

ETHN 138:
BLACK & LATINX CROSSINGS:
RELATIONS, DIVERGENCES &
SOLIDARITIES

WINTER 2024



Professor: Monika Gosin
E-mail: mngosin@ucsd.edu
Office:
Office Hours: By appointment- Weds 9-10:30 am and
Thurs 3:30-5:00 pm
<https://ucsd.zoom.us/j/8809146081>

Class Meeting Schedule/Location

Tuesday/Thursday 2:00p – 3:20p
Solis 111

OVERVIEW

This course explores the intersections of Blackness, Chicanidad and Latinidad in relation to each other, focusing on how these identities project, intersect, conflict, and complement each other. Combining cultural and historical analyses, we dissect these rallying banners through the lenses of race, gender, class, nation, pan-ethnicity, diaspora, colonialism, imperialism, citizenship, movement, and solidarity.

We will begin by tracing how these identity formations have been co-constructed in relation to colonial assemblages of power in the Americas over time, especially as made manifest in the US. We will contextualize these constructs, their interrelationship, and their connection to the various key concepts of Ethnic Studies mentioned above. We will further look into how these identifications evolved into “strategic essentialisms” as these communities embarked on what is ultimately a more heterogeneous than monolithic struggle for “place” within US society. Next, we will counterbalance the traditional scholarly treatment of the subject of African American-Latinx relations, which has generally focused on the idea of conflict/convergence, in order to replace this binary with a fuller range of complexities.

Focusing on South Central Los Angeles and other urban areas, we will analyze cases that involve interracial tensions and political alliances, with examination of mutual modes of placemaking and cultural co-creations. From this foundation, we will then delve into the subject of Afro-Latinidad(es), examining how embodied experiences of being both Black and Latinx relate to the aforementioned imaginaries of “Brown” and “Black” as separate identifications. The course will conclude with a look into the contemporary “New Afro-Latinx Movement,” analyzing its possibilities for reshaping how we think about race and identity, and for energizing new Black-Brown solidarities.

REQUIRED MATERIALS

Textbook: Pierrette Hondagneu-Sotelo and Manuel Pastor (2021). *South Central Dreams Finding Home and Building Community in South L.A.* New York University Press.

All other assigned readings and other media will be provided to you on our Canvas website or on reserve at Geisel. **Please log into Canvas regularly** to stay on top of what course assignments and activities for this class.

BASIC ETHNIC STUDIES LEARNING OBJECTIVES

There are at least six core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar learning objectives):

1. critical and creative thinking,
2. constructive and self-reflective dialogue and collaboration,
3. analytical and emotional intelligence about diversity and equity,
4. an appreciation for interdisciplinary research and inquiry, and
5. the development of incisive, organized, and clear written and oral communication

CONTENT-SPECIFIC LEARNING OUTCOMES

1. Develop a preliminary historical understanding of how Black and Latinx identities have evolved in relation to colonial/imperial subalternities, racializing discourses, and the divide and rule nature of historical White supremacy.
2. Understand contrasting scholarly approaches to the study of Black and Latinx communities (as separate identifications and in relation to one other).
3. Analyze how Black and Latinx identifications intersect with other constructs such as gender, sexuality, class, citizenship, Blackness, and indigeneity.
4. Examine the factors, including efforts to challenge structures of power, that lead to the reproduction of racial/ethnic nationalisms or other forms of group specific politics.
5. Identify and engage theoretical contributions of Afro-Latinx Studies scholars; grapple with the complexities related to Afro-Latinx racialized experiences.

GRADING SCALE AND POLICY

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. This means failure to turn in even one assignment will result in a failing grade. Keep a copy of all work you submit until final grades have been processed. In assigning a final grade I reserve the right to base my evaluation not strictly on a point break-down, but on my overall professional judgment of your performance over the course of the quarter.

Class Participation	15%
Discussion Posts (x4)	5% (each) = 20%
Critical analysis papers (x2)	20% (each) = 40%
Final Exam (take home)	25%

Grading Scale
A = 93% or higher
A- = 90% to 92%
B+ = 87% to 89%
B = 83% to 86%
B- = 80% to 82%
C+ = 77% to 79%
C = 73% to 76%
C- = 70% to 72%
D+ = 67% to 69%
D = 63% to 66%
D- = 60% to 62%
F = 59% or below

Class Participation: See description below under “Course Policies/Expectations”

Discussion Posts: These 1-2 page double space posts will allow students to aid course discussion by contributing informal thoughts and questions related to the topics for a given week to (Guidelines will be provided. See course schedule below.)

Critical Analysis Papers: Two 5-page type written (double-space) individual analyses of the readings and class material for the weeks assigned. A prompt will be provided (more details to be presented throughout course).

