

Latinos and Citizenship
AFPRL 260-01
Spring 2022

Professor Lázaro Lima

Meeting Time: Mondays/Thursdays, 2:45-4:00 pm (in person)

Location: HW WB130

Office Hours: HW 1704 Mondays/Thursdays, 4:30-5:30 pm or by appointment

Communication: ll2784@hunter.cuny.edu and via Blackboard e-mail list

Course Website: <http://www.lazarolima.com/afprl260spring2022.html>

Course Description:

This course examines the politics of Latino national and cultural belonging in the U.S. through the historical, cultural, political and legal category of "citizenship." Historically, the distinctive core of citizenship has been the possession of formal status and membership in a political and legal entity, as well as having particular rights and obligations within it. This core understanding of citizenship goes back to classical antiquity and coalesced around two broad understandings of citizenship stemming from ancient Greece and Imperial Rome that later evolved into what came to be termed the "republican" and "liberal" accounts of citizenship. In this course we will analyze and critique the function and limits of citizenship in the U.S. as it relates to the country's largest "minority-majority: Latinos.

The course begins with an overview of the category of citizenship before considering how constrictive notions of citizenship in the U.S. have attempted to delimit Latino civic life and freedoms from the end of U.S. – Mexico War (1848) to the present. The course then analyzes how various Latino groups have attained citizenship, as well as how others have been stripped of theirs, and how Latinos have creatively responded to limits imposed on their freedoms and entry into "American" civic life. After examining the foundations of U.S. citizenship for Latinos, the course will engage current debates regarding Latinos and citizenship including: the separation of immigrant children from their families; the Latino immigration rights movement and the U.S. civil rights movement; the DREAM Act; the concept of Latino "cultural citizenship"; the rise in deportations and their effect on the lives of citizens and cultural citizens alike; access to education and health care in the age of Covid-19; and the racial profiling of Latinos as instantiated by law.

Upon successful completion of the course students will be able to answer the following questions: What are the criteria for determining who is a citizen and how has that impacted Latinos? Why has U.S. citizenship been variously imagined as determined by birth, blood, territory, marriage, or petition except when it intersects with the categories of race and linguistic difference? Does being a citizen require *doing* certain things? And, more broadly, How do gender, race, ethnic, and sexual identity intersect with prescriptive notions of citizenship?

Mode of Delivery

This course is required to be conducted in-person this semester unless the pandemic and/or CUNY policy requires us to pivot to virtual instruction. In keeping with national public health recommendations, current university policy requires masks covering mouth and nose when inside any campus building (corridors and classrooms), among other safety precautions and protocols. Per CUNY policy, professors

may opt to lecture without a mask provided they can “social distance” while doing so. Additionally, because of Covid precautions, there will be no eating in the classroom. If you are not vaccinated due to an exemption, please social distance by 6 feet in all directions as required.

Learning Objectives and Outcomes

Learning Objectives:

- 1) Students in this course will be exposed to a variety of sources of information and knowledge and points of views through the multiple readings and authors assigned in class. The course introduces students to multiple theories and concepts dealing with citizenship, incorporation, and membership in civil society, particularly as it relates to Latinos and other minority groups in the United States.
- 2) Through the assigned readings, class discussion, reports, and class presentations, students in this course will be able to evaluate evidence and arguments critically and analytically.
- 3) Through class discussion, oral presentations, written papers and exams, students in this course will produce written and oral arguments using evidence to support their own conclusions.

Learning Outcomes:

- 1) The assigned readings and the class discussion in this course will expose students to concepts and methods in Latino Studies and other interdisciplinary fields of study (history, politics, cultural studies, critical race theory, and literary studies) while exploring the relationship between the individual, the state, and society.
- 2) Through the assigned readings, writing assignments, presentations, and class discussion the student will analyze and discuss how an individual’s race, ethnicity, class, and gender influence their experiences, values, and choices within U.S. society. Specifically, how these multiple factors influence the meaning of citizenship for individuals and groups in the United States and elsewhere.
- 3) Through the assigned readings, writing assignments, presentations, and class discussion the student will analyze and discuss how national and global trends and ideologies (white nationalism, racism, ethnic discrimination, territorial expansion, imperialism, and colonialism) impact individual and collective decision-making in the U.S. and elsewhere.

Course Requirements

1. **Readings.** All students are expected to read and analyze the material assigned for each class meeting prior to coming to class. At a minimum, this means you should prepare short written summaries of each assigned text and related questions based on the assigned material. These short summaries will occasionally be collected for my review and commentary. Please refer to section on “Homework Listed on the Syllabus” here for additional information: <http://www.lazarolima.com/general-course-policies.html>.)

2. **Writing assignments.** Texts designated by an asterisk (“*”) in the syllabus will require a short writing assignment of 250-300 words (1-2 pgs.). Instructions and prompts for the writing assignments will be posted to our class website.

3. **Class Participation.** This course meets twice a week. Class participation involves voluntary contributions on behalf of the student. All students must participate by actively speaking about the topics the assigned materials raise in relation to previous readings and class discussions. Attendance

without participation counts as an absence. Please refer to section on "Class Participation" for an explanation of participation grade here: <http://www.lazarolima.com/general-course-policies.html>.

4. **Attendance.** More than two absences after add-drop period stands to affect your grade negatively as you will not be able to participate, contribute, or learn from the class discussions. You are required to get notes, announcements, or any missed material from your classmates before consulting with your professor. Please refer to section on "Attendance" here: <http://www.lazarolima.com/general-course-policies.html>.

5. **Presentations.** There will be group presentations throughout the semester. The presentations are not to simply repeat information found in the assigned texts or assignments but rather an opportunity to connect the presentation topic at hand with previous class readings and discussions. Presentations are timed and will last approximately 10 minutes (additional minutes will be allotted for questions and discussion). Since select information from each presentation may appear on examinations, it is to your benefit, and that of your classmates, to cogently and clearly explain your topic to the class. Group presentations may include interactive media (e.g., Google Slides, PowerPoint, etc.). I encourage students to meet with me virtually prior to assigned presentations (detailed presentation instructions will be posted on our class website prior to assigned group presentations).

6. **Quizzes.** There will be two short unannounced quizzes during the course of the semester. Quizzes are based on class lectures, conversations and/or assigned readings.

7. **Exams.** There will be a midterm and a cumulative final exam for the course. Exams will be based on assigned readings, class lectures, student presentations, and class discussions.

Evaluation and Grading

EVALUATION:

Class Participation	15%
Writing Assignments	15%
Presentations	15%
Quizzes	15%
Midterm	20%
Final Exam	20%

GRADING SYSTEM:

A+= 97.5-100
A = 92.5-97.4
A- = 90-92.4
B+= 87.5-89.9
B = 82.5-87.4
B- = 80-82.4
C+= 77.5-79.9
C = 70-77.4
D = 60-69.9

F = 0 = 59.9

Required Texts

Cristina Beltrán. *Cruelty as Citizenship: How Migrant Suffering Sustains White Democracy*. University of Minnesota Press, 2020.

Lázaro Lima. *Being Brown: Sonia Sotomayor and the Latino Question*. University of California Press, 2019.

Note: 1) Additional primary and secondary texts listed in the syllabus are accessible as linked or via our class website (CW); 2) beyond the primary and secondary readings, we will address current issues in immigration and citizenship as they emerge during the course of the semester. These ancillary assignments/readings are required and will be posted on the class website as they emerge.

Email Policy

You are expected to check your email regularly for course updates. Email is also useful for short exchanges, short questions. However, longer exchanges should be conducted during virtual office hours or other virtual appointment. Please see me during office hours if your questions require elaboration. If you have a doubt about what constitutes appropriate email exchanges please see here: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>. I respond to e-mail within 48 hours during regular business hours (9:00 am - 5:00 pm). If your e-mail is time sensitive, please keep these parameters in mind and plan accordingly.

Academic Integrity and Plagiarism

"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." This means not only automatic failing of the course but possible expulsion from Hunter College.

