

RHODE ISLAND COLLEGE
Anthropology Department
Department of Educational Studies
Fall 2010

LATINOS IN THE USA

ANT 461, 561/FNED 561
Dr. Ellen Bigler
Office Hours: Thursday 3:00-3:50 and by appointment

Thursday 4-6 :50
Office HBS 217-4
Phone: 456-8385



(“Pachamama and the Moon” by Blanda Santander)

Textbook: *Harvest of Empire: A History of Latinos in America.* Juan Gonzalez, 2001.
Americanos: Latino Life in the United States. Edward Olmos et al., 1999.
Additional handouts, and all students select a book written by a Latino(a) author.

Catalog Description (SSCI/SED/ANT 461). Students examine recent scholarship on Latinos in the United States. The voices of Latino communities are examined through personal narratives, literature, film, art, and through research projects and/or participant observation in local settings. **SSCI/SED/ANTH/FNED 561** students are expected to complete graduate-level work. Graduate students will also be responsible for leading a seminar on a topic of their choice in the syllabus.

Education Majors: While this course is an elective and not a requirement in education programs, it is beneficial both for content area teachers and teachers working with Latino students in general. Course objectives reflect objectives that guide our education courses at Rhode Island College, including an emphasis on encouraging the development of the reflective practitioner and attention to multicultural issues and diversity.

ANTHROPOLOGY MAJORS: ASSESSMENT: Faculty and staff at Rhode Island College are committed to providing excellent programs. All major programs publish goals that articulate our expectations for student learning. Assessment of student learning and programs helps us to determine how well we have met our goals in order to make improvements. Student's participation is expected to support our effort to strive for continuous improvement in the delivery of excellent programs. Some of the assignments for this course may be used for such purposes. In each case, individual names of students will be separated from submitted assignments to assure anonymity. If you have questions or concerns, you may contact the Anthropology Assessment coordinator, Mary Baker at 456-8112 or mbaker@ric.edu

Course Overview. Collectively, Latinos became the largest "minority" in the U.S. according to the 2000 U.S. Census. This course draws on recent scholarship in the fields of history, literature, anthropology, sociology, education, and the arts, to introduce students to the experiences and perspectives of Latino communities in the U.S., past and present. We will examine the contingent nature of identity and the constructed/negotiated nature of cultural boundaries, as well as immigration/migration, demography, politics, socioeconomic conditions, educational issues, and the arts, especially as these express and generate distinctions among the national-origin communities and delimit the terms of the negotiations between them and the other racial and ethnic groups. This is not intended to be a survey course that covers all aspects, but rather one which provides opportunities for in-depth examination of representative cases/details that can both point to common patterns and, where relevant, suggest distinctions among the experiences and circumstances of the various Latino communities. Attention to the voices of Latinos will be a central component of the course, as we consider personal narratives, literature, film, and art produced (or critiqued) by Latinos, and conduct observations in community settings. The impact of the Latino presence on the American cultural mainstream is interrogated in the process.

Course Objectives.

Students will:

- analyze similarities and differences among Latino groups, the reasons for their entry into the U.S.A., and their experiences
- compare and contrast the experiences of Latino immigrant/migrant populations to Euro-American immigrant populations, and discuss factors contributing to these varied experiences
- evaluate the significance of race in Latinos' experiences
- assess the significance of the Civil Rights Movement for U.S. Latinos, and their contributions to struggles for equality
- identify contributions of Latinas to the maintenance of community and struggles for survival in the USA, and examine the impact of gender expectations on Latinas' experiences
- identify factors contributing to Latinos' lower levels of educational attainment and propose educational solutions
- develop a position on bilingual education and English Only initiatives supported by contemporary research findings
- identify issues confronting Latino populations in Rhode Island and beyond
- hypothesize about the future of cultural pluralism in the USA, drawing on knowledge of past and current events
- identify Latino contributions to the making of the USA
- link personal experiences of Latino authors to larger social issues
- explore a relevant topic of their choice in depth, and share their findings with their peers

Course Requirements. Faithful attendance with the weekly readings completed by the time of the class meetings is essential, of course. In preparation for seminar discussion students **bring to class a synopsis of each reading (key points the author is making) and where relevant a statement of how personal narratives assigned for a particular week (poems, stories, etc.) relate to the academic literature. Bring questions the reading raises in your mind.** Students are expected to be prepared to discuss the readings and organizing question for the class (see below), and to participate actively in class discussions.