Final Exam Paper: Students will complete a take-home exam (open book and open note), which will include short answer and essay questions about course themes. Provisions will be made to facilitate independent student work. Exam will be submitted electronically through Canvas (more details to be presented throughout course).

COURSE POLICIES/ EXPECTATIONS

The following are additional guidelines for your success in this course:

1. **Readings** are to be completed **prior** to class to aid discussion.
2. **Class Participation**: The participation grade is based on student's class attendance, contributions and engagement with the class discussion, and may include short written assignments. Emails to your professor and office hour visits also count towards your class contribution. Indeed, this course is a multi-sided conversation in which students benefit most when they make contributions as active learners.
3. **Absenteeism**: You are allowed **two** absences without need for documentation or excuse. This includes personal and medical absences. *Students who test positive for COVID-19 need to isolate and not attend in-person classes for at least five days. In the case of additional absences related to illness, you must contact me, and we will work on a plan for you to complete the course readings, lectures, and assignments.* Any absences beyond two not due to illness nor discussed with the professor, will result in a deduction of your final grade. *For a third and subsequent absences, final course grade will be lowered a half letter grade for each class missed (B would become a B- and so on).* If you are absent for any amount of time, note that I will post the Powerpoint slides for lectures and I can meet with you individually to review our class discussions. I will not be recording class sessions. ***You do not have permission to record our class sessions on any other device or to upload them to another online space.***
4. **Late assignments**: If you have circumstances that prevent you from turning in work on time, I will accept late assignments if you have contacted me before the due date and time to work out an alternative date and time. If I grant you an extension, 5 points will be subtracted and a new deadline will be set. If the new deadline is not met, the assignment will no longer be accepted. The exception to this policy is if you had serious extenuating circumstances such as an extended illness. If you are in contact with me regarding these extenuating circumstances, we can work out a new deadline for the work and there will be no grade penalty if the new deadline is met. No make up exams will be acceptable without official documentation of a serious emergency.
5. **Late Arrivals**: Students will have a 3 minute grace period. If you arrive to class after the 3 minute grace period, your tardiness will be noted. Because of the importance of participation, a pattern of late arrivals to class will be negatively reflected in the final grade.

CHEATING AND PLAGIARISM

Cheating and Plagiarism will result in a failing grade for the assignment. Plagiarism includes copying or paraphrasing any work (such as information from the internet, papers written by other students, and information from books, magazines, articles, etc.) without full attribution. Sources must be indicated with footnotes or other citation formats. Use quotation marks around any text directly copied from another source. In general, page numbers should be included for this directly copied text. In this class, the incorporation of ideas generated from AI is not allowed. If you take credit for ideas generated through AI, I will consider this plagiarism. If plagiarism is discovered in your assignments, it will be reported as an instance of academic misconduct to the University.

See <https://academicintegrity.ucsd.edu/process/consequences/index.html>.

CONDUCT AND COURTESY

In-class communication: This course is designed to promote intellectual engagement and may include discussion of sensitive and sometimes controversial topics. Disrespectful conduct or speech directed towards the professor or other students will not be tolerated. Varying viewpoints are encouraged, therefore we may not always agree. It is the expectation of the class that we create an environment safe for open communication by maintaining courtesy, confidentiality, and respect for others' opinions by: (1) Respecting individual differences (which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status); and (2) Engaging respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

GENDER PRONOUNS

If you feel comfortable doing so, please let us know what your preferred pronouns are. Prof. Gosin's pronouns are she/ her.

EMAIL COMMUNICATION

The professor will make every effort to respond to student emails within two business days of email receipt. For anything requiring more than a couple of sentences to answer, I encourage you to set up a separate Zoom appointment to discuss questions. *If you have an important personal question such as inquiring about a grade, ADA accommodations, or class discussion, please visit me during office hours or contact me to schedule an appointment.*

Students are responsible for reading emails sent to them by the professor and will not be excused if they miss an announcement related to our coursework or schedule due to a failure to check emails.

ACCESS AND ACCOMMODATIONS

It is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning,

vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu [to determine if accommodations are warranted and to obtain an official letter of accommodation]. For more information, visit: <http://disabilities.ucsd.edu>.

Students with dependents: If you are a care-giver to a child or another adult and need to discuss accommodations, please feel free to contact me.

COURSE SCHEDULE

(Please note that schedule is subject to change.)