Access/Ability

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. Students with documented disabilities (emotional, medical, physical, and/or learning) should provide the instructor documentation after consultation from the Office of AccessABILITY by the second week of the semester. The office is located in Room E 1214B. For further information and assistance call the office of AccessABILITY: (212) 772-4857 or (212) 650-3230.

Hunter College 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.

1. 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).
2. 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: <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf>

Miscellaneous

We will cover issues pertinent to the course that span the depth and breadth of human diversity including representations of race, gender, sexuality, politics, violence, and related themes and topics that require analytic distance and evidence-based interventions. Engaging productively with course readings, discussions, materials, presentations and related course content are required to successfully complete the course. Please familiarize yourself with course materials in the syllabus by reviewing it, and/or speaking with your instructor, in order to avoid unexpected surprises or material that may be sensitive to certain sensibilities

Changes to Syllabus

This syllabus is subject to change as needed (e.g., student intellectual interests, unforeseen technical issues related to remote learning, etc.). All changes will be announced via our class website.

Syllabus	Readings and Assignments (Please Refer to Class Website for Course Prompts and Realia)
Dates	Topics
Monday, January 31	Introduction <ol style="list-style-type: none"> 1. Course Introduction 2. Review of class website 3. Review of basic terminology in Latino Studies 4. Critical Cartographies: 1492, 1848, 1898 (review and discussion of pre- and post-US-Mexico War maps)
Thursday, February 3	Historical Context for Latino Citizenship <ol style="list-style-type: none"> 1. Philip Gorski, "Trump's Rise and Fall" (CW)

	<ol style="list-style-type: none"> 2. Treaty of Guadalupe Hidalgo (1848) 3. John Calhoun, "Conquest of Mexico (The Government of a White Race)" 4. Review prompts and answer questions listed on class website
Monday, February 7	<ol style="list-style-type: none"> 1. Lázaro Lima, "Spanish Speakers and Early Latino Expression" 2. View and discuss intro segment to The Lone Ranger (1949-1957) 3. Homestead Act 1862, refer to class website for prompts and review of images and primary sources 4. Ryan Devereaux, "The Bloody History of Border Militias Runs Deep" 5. View paintings of American westward expansion on class website and discuss prompts
Thursday, February 10	<p>The Question of Mexican American Citizenship: Assimilation and Racial Passing</p> <ol style="list-style-type: none"> 1. María Amparo Ruiz de Burton, The Squatter and the Don as linked [READ ONLY: Chapter One "Squatter Darrell Reviews the Past" and Chapter Two, "The Don's View of the Treaty of Guadalupe Hidalgo"] 2. In-class analysis of broadsides, poems and visual texts.
	Citizenship After "The American 1898"
Monday, February 14	<ol style="list-style-type: none"> 1. Review realia related to "The American 1898" 2. Rudyard Kipling, "The White Man's Burden" 3. Library of Congress realia (CW)
Thursday, February 17	<ol style="list-style-type: none"> 1. Patricia Gherovici, "What is the Puerto Rican Syndrome?" (CW) 2. Refer to class website for instructions and prompts for Gherovici reading
Monday, February 21	<p>Puerto Rico and the Insular Cases</p> <ol style="list-style-type: none"> 1. Pedro Cabán, "Puerto Ricans as Contingent Citizens: Shifting Mandated Identities and Imperial Disjunctures" (CW) 2. Refer to class website for prompts and review of selected images and primary sources from archives of the Center for Puerto Rican Studies, Hunter College)
Thursday, February 24	<ol style="list-style-type: none"> 1. Albizu Campos "Archives" 2. Refer to class website for instructions and review of selected mages and primary sources from archives of the Center for Puerto Rican Studies, Hunter College)
Monday, February 28	Comparative Perspectives on Critical Race Theory (CRT) and Citizenship
Thursday, March 3	<ol style="list-style-type: none"> 1. Mae M. Ngai, "Birthright Citizenship and Alien Citizenship" (CW) 2. Group 1 Presentation

	<ol style="list-style-type: none"> 1. Cristina Beltrán, "Introduction: Immigration, Latinos, and the Politics of the White Racial Imaginary," in <i>Cruelty as Citizenship</i> 2. Group 2 Presentation
Monday, March 7	<ol style="list-style-type: none"> 1. Cristina Beltrán, "Authorized Violence: Migrant Suffering and Participatory (White) Democracy," in <i>Cruelty as Citizenship</i> 2. Refer to class website for ancillary reading materials
Thursday, March 10	<ol style="list-style-type: none"> 1. Cristina Beltrán, Conclusion: Migrant Futurity, Divided Whiteness, and the Authoritarian Turn," in <i>Cruelty as Citizenship</i> 2. Refer to class website for ancillary reading materials
Monday, March 14	<p>Citizenship Nullification</p> <ol style="list-style-type: none"> 1. Kevin R. Johnson, "The Forgotten Repatriation of Persons of Mexican Ancestry and Lessons for the War on Terror" (CW) 2. The Brothers Mayo/Hermanos Mayo (CW) 3. Refer to class website for ancillary reading materials
Thursday, March 17	<ol style="list-style-type: none"> 1. L. Lima, "Sonia Sotomayor and the Latino Question," in <i>Being Brown: Sonia Sotomayor and the Latino Question</i> (CW) 2. Refer to class website for ancillary reading materials
Monday, March 21	<ol style="list-style-type: none"> 1. Review for Midterm Exam
Thursday, March 24	<ol style="list-style-type: none"> 1. Midterm Exam
	<p>DACA and the Legacies of Mexican American Repatriation</p>
Monday, March 28	<ol style="list-style-type: none"> 1. L. Lima and C. Brown, <i>Rubi: A DACA Dreamer in Trump's America</i> (CW) 2. Refer to class website for prompts and review of images and primary sources
Thursday, March 31	<ol style="list-style-type: none"> 1. National Immigration Law Center, DREAM ACT Summary" (CW) 2. Refer to class website for prompts and review of images and primary sources
Monday, April 4	<ol style="list-style-type: none"> 1. Ryan Devereaux, "The Bloody History of Border Militias Runs Deep" (CW) 2. Refer to class website for prompts and review of images and primary sources
Thursday, April 7	<ol style="list-style-type: none"> 1. Alex Rivera, <i>Sleep Dealer</i> (CW) 2. Group presentations
	<p>The Cuban Adjustment Act (1966)</p>
Monday, April 11	<ol style="list-style-type: none"> 1. Dan Moffett, "Immigration Rules for Cuban Nationals" (CW) 2. "Balsero" Dreams: refer to class website for ancillary materials

Thursday, April 14	<ol style="list-style-type: none"> 1. Jorge Duany, "Cuban Migration: A Postrevolution Exodus Ebbs and Flows" (CW) 2. Group presentations
Monday, April 18	NO CLASSES/COLLEGE CLOSED
Thursday, April 21	NO CLASSES/COLLEGE CLOSED
	Indigeneities: Central American Caravans and U.S. Citizenship
Monday, April 25	<ol style="list-style-type: none"> 1. Allison O'Connor, Jeanne Batalova, and Jessica Bolter, "Central American Immigrants in the United States" (CW) 2. Refer to class website for ancillary reading
Thursday, April 28	<ol style="list-style-type: none"> 1. Group Presentations
	Citizenship and the Infirm Body Politic: Lessons from the Covid-19 Pandemic
Monday, May 2	<ol style="list-style-type: none"> 1. L. Lima, "Essential Work, Disposable Lives: Latino Invisibility, Black Lives, and Coalition Politics in the Age of Covid-19" (CW) 2. Refer to class website for ancillary reading
Thursday, May 5	<ol style="list-style-type: none"> 1. Victor Lavalle, "Recognition" (as linked) 1. Refer to class website for ancillary readings and prompts
Monday, May 9	<ol style="list-style-type: none"> 1. David G. Gutiérrez, "An Historic Overview of Latino Immigration and the Demographic Transformation of the United States" (CW) 2. Refer to class website for ancillary reading
Thursday, May 12	<ol style="list-style-type: none"> 1. Student led topics: refer to class website for ancillary prompts and materials
Monday, May 16	<p>LAST DAY OF CLASSES</p> <ol style="list-style-type: none"> 1. Review for Final Exam