Attendance: Please note that if you miss a class you need to arrange with the professor to make up the missed work, e.g., viewing films on your own and writing them up, etc. Participation points (ten percent of your grade) include small group report-outs and being present to discuss the readings; if you miss class you miss those points. Everyone starts out with the full ten points (actually 11, so that everyone can miss a class at no cost, but will need to make up missed work.) If you are unprepared with the readings you lose a point, and if you don't attend you lose two of those points. (Making up the missed work means losing only one.)

Written requirements include:	<u>Undergrad</u>	<u>Grad</u>
Midterm Assessment.....	35%	30%
Research project/presentation.....	35%	35%
Book review*.....	15	10
Community observation/film/interview*.....	(Xtra)	(Xtra)
Response Journal/ Participation/Attendance....	10	10
food/music appreciation	05	05
(graduate students: seminar discussion/annotated bib)....	10	

Midterm Assessment: The midterm assessment consists of identification of key concepts/terms (in-class) and essay questions (take home) linked to the course content to date.

Research Project/Presentations: The topic of **the research project/paper**¹ is one to be determined by the student in consultation with the professor. It is anticipated that students will select projects/research that enhance their professional development or allow them to pursue an area of interest to them. Students enrolled in anthropology would be expected for instance to develop a project relevant to the field of anthropology. Similarly, students in education will carry out an education-related project or research. The project will involve scholarly research, and also lends itself to participant observation research done in community settings. **Students' work is expected to reflect key understandings from class readings and discussions.** The paper should be approximately 12-15 pp. in length, plus an annotated bibliography of at least four sources. Graduate student research projects/papers are expected to show evidence of familiarity with scholarly literature in fields appropriate to the research topic. Twenty percent of the grade is the presentation.

The **book** to be reviewed (written by a Latino/a) is the student's choice (with prior approval by the professor) and can be fictional or autobiographical. The review should clearly relate the book to **topics/themes covered in readings and class and the experiences of the Latino group the author represents.** Include the following in your write-up (anticipated length ~5 pp.):

- Contextualization of book (requires outside reading on the particular ethnic group historically; what are the historical circumstances and experiences of that particular group at that particular time?)
- Summary of book
- **Identification of important issues/themes and their relationship to Latino experiences in the U.S. as discussed in class (e.g., what experiences of the ethnic group are depicted (considering generation, place of origin, class, gender, race, etc.))**
- Significance of the book for you personally; what do you take of value from it
- Reference to at least one review of the book
- Short biographical sketch of author

The food/music appreciation involves introducing class members to ethnic (Latino) foods, and/or introducing examples of Latino music. **Please include an educational component in these presentations for your classmates for full credit.** You could for instance find out when these foods are served, the origins of the food, its cultural significance, etc. Sign up ahead of time and bring your appetites! You might start by checking out the following site: <http://web.me.com/mvmartinez/HispanicHeritageRI/LatinoEateries.html>

Graduate Students: You will be taking responsibility for the seminar presentation on a theme of your choice (related to one of the upcoming topics on the syllabus); it could be linked to your final project. In preparation for this

¹The research project topic is to be determined by consultation with the professor.

* Starred items are shared with the class if there is enough time; these are extra credit.

you will need to do additional reading, be prepared to present and discuss with your colleagues, and turn in a topic outline and two annotated bibliography entries from resources that you used.

Optional Assignment (Extra credit): Observation, interview, or film review (5 points)

The **community observation**, should you choose to do it, would be based on participant observation research with Latinos interacting in a social context; possibilities include for instance attendance of a Spanish mass; attendance at a music/dance club; a family get-together; ethnic heritage events etc. It is anticipated that students would incorporate an article of background reading into their analyses and/or draw explicitly on course readings. The **interview** would be with someone from the Latino community, exploring issues introduced in class readings. Please arrange to see the instructor **beforehand** with your interview questions for feedback and approval. The **film** review would examine a production that focuses on Latinos, critiquing it from the perspective of course readings and its "authenticity;" it will also be examined in light of concerns about the representation of Latinos in the media (see professor for a reading and more details). Students would also be expected to examine and respond to reviews of the film (including Latino reviewers' responses). Please note that extra credit is only counted if all other class requirements have been met.

CLASS READINGS AND ASSIGNMENTS²

Sep 02 **Course Introduction**

The Latino Population: An Overview

PPT: Latinos USA Overview

Links: Changing Face of US: <http://www.cnn.com/2007/US/09/26/hispanic.map/index.html>

Facts on Latinos: Some US Census data: http://www.census.gov/newsroom/minority_links/hispanic.html

Sep 09 **The Construction of "Latinos": An Introduction**

Question: How has the teaching of American history shaped people's perceptions of Latinos? What are the consequences of marginalizing Latino histories/stories?

Readings: *Rethinking Schools*, v. 22 no. 4: pages 32-35; 42-43; 44-48; 50-53; 54-56.

See "A Few Significant Moments in Hispanic History" (link below.) Are any news to you? <http://www.cnn.com/2007/US/09/26/hispanic.timeline/index.html>

Sep 16 **The Making of a Troubled Relationship: Latin America and the U.S.**

Question: Why does the author term his book *Harvest of Empire*?

What factors contributed to tensions between Latin America and the U.S. from 1500-present?

Readings: *Harvest of Empire*, Introduction plus Chapters 1, 2.

Sep 23 **Immigration and Ethnic Experiences**

Question: Is the Latino im/migration fundamentally different from that experienced by European immigrants and their descendants? How do differences affect the maintenance and transformation of identity?

Readings: *Harvest of Empire*, chapters 3, 4, 5.

Assignment: Complete charts on Puerto Ricans and Mexican Americans
--

Sep 30 **Latinos and Racial Identity Issues in the U.S.**

Question How has the social construction of race in the USA shaped Latinos' experiences and identities in the U.S.?

Readings: **One** assigned chapter from 6, 7, 8, 9 + Chart

"Kipling and I" by Jesús Colón (<http://www.ogtprep.com/readings/reading7.htm>)

–"Alien Turf" by Piri Thomas (reading on reserve; bio at

²Please note that there may be minor changes, which will be announced in advance during the previous week's class. Check on WebCT for posted updates.

<http://www.pbs.org/independentlens/everychildisbornapoet/poems.html#> . Click on "Nuyorican Literature" and then "The Poet" on the left hand side for bio info, but also try listening to one of his readings or read the poem (right hand side).

Assignment: Locate and bring to class your book choice by October 01. (Browse bookstores or library or Internet; check with instructor to make sure that the book is appropriate for the assignment.)

Oct 07 *The Chicano Movement: Challenges to the "Melting Pot"*

Question: What similarities did Chicanos have with African Americans, leading both groups to reject the notion of the American melting pot beginning in the 1960s? What did the Chicano Movement contribute?

Readings: *Harvest of Empire*, pp. 167-189; Handout — "The Chicano Movement" + internet

Film: *Chicano Park*

Oct 14 *Challenges to the Melting Pot: Case Study Puerto Ricans*

Question: Ethnographer Juan Flores argues that Puerto Ricans do not assimilate like white ethnics, but that there are regularities visible in their integration into the USA. Be prepared to summarize his argument, and provide support from the readings and on-line assignments (e.g., Ortiz-Cofer, Pietri, and also Colon and Thomas from the previous week) for support for any of his four "moments" (e.g., which moment does the author write from? What do you see in the reading as evidence of this particular moment?).

Readings: pp. 246-258 in *Harvest of Empire*;

"Que assimilated, brother, yo soy asimilao": The Structuring of Puerto Rican Identity in the U.S." by Juan Flores (Handout)

Silent Dancing," J. Ortiz-Cofer (links to be added; see syllabus on webpage for update)

Film: *Palante, Siempre Palante! The Young Lords*

Due: A paragraph description of your research paper/project with an outline attached.
(Make appointment for individual consultations on research papers)

Oct 21 *Latinos and Language Issues in the U.S. Today*

Question: Why have many in the Latino community struggled to implement bilingual education and resisted "English Only" initiatives? Why has "Official English" surfaced as an issue in recent years?

View Beforehand: *Lost in Translation* (6:38) at <http://allday.msnbc.msn.com/news/2009/06/17/4377924-lost-in-translation-latinox-and-the-bilingual-divide>

Language Divides Illinois Town at

<http://www.cnn.com/video/#/video/us/2007/10/01/lavandera.language.barrier.cnn> (~3 minutes)

Readings: *Dangerous Discourses: Language Politics and Classroom Practices in Upstate New York* (Bigler, in *CENTRO de Estudios Puertorriquenos*, pp. 8-25).

"Aria" by Richard Rodríguez, *Memoirs* pp. 305-328

Harvest of Empire, pp. 206-213, 224-227

Film: Interview with Arturo Madrid (on bilingual education)

Oct 28 *Religion, Education, and Latino Communities*

Question: What factors contribute to lower levels of educational attainment among U.S. Latinos? How might schools better meet the needs of Latino youth? What role does religion play in Latino communities?

Readings: "The Study of Funds of Knowledge: Collaborative Research in Latino Homes" (Mercado, Carmen and Luis Moll, in *CENTRO de Estudios Puertorriquenos*, pp. 26-42

"I Won't Learn from You" (Herbert Kohl)

"Americanos" pp. 16-40

****Book Reports due.** Be prepared to report out on your book to the class and examine links to topics covered in class where relevant (e.g., if you read one on the experiences of a Latina, yours might be worthy of inclusion in the discussion of Nov 04).

Nov 04

Identifications (One hour, in class)

Family, Gender, and Power in Latino Communities

Question: What are the issues confronting Latinas and LGBT Latino/as? How are the issues connected across these groups?

View Beforehand: Trailblazing Latinas (5:07) <http://allday.msnbc.msn.com/news/2009/06/18/4378859-michelle-curuso-cabrera-trailblazing-latinas>

Readings: Americanos pp. 84-155

Readings TBA

"Daughter of Invention," Julia Alvarez and TBA (online)

Nov 11 Veteran's Day, no classes

****Take-home Mid-semester Assessment- Essays due November 15 (emailed)****

Bring with you to turn in: Revised detailed outline on proposed research topic
Annotated bibliography, 2+ selections

Nov 18 **Crossing Borders**

Questions: What factors are driving the "Immigrant Debate" in the US? How has the "Immigrant Debate" affected Latinos in the USA? What structural factors contribute to the maintenance of a disproportionately large economically marginalized Latino population?

View beforehand: Immigrants' American Dream Rips Families (5:20)

<http://www.msnbc.msn.com/id/21134540/vp/31405202#31384551>

Readings: "Americanos" pp. 40-69

Handout TBA

Bring with you to turn in: Revised detailed outline on proposed research topic
Annotated bibliography, 2+ selections

Dec 02 **Inhabiting the Borderlands/ Talking "American"**

Question: How does the evolution of a borderlands (metaphorical and real) challenge traditional American understandings of the permanence of borders? How have Latino/as contributed to "reinventing" the USA and what it means to be "American"? How has the "Immigrant Debate" affected Latinos in the USA?

View Beforehand: http://seattletimes.nwsourc.com/html/nationworld/2003216185_whites22.html
Hispanic Influence and Pop Culture (5:09) <http://www.msnbc.msn.com/id/21134540/vp/31405202#31405202>

Readings: Hispanic Influx Reshaping Big Cities

http://seattletimes.nwsourc.com/html/nationworld/2003216185_whites22.html

Americanos pp. 156-170

Harvest of Empire, pp.213-224, 228-245, 269-273

Reading TBA

Dec 09 Project Presentations (PowerPoint + Bibliography and any relevant handouts)

Dec 16 Project Presentations (finals week)

******* Last possible date for final projects/papers to be turned in*******

Websites

www.centropr.org The Center for Puerto Rican Studies

www.pbs.org PBS distributes documentaries and other works with Latino/a themes.

www.palante.org Latino/a Education Network Service website. Focuses on the history and contributions of the Young Lords Party, an activist group of the 1960s and 1970s and contemporary community activism for human rights.

www.libroslatinos.com/ This site furthers knowledge of Latinos in and out of the United States by presenting literature by Latino/as.

Special thanks to Adrien Bibiloni Morales for compiling this information.

Other Websites:

Hispanic Heritage Month Providence RI: <http://web.me.com/mvmartinez/HispanicHeritageRI/HHC-RI-Home.html>

-Local resources: <http://web.me.com/mvmartinez/HispanicHeritageRI/LatinoResources.html>

-Latino Holidays: <http://web.me.com/mvmartinez/HispanicHeritageRI/LatinoHolidays.html>

-Local Latino Eateries <http://web.me.com/mvmartinez/HispanicHeritageRI/LatinoEateries.html>

RESOURCES:

- ACUÑA, RUDOLFO. 1988. *Occupied America: A History of Chicanos*. 3rd edition. New York: Harper & Row.
- ALLEN, GREG. 2009. Puerto Ricans gain political clout in Florida. *National Public Radio*, June 28.
<http://www.npr.org/templates/story/story.php?storyId=105691084&ft=1&f=1001>; Internet. Accessed June 28, 2009.
- ALVAREZ, JULIA. 1992. *How the Garcia Girls Lost Their Accents*. New York: Penguin.
- ANAYA, RUDOLFO. 1989. Aztlán: A homeland without boundaries. In *Aztlán: Essays on the Chicano Homeland*. R. Anaya and F. Lomelí, eds. Pp. 230–241. Albuquerque, NM: Academia/El Norte.
- ANZALDUA, GLORIA. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Spinster/Aunt Lute.
- APPADURAI, ARJUN. 1990. Disjuncture and difference in the global cultural economy. *Public Culture* 2(2):1–24.
- _____. 1991. Global ethnoscaples: Notes and queries for a transnational anthropology. In *Recapturing Anthropology: Working in the Present*. R. Fox, ed. Pp. 191–210. Santa Fe, NM: School of American Research Press.
- ARGUELLO, MARTHA. 2009. Sisters, brothers, Young Lords. *ReVista, The Harvard Review of Latin America*. VIII (18): 43–45.
- ASTHANA, ANUSHKA. 2006. Hispanic influx reshaping big cities. *Seattle Times (Washington Post article)*, August 24.
http://seattletimes.nwsource.com/html/nationworld/2003216185_whites22.html; Internet. Accessed June 30, 2009.
- AU, KATHRYN. 1980. Participant structure in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology & Education Quarterly* 11(2):91–115.
- BACON, DAVID. 2008. The right to stay home. *TruthOut*. <http://dbacon.igc.org/Mexico/2008stayhome.html#top>; Internet. Accessed June 25, 2009
- BACON, DAVID AND BILL ONG HING. 2009. Rights, not raids. *The Nation*, May 18.
http://www.thenation.com/doc/20090518/hing_bacon; Internet. Accessed June 23, 2009.
- BAKER, SUSAN. 2002. *Understanding Mainland Puerto Rican Poverty*. Philadelphia: Temple University Press.
- BASCH, LINDA, NINA GLICK SCHILLER, and CRISTINA SZANTON BLANC. 1994. *Nations Unbound: Transnational Projects, Postcolonial Predicaments, and Deterritorialized States*. Basel: Gordon & Breach.
- BEJARANO, CYNTHIA. 2005. *¿QUÉ ONDA? Urban Youth Cultures and Border Identity*. Tucson: University of Arizona Press.
- BEREITER, CARL, and SIEGFRIED ENGELMANN. 1966. *Teaching Disadvantaged Children in the Preschool*. Englewood Cliffs, NJ: Prentice Hall.
- BIGLER, ELLEN. 1997. Dangerous Discourses: Language Politics and Classroom Practices in Upstate New York. *Centro* 9(1):8–25. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- _____. 1999. *American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education*. Philadelphia: Temple University Press.
- BONILLA, FRANK, and RICARDO CAMPOS. 1981. A wealth of poor: Puerto Ricans in the new economic order. *Daedalus* 110 (Spring):133–176.
- BONILLA, FRANK, EDWIN MELÉNDEZ, REBECCA MORALES, and MARÍA DE LOS ANGELES TORRES, eds. 1998. *Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence*. Philadelphia: Temple University Press.
- BOSWELL, THOMAS AND TERRY-ANN JONES. 2006. Puerto Ricans, Cubans and Dominicans. In *Contemporary Ethnic Geographies in America*. Ines M. Miyares and Christopher Airriess, eds. Pp. 123–150.
- BRAND, RICHARD. 2000. The second great wave; Hispanic immigrants are changing the face of central Jersey. *New York Times*, May 28.
- BRINKLEY, JOEL. 1999. U.S. acts in behalf of immigrants who fled right-wing governments. *New York Times*, May 21.
- BRODER, JOHN. 1999. Clinton offers his apologies to Guatemalans. *New York Times*, March 11.
- BROOKS, DAVID. 2004. The Americano dream. *New York Times*, February 24.
- BRUCE-NOBOA, JAMES. 1987. A question of identity: What's in a name? Chicanos and Riqueños. In *Images and Identities: The Puerto Rican in Two World Contexts*. Asela Rodríguez, ed. Pp. 229–235. New Brunswick, NJ: Transaction.
- BURNS, ALLAN. 1993. *Maya in Exile: Guatemalans in Florida*. Philadelphia: Temple University Press.
- CARRASCO, GILBERT PAUL. 1998. Latinos in the United States: Invitation and exile. In *The Latino/a Condition: A Critical Reader*. R. Delgado and J. Stefancic, eds. Pp. 77–85. New York: New York University Press.
- CARTER, THOMAS, and ROBERT SEGURA. 1979. *Mexican-Americans in School: A Decade of Change*. New York: CEEB.
- CENTER FOR LATIN AMERICAN, CARIBBEAN & LATINO STUDIES. 2008a. The Latino population of New York City, 2007. Latino Data Project, Report 20.
<http://web.gc.cuny.edu/lastudies/latinodataprojectreports/The%20Latino%20Population%20of%20New%20York%20City%20007.pdf>. Internet. Accessed June 30, 2009.
- _____. 2008b. Latinos and the 2008 presidential elections: A summary data base. Latino Data Project Report 25.
<http://web.gc.cuny.edu/lastudies/latinodataprojectreports/Latinos%20and%20the%202008%20Presidential%20Elections%20A%20Visual%20Data%20Base.pdf>; Internet. Accessed June 30, 2009.
- CENTRO DE ESTUDIOS PUERTORRIQUEÑOS (CENEP), City University of New York. 1979. *Labor Migration under Capitalism: The Puerto Rican Experience*. New York: Monthly Review Press.
- CHAVEZ, LEO R. