

**ANTHROPOLOGY 3140.001****LATINOS IN THE U.S.**

Spring 2019

Tuesdays and Thursdays 12:30pm-1:50pm, BLB 090

**INSTRUCTOR:** Dr. Mariela Nuñez-Janes (profe)**OFFICE:** Chilton Hall 330F**TELEPHONE:** 940/369-7663**EMAIL:** [Mariela.Nunez-Janes@unt.edu](mailto:Mariela.Nunez-Janes@unt.edu)**OFFICE HOURS:** Tuesdays 2:30-4:30pm, or by appointment**Instructional Assistant:****Email:****Office Hours:****Course Description**

This is a course about a people known today as Hispanics, Chicanos, Tejanos, Latinxs, Mexican Americans, among many other names. The course provides a foundation in: identity and resistance theories that allow the exploration of the various constructions of Latinx ethnicity and race from an anthropological perspective; a review of the historical constructions of race and ethnicity and how these two categories of difference are synonymous at some times and analogous at other times; an insight into the historical and social constructions of Mexican, Mexican American, Latinx identities; and a critical analysis of the social and political implications of being Mexican or Latinx today.

The growth of the U.S. Latinx population has prompted the recognition of the importance of understanding the various issues related to this multifaceted community. Scholars, activists, and policy makers are currently asking many questions about the present realities and future opportunities of Latinxs in this country. One of the central themes among the myriad of issues related to this community is the continuing categorization of this population as other, different, and in some cases not American. Indeed regardless of population size, place of birth, economic status, linguistic abilities, labor, and educational attainment Latinos are ultimately seen as strangers in a nation that has been home or has become home, sometimes for generations. In this class we will explore the ways in which Latinos have been excluded from the national imaginary while maintaining and transforming their own cultural identity. We will see how this process of marginalization *a lo Americano*-“American style-” has deeply changed the racial and cultural landscape for Latinxs and non-Latinxs. Using the tools of anthropology and other relevant disciplines we will approach the complexities of identity formation in the Latinx community by focusing on two important themes: 1) the historical formation of Latinx identity and identities in the U.S., and 2) the sociocultural issues faced by the Latinx community as we go about maintaining, challenging, and transforming our marginalized status.

## Objectives

When you finish this class, you will:

- 1) Understand how and why Latinxs constitute a marginalized population.
- 2) Know the common and particular themes that contribute to categorize Latinxs as a single ethno-racial group and as distinct national groupings.
- 3) Be familiar with prominent figures in Latinx history and scholarship and their contributions.
- 4) Appreciate the importance of Latinx studies.
- 5) Be familiar with some of the methods utilized in Latinx studies and anthropology.

## Course Requirements (440 total possible points)

**1) Class project:** You will participate in a semester class project. The Chicana Latinx Oral History Project (CLAHP)

- You will work in a group in order to conduct the project. Each group will find an informant to interview. The groups will produce a written transcript of the interview.
- The class project will culminate in group presentations and an individual paper. The project will be both exciting and fun but will also require your commitment. You will need to take it seriously and act professionally. This is your chance to learn about ethnographic research and apply what you will learn in class.

You will perform the following tasks for the class project:

### a) Transcript of mock interview (15 points):

- Each group will interview a group member for practice (the date of the mock interview is listed in the course outline).
- Each student will transcribe a total of 5 minutes of audio-recorded interview and turn in the written transcript. We will discuss transcriptions in class and I will provide you with guidelines.
- Due on 3/21

### b) Scheduling and conducting the interview (1 per group, 25 points):

- Each group will contact, schedule and conduct an audio-recorded interview with a Latinx not enrolled in the class (this is your “informant”). The informant must be someone that you know.

- Each group is responsible for providing written notice to profe of the date, place, and time of the interview.

- Due 3/28

**c) Interview transcript (1 per group, 50 points):**

- Each group will produce a typewritten transcript of the interview with their informant. The transcript must follow the guidelines provided in class.
- In addition, each group will turn in a manila envelope with: team #, CD-ROM or flash drive with the audio file of the interview, an MS Word formatted copy of the transcript, a printed copy of the transcript, and an original signed consent form (the consent form will be distributed in class).

- Due 4/11

**d) Group presentation (1 per group, 50 points):**

- Each group will present to the class a summary of their results (see attached guidelines).
- The presentations will take place at the end of the semester. I will circulate a sign-up sheet in class.

**e) Project Participation (graded by project group members, 50 points):**

- Each group member will grade the participation of fellow group members in the various project tasks using the attached guidelines (see syllabus for due date).
- Sometimes projects conducted in groups turn into individual assignments rather than collaborations and groups are individually rewarded or penalized by the instructor for the actions of other group members. To avoid this, your fellow group members will be responsible for this part of your grade. They will assess your performance in the group. The purpose is to encourage responsibility and collaboration. I expect all students to be honest, respectful, and abide by the guidelines when assigning this grade.
- Each group will be given the opportunity to grade their fellow group members before turning in the project participation grades. The mock project participation grade will not be counted but will give each group member a chance to know what he/she is doing well and what needs improvement.

**2) Complete discussion preparation guide and lead in class discussion (50 points):**

- Sign-up to lead discussion. The discussion dates along with the available chapters are listed on the syllabus. A discussant sign-up sheet will be circulated on **1/24**. You are responsible for conducting discussion on the date you selected. If you miss the discussion and do not have a valid excuse you will not receive credit.
- Select one chapter from the ones listed for your selected date and turn in 1 completed discussion preparation guide (25 points) at the end of the class period.
- Use the guide to lead an in class small group discussion (25 points) once during the semester (you will find the discussion preparation guide attached to the syllabus).

### **3) Quizzes (100 points total)**

- There will be 4 quizzes each worth 25 points each.
- The quizzes will consist of short answers and will cover the class readings and lectures.
- Make up quizzes will not be allowed unless you have a documented excuse for your absence

### **4) Final Paper (100 points):**

- Each student will turn in a final paper that analyzes the interview. The papers must be written individually and must follow the attached guidelines.
- Due 5/7
- Your final paper must be turned in no later than 10am Chilton 330 (Anthropology Department)

### **5) Reading:**

- Complete the readings listed on the syllabus for the day they are assigned and come to class prepared to discuss them.

### **6) Attendance:**

- I expect you to be in class having completed all assignments and ready to participate. I also expect your full participation in the class project and your collaboration with group members. Because this course requires your full commitment failure to attend class and collaborate in the project will severely affect your final grade. **4 or more unexcused absences will lower your grade by 20 points.** Please let me know ahead of time if an emergency occurs that prevents you from meeting the attendance requirement on a given day.

**Grading:**

- All grades will be assigned based on the following grading scheme:

100-89% = A

88-79% = B

78-69% = C

68-59% = D

58%- = F

**CLASSROOM POLICIES**

1) Since discussion is an essential part of this course, please come to class prepared and on time.

2) Please turn off your cell phones.

4) Do not come into class late or leave early.

5) You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.

6) No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). **If you miss an assignment and you have a valid documented excuse notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.** All work must be turned in at the beginning of class unless noted otherwise. I will not accept emailed work.

7) **Plagiarism and Cheating:** The department of anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. Any of these will be reprimanded and can result in an "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

8) The Anthropology Department does not discriminate on the basis of an individual's disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its program and activities. Attempts will be made to meet all certified requirements.

**9) Acceptable Student Behavior:** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**10) SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT:** UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

**11) BASIC NEEDS - YOU CAN'T LEARN IF YOU'RE HUNGRY:**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. **Dean of Students 940-565-2648.** You are not alone. We are here to help.

**UNT Food Pantry:** Any current UNT student in need can visit the Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. There is also a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center. There is also a Food Pantry located at UNT's New College at Frisco, which can be accessed by visiting the information desk.

## REQUIRED READING

Duncan, Whitney, Heidbrink, Lauren and Yarris, Kristin. "Im/migration in the Trump Era." Hot Spots, Cultural Anthropology website, January 31, 2018.

<https://culanth.org/fieldsights/1300-im-migration-in-the-trump-era> (Select one post from this series)

Delgado, Richard; Stefancic, Jean, eds.

2010 *The Latino/a Condition: A Critical Reader. Second Edition*. New York: New York University Press. (referred to as TLC in the course outline)

López Pulido, Alberto

2002 "The Living Color of Student's Lives: Bringing *Cajitas* into the Classroom." *Religion & Education*, 29 (2): 69-77.

## COURSE OUTLINE

1/15	<b>Course introduction</b>	
1/17	<b>The "imagined community"? Demographic Trends</b>	Assignment: TLC 6
1/22	<b>The "imagined community"? Demographic Trends (continued)</b>	Assignment: TLC 2
1/24	<b>The "imagined community"? Demographic Trends (continued)</b>	Assignment: TLC 7 <i>Sign-up for student led discussion in class</i>
1/29	<b>The "imagined community"? Demographic Trends (continued)</b>	Assignment: TLC 5
1/31	<b>Class Project Description</b>	Assignment: TLC 37
2/5	<b>Cajitas</b>	Assignment: López Pulido
2/7	<b>Student led discussion of TLC 6, 2, 7, 5, 37</b>	Assignment: Review TLC 6, 2, 7, 5, 37 and cajitas
2/12	<b>Latinxs and Race</b>	Assignment: TLC 9  Quiz 1
2/14	<b>Latinxs and Race (continued)</b>	Assignment: TLC 20

2/21	<b>The border crossed us: Colonization</b>	Assignment: TLC 10
2/26	<b>Conducting and transcribing interviews</b>	Assignment: TLC 41 <i>Groups will be selected in class</i>
2/28	<b>Student lead discussion of TLC 9, 20, 10, 41</b>	Assignment: Review TLC 9, 20, 10, 41
3/5	<b>The border crossed us: Colonization (continued)</b>	Assignment: TLC 12, TLC 18  Quiz 2
3/7	<b>Mock interview</b>	Assignment: <i>Select a group member ahead of time to ask questions during the in class mock interview. Interview questions will be distributed in class.</i>
3/12-3/14	<b>NO CLASS SPRING BREAK</b>	
3/12-3/16	<b>Activism and Movimientos Sociales</b>	Assignment: TLC 48
3/19	<b>Activism and Movimientos Sociales (continued)</b>	Assignment: TLC 45
3/21	<b>Activism and Movimientos Sociales (continued)</b>	Assignment: TLC 47 <u>Transcript of mock interview due in class</u>
3/26	<b>Immigration</b>	Assignment: TLC 33  Quiz 3
3/28	<b>Immigration (continued)</b>	Assignment: TLC 62, select one post from Cultural Anthropology Series  <u>interview date, place, and time due in class</u>
4/2	<b>Immigration (continued)</b>	<i>Film: Podcast of the Dream 9</i> <i><a href="http://latinousa.org/2015/10/16/1542-the-dream-9/">http://latinousa.org/2015/10/16/1542-the-dream-9/</a></i>
4/4	<b>Student lead discussion of TLC 12, 18, 45, 47, 48</b>	Assignment: Review TLC 12, 18, 45, 47, 48
4/9	<b>Student led discussion of TLC 33, 62, reading TBA</b>	Assignment: Review TLC 33, 62, selected post from Cultural Anthropology Series



<b>4/11</b>	<b>Content Analysis: Coding and discussion of group presentations</b>	Assignment: <u>Interview, CD, and consent form due (place in a manila envelope with your names and team number)</u> Sign-up for group presentations in class  Quiz 4
<b>4/16</b>	<b>Education</b>	Assignment: TLC 68
<b>4/18</b>	<b>Student-led discussion of TLC 68</b>	Assignment: Review TLC 68
<b>4/23</b>	<b>Presentations</b>	
<b>4/25</b>	<b>Presentations</b>	
<b>4/30</b>	<b>Presentations</b>	
<b>5/2</b>	<b>Presentations</b>	
<b>5/6</b>		<u>Final paper due no later than 10 am, Anthropology office Chilton 330</u>

Note: this syllabus may be subject to changes and/or revisions.

## Discussion Preparation Guide for Student-led Discussions

Name \_\_\_\_\_ Date \_\_\_\_\_

Chapter \_\_\_\_\_

### To the student:

A. You must fill out this discussion preparation guide and turn it in on the day of the discussion. No exceptions will be made for late papers. The guide will count towards half of the student-led discussion grade. (25 points)

B. Use this guide to help you formulate the issues you will like to bring up during the discussion.

C. Remember that your role as a discussion leader is to act as moderator. Thus, in addition to having particular issues that you want to address during discussion, your role as moderator also includes making sure that you do this within the class time and that the discussion moves along.

1. Note words that are unfamiliar or are used in a specific way in the reading. Define the word in the context of the phrase where you first saw it and in relation to the main points of the reading.

a.

b.

c.

d.

e.

2. What ideas seem significant or puzzling to you? Prepare questions about these to ask during discussion.

a.

b.

c.

d.

e.

3. State the topic of the reading in one or two sentences. What is this chapter/article about?

4. How does the reading relate to other materials you've read in this class and/or in other classes?

5. How does the reading relate to things you, friends, family have experienced and/or to events you are familiar with?

6. What is your opinion of the reading? Provide a reason for your opinion.

7. What did you learn from the reading? Please be specific.

## Guidelines for completing the interview transcripts

Include the following information in the upper left-hand corner of the transcript:

Name of team members

Date and location

Informant's gender

Informant's age

Start time

End time

**Transcription Conventions (use in the transcript)** (Adapted from Alessandro Duranti, <http://www.sscnet.ucla.edu/anthro/faculty/duranti/audvis/annotate.htm>. Based on the transcription conventions developed by Gail Jefferson for the analysis of conversational turns in English conversation -- see Sacks, Schegloff, and Jefferson 1974 or Schenkein 1978 in the References on greetings).

Number all lines consecutively. Include the line number in the left margin

Example:

1 **Informant;** I thought it was important to do.

2 **MNJ;** Why do you think it was important?

3 **Informant;** Because my family kept talking about it.

Use "informant" to replace the name of the person you are interviewing. Use the first name and last name initials to replace the name of the person(s) conducting the interview

Single space utterances by a single speaker and double-space utterances by different speakers.

Speakers' names should be bolded

**MNJ;** Of course, I am a professor in the anthropology department and I'm teaching a class on Latinos in the U.S.

**Informant;** Can you say a little bit more about your class?

Use three dots to indicate an untimed pause.

Use words between parentheses in the transcripts to represent the best guess of a stretch of talk that was difficult to hear.

Each team member must transcribe an equal amount of audio recording. Discuss who will transcribe which segment ahead of time and indicate this in the transcript by including the name of the person transcribing at the beginning and end of the corresponding section.

## Group presentation guidelines

The presentation will be conducted in class on the date selected by the group.

All group members must participate and be present during the presentation to receive full credit.

The presentation cannot exceed 10 minutes

5 minutes of **video**

5 minutes of group commentary that must include:

- name of group members
- An explanation of your video: choice of digital assets, course content, what your team learned from the project about Latinos in the U.S. (see video group presentation guidelines)



## RESOURCES

### Producing an *iMovie* Project

**Step 1:** Plug in your USB flash drive and make sure all your resources are there.

**Step 3:** Open iMovie

Go

(Computer)

(Macintosh HD)

Applications

iMovie

**Step 4:** Start new project

File

New Project

Project Name: (*your last names*)\_project

Aspect Ratio: Standard (4:3)

Check Box for “Automatically add: Cross Dissolve”

Create

**Step 5:** Set project properties

File

Project Properties

Initial Photo Placement = Fit in Frame

OK

**Step 6:** Add Title clip to your project

Click on “T” and drag selected Title clip to the project storyboard area

**Step 7:** Populate your iMovie Project with your images

Drag images you want to insert in your project in (roughly) the order you want them to appear.

**Step 8:** Add “(your last names)\_voiceover” file.

Drag file from (your last names)\_voiceover (sub)folder to background of project storyboard area; place behind Title clip or your first image as appropriate.

**Step 9:** Sequence the timing of your clips

Play the movie in the viewer (click on play or play full screen button at bottom left of project area) and notice that clips may not be the right length. Start adjustments from left to right. Click on cog wheel that appears when you mouse over the title and set duration. Repeat process with each clip. (This is the tinkering part that can go on as long as you will let it).

**Step 10:** Experiment

Play around with different Transitions and Effects.

**Step 11:** Publish your project

Share

Export Movie

Click down arrow next to Project name and choose your flash

drive

Click “Medium” button

Export

**DIYdoc App (free)** <http://www.diydoc.tv>

**How to preserve a subject’s privacy while filming a documentary**

<http://www.diydoc.tv/2016/05/40/>

**Top 10 tips for shooting great video with a smartphone**

<http://www.diydoc.tv/2016/04/top-10-tips-shooting-great-video-smartphone/>

<b>Video Group Presentation Guidelines</b>	
<p><b>Choice of digital assets</b> (images, video, typography, music, etc.)</p>	<p>5) Digital assets create a distinct atmosphere or tone that matches all other parts of the project. Assets may communicate symbolism or metaphors.</p> <p>4) Digital assets create a distinct atmosphere or tone that matches in</p>

	<p>some parts of the project. Assets may communicate symbolism or metaphors.</p> <p>3) Some attempt was successfully made to create an atmosphere or tone throughout the project.</p> <p>2) An attempt was made to use assets to create an atmosphere/tone but it needed more work.</p> <p>1) Little or no attempt to use digital assets to create an appropriate tone.</p>
<b>Course Content/Concepts</b>	<p>5) Project reflects the creator's thorough understanding of concepts introduced in or in line with concepts from the course.</p> <p>4) Project demonstrates a high level of understanding of course (and/or related) concepts.</p> <p>3) Some attempt was successfully made to utilize course (and/or related) concepts.</p> <p>2) Project demonstrates a limited understanding of course (and/or related) concepts.</p> <p>1) Project fails to show a fundamental understanding of course (and/or related) concepts.</p>
<b>Organization</b>	<p>5) Project is well organized, well paced, and easily understood.</p> <p>4) Project is mostly well organized with clear sections, development, etc.</p> <p>3) Project is acceptably well organized.</p> <p>2) Project needs more clearly thought out organization and order.</p> <p>1) Project is scattered and not easily understood.</p>
<b>Participation</b>	<p>5) All project members are present and acknowledged in the video</p> <p>4) Some project members are present and acknowledged in the video</p> <p>3) Project members are present some are not acknowledged in video</p> <p>2) A few project members are present some are acknowledged in video</p> <p>1) A few project members are present, project members are not acknowledged in video</p>
<b>Economy of Detail</b>	<p>5) Project told with exactly the right amount of detail</p> <p>4) Project composition is typically good, but drags or rushes at points.</p> <p>3) Project is acceptably well-paced given information relayed</p> <p>2) Project needs further editing. It is too long or short in parts.</p> <p>1) Project needs extensive editing. It is too long or too short for information conveyed.</p>





### **Guidelines for final paper**

Your final paper will discuss the main themes you identified in the interview of your informant.

The paper must be no longer than 7 typewritten pages double-spaced using 12 point font.

It must include:

- An attachment of the coded transcript, code book, digital copy of your group's video (10 points)—does not count in 7 page limit
- Separate title page with the title of the paper, your name, course title and number, semester (5 points)—does not count in the 7 page limit
- Thesis statement and brief biographic sketch of your informant. Remember not to include name or personally identifiable information of informant (10 points)
- A description of the methods used. This description must include: when and where you conducted the interview, who asked the questions during the interview, the procedures followed for transcribing the interview, a description of how you identified the relevant themes from the interview along with a list of all of the themes you came up with. In addition you must attach a copy of the interview transcript identifying all of the themes within the transcript (20 points)
- Analysis that identifies the most relevant themes from the interview and relates them to ideas and information from the readings and class lectures. This analysis must include relevant citations (follow AAA's citation style [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)) of the class lectures and readings that show your understanding of how the readings and class lectures apply to the relevant themes you identify. It must be written in a way that supports and develops your thesis statement (30 points).
  - Class lectures: (Last Name, First Name, Presentation title, Event type, City, Date)
  - Class readings: (Last Name of chapter author Year of publication: start page-end page)
- A page listing the references cited in your paper (follow AAA's citation style [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)) along with a brief acknowledgement
  - Class lectures: First Name and Last name of author (Presentation title, month and day, year)
  - Class readings:  
Last name, First name of author of chapter

Year Chapter Title. First name and Last Name of Editor(s), eds. Pp.  
City: Press.

- A separate page that includes the questions and your answers to each question below in no more than 5-6 sentences (20 points)-does not count in 7 page limit.
  - 1) Think about how a group of people we learned about in this class has been historically represented? What were the biases inherent in that representation? What do these biases say about the people DOING the representing? Why is this important to correct?
  - 2) Talk about one assumption, belief, or stereotype you had before taking this class, and discuss something you learned in this class to help you challenge it, or change your mind. What supported your original view, and what changed your mind?

\*\*\*Go to <http://www.unt.edu/honors/eaglefeather/2006issue.shtml> find the 2006 issue and read the papers listed under “Special Section: Undergraduate Scholar Articles in Anthropology” for examples of past papers written by students enrolled in the class.