	MAIN FOCUS	CONTENT & MAJOR ASSIGNMENTS
Week 1: Jan 9-11	Introductions	<p>Tuesday READ:</p> <ul style="list-style-type: none"> No readings assigned <p>Thursday READ:</p> <ul style="list-style-type: none"> Jones, Jennifer A. "Making Minorities: The African American Embrace and Minority Linked Fate." In <i>The Browning of the New South</i>. p. 126-166. Gosin, "Race Making: Miami and the Nation" in <i>The Racial Politics of Division</i>. p. 35-56.
Week 2: Jan 16-18	Blackness and Latinidad as Social Constructs: Contending with Imposed Identities	<p>Tuesday READ:</p> <ul style="list-style-type: none"> Thomas F. Gossett. "The Status of the Negro: 1865-1915" p. 253- 286 in <i>Race: The History of an Idea in America</i>. <p>DUE Thursday, Jan 18th by 9:00 am: Discussion Post</p> <p>Thursday READ:</p> <ul style="list-style-type: none"> Tanya Golash-Boza. Dropping the Hyphen? Becoming Latino(a)-American through Racialized Assimilation. <i>Social Forces</i>, 85:1, September 2006, pp. 27-55
Week 3: Jan 23-25	Born from the Struggle: Black/Brown Strategic Essentialisms	<p>Tuesday READ:</p> <ul style="list-style-type: none"> Hayes-Bautista, David E. and Jorge Chapa, Latino Terminology: Conceptual Bases for Standardized Terminology. <i>Am J Public Health</i>. 1987, 77(1): 61-68. Robin D. G. Kelley. "The Black poor in the Age of Civil Rights" p. 80-101 in <i>Race Rebels</i>. <p>Thursday READ:</p> <ul style="list-style-type: none"> Lee Bebout. "Locating the Mythohistorical: Three tales in the Struggle for Hegemony", (p. 33- 69) in <i>Mythohistorical Interventions: The Chicano Movement and Its Legacies</i>. The Young Lords, Puerto Rican Liberation, and the Black Freedom Struggle. <i>OAH Magazine of History</i>, Volume 26, Issue 1, January 2012, Pages 61-64.

Week 4: Jan 30- Feb 1	Black and Latinx Crossings in South Los Angeles— Setting the Scene	DUE Tuesday, Jan 30th, 11:59 pm: Critical analysis paper #1
		<p>Tuesday READ:</p> <ul style="list-style-type: none"> • Hondageneu-Sotelo and Pastor, pages 13-35. • Hondageneu-Sotelo and Pastor, Chapter 2 (p. 38-78). <p>Thursday READ:</p> <ul style="list-style-type: none"> • Dionne Bennett. "Looking for the 'Hood and Finding Community: South Central, Race, and Media," Chapter 8 pp. 215-231 in <i>Black Los Angeles: American Dreams and Racial Realities</i>, 2010. <p>Also recommended:</p> <ul style="list-style-type: none"> • Daniel Widener. Introduction. Pgs. 1-18 In <i>Black Arts West: Culture and Struggle in Postwar Los Angeles</i>.
Week 5: Feb 6-8	African American-Latinx Relations, Conflict, and Divergences	<p>Tuesday READ:</p> <ul style="list-style-type: none"> • Márquez, John (2016). "Juan Crow: Progressive Mutations of the Black-White Binary." P. 43-60 in <i>Critical Ethnic Studies: A Reader</i>. Durham: Duke UP. • Tanya Kateri Hernandez. chapter 5 "Physical Violence: The Criminal Justice System's "Brown" versus black dynamic" p. 90-105 in <i>Racial Innocence: Unmasking Latino Anti-Black Bias and the Struggle for Equality</i>. <p>DUE Thursday by 9:00 am: Discussion Post</p> <p>Thursday READ:</p> <ul style="list-style-type: none"> • Tanya Kateri Hernandez. chapter 4 "Oye Negro you cant live here" p. 76-89 in <i>Racial Innocence: Unmasking Latino Anti-Black Bias and the Struggle for Equality</i>. • Hondageneu-Sotelo and Pastor, chapter 3, p. 79-116. <p>LISTEN: The shooter was Hispanic—and a white supremacist. (slate.com)</p>
Week 6: Feb 13-15	African American-Latinx Solidarities and Political Convergences	<p>Tuesday READ:</p> <ul style="list-style-type: none"> • Kristie Soares. "Precise Joy: The Gendered Performance of Affect in the Young Lord's Party" Chapter 2 p. 58-84 in <i>Playful Protest: The Political Work of Joy in Latinx Media</i>. <p>Thursday READ:</p> <ul style="list-style-type: none"> • Black-Latino Advocacy Groups and Congressional Scorecards. chapter 4 p. 99-113 in Hero, Rodney E., and Robert R. Preuhs. 2013. <i>Black-Latino Relations in</i>

		<p><i>U.S. National Politics: Beyond Conflict or Cooperation.</i></p> <ul style="list-style-type: none"> Hondageneu-Sotelo and Pastor, chapter 6 p. 193-242.
<p>Week 7: Feb 20-22</p>	<p>African American-Latinx Solidarities and Cultural Co-creations</p>	<p><i>DUE Tuesday, Feb 20th, 11:59 pm: Critical analysis paper #2</i></p> <p>Tuesday READ:</p> <ul style="list-style-type: none"> Luis Alvarez, From Zoot Suits To Hip Hop: Towards a Relational Chicana/o Studies. <i>Latino Studies</i> 2007, 5, (53–75). Hondageneu-Sotelo and Pastor, chapter 4, p. 117-154. <p>Thursday READ:</p> <ul style="list-style-type: none"> Hondageneu-Sotelo and Pastor, chapter 7, p. 243-264.
<p>Week 8: Feb 27-29</p>	<p>Diasporic Blackness-- Afro-Latinx Scholarly Interventions</p>	<p>Tuesday READ:</p> <ul style="list-style-type: none"> Petra R. Rivera-Rideau, Jennifer A. Jones, and Tianna S. Paschel. "Theorizing Afro-Latinidades" in <i>Afro-Latin@s in Movement</i>. Palgrave Macmillan, 2016. Pgs 1-15. Fusté, José I. (2019). "Schomburg's Blackness of a Different Matter: A Historiography of Refusal." <i>Small Axe</i> 61, 120-131. Jiménez Román, Miriam. Juan Flores (2009). "Triple-Consciousness? Approaches to Afro-Latino Culture in the United States." <i>Latin American and Caribbean Ethnic Studies</i>, 4:3, 319-327. <p>Also recommended:</p> <ul style="list-style-type: none"> Ana Gonzalez-Barrera. About 6 million U.S. adults identify as Afro-Latino Pew Research Center <p>Queer, Feminist Afro-Latinx Perspectives</p> <p>Thursday READ:</p> <ul style="list-style-type: none"> Expanding the Dialogues: Afro-Latinx Feminisms. November 28, 2017 Petra Rivera-Rideau, Omaris Z. Zamora, Sandy Plácido and Dixia Ramirez. Souza & Cespedes. "Dispatches From an Afro-Latinx Decolonial Feminism." <i>Chicana/Latina Studies: The Journal of MALCS</i>. Fall2022, Vol. 22 Issue 1, p26-65.
<p>Week 9: Mar 5-7</p>	<p>Queer, Feminist Afro-Latinx Perspectives (continued)</p>	<p>Tuesday READ:</p> <ul style="list-style-type: none"> Modestin, Yvette. "An Afro-Latina's Quest for Inclusion," p. 417-421 in <i>The Afro-Latin@ Reader</i>. Pablo Joseph López Oro. The Queerness of Indigenous Blackness — The Caribbean Philosophical Association (caribbeanphilosophy.org)

Also recommended:

- Cruz-Janzen, M. I. (2001). Latinegras: Desired Women, Undesirable Mothers, Daughters, Sisters, and Wives. *Frontiers: A Journal of Women Studies*, 22(3), 168–183. <https://doi.org/10.2307/3347247>

DUE Thursday, March 7, by 9:00 am: Discussion Post

Thursday READ:

Negotiating Policed Identities: Multiple Afro-Latinidades and Embodied Experiences

- Silvio Torres-Saillant, “Afro-Latinas/os and the Racial Wall.” In Juan Flores, Renato Rosaldo eds *A Companion to Latina/o Studies*.
- Alexander, Amber (2019). “[People Want To Know If Cardi B Is Black, But For Afro-Caribbeans, Things Aren't Black And White - Blavity](#)”

INVITED GUEST LECTURE:

Professor Shantee Rosado, Assistant Professor of Afro-Latinx, Africana, and Latino and Caribbean Studies, Rutgers University-New Brunswick

Week 10:
Mar 12-14

Negotiating Policed Identities: Multiple Afro-Latinidades and Embodied Experiences (continued)

DUE Tuesday, March 12th by 9:00 am: Discussion Post

Tuesday READ:

- Jackson, María Rosario. “Profile of an Afro-Latina: Black, Mexican, Both,” in *The Afro-Latin@ Reader* pgs. 434-438.
- Gosin, Monika. ““A Bitter Diversion:’ Afro-Cuban Immigrants, Race, and Everyday-Life Resistance.” *Latino Studies*, vol. 15, no. 1, 2017, pp. 4-28.

Thursday READ:

- Candelario, Ginetta E.G. “Displaying Identity: Dominicans in the Black Mosaic of Washington, D.C.” pgs 326-341 in in *The Afro-Latin@ Reader*.

Week 11:
Mar 18-22

FINAL EXAM DUE: Thursday, March 21, 3 – 6 p.m.