Comparisons of The Mexican-American and Spanish-Cuban-American Wars, Cuban Revolution and the Dominican People’s Revolution

Week 6: “Afro-Latin@ Diasporas beyond the Black/Latin@ Divide”: A comparative approach to understanding the role of race, ethnicity, and citizenship on migration and (im)migration in and beyond the United States, 1940-2000

Week 7: Globalization, immigration policy, and the growth of an international informal economy: a comparison of U.S. Latin@ migrants and immigrants as workers and entrepreneurs

Evaluation: Writing Assignment #2
Discuss the role race, class, and state play in the development of Latin@ diasporas.

Week 8: Communities, identities, culture. Case Study 1: Mexican Communities

Week 9: Communities, identities, culture. Case Study 2: Puerto Rican Communities

Week 10: Communities, identities, culture. Case Study 3: Cuban Communities

Week 11: Communities, identities, culture. Case Study 4: Dominican Communities

Evaluation: Writing Assignment #3
Revisit your discussion of how race, class, and state influenced the development of Latin@ diasporas to compare and contrast different Latin@ communities.

Week 12: Persistence of survival strategies in the “New-New World”: Latin@ struggles for cultural preservation amidst pressures to accommodate and assimilate

Week 13: Transnationalism and transnational identities

Week 14: Overview/Review

Evaluation: Final Research Essay Exam
How are transnational identities influenced by race, class, and citizenship?
Method of evaluation: Writing Assignments (60%), Final (30%), Class Participation/Presentation and Attendance (10%).

Methods of assessment: Through the use of writing assignments (see Weeks 4, 7, 11, and final exam in course outline):
1. Students are asked to analyze texts from critical Latin American leaders to understand fundamental concepts in modern socio-political thought, including nationalism and citizenship (6).
2. Students are asked to explain and examine alternative viewpoints on citizenship, race, and national identity (9).
3. Students are asked to use several case studies in identifying important trends in Latin@ communities (24).

Assessment tools:
Diagnostic writing assignments, class participation, and presentation.

Bibliography


Davis, Mike. 2001. *Magical Urbanism: Latin@s Reinvent the US Big City*. Verso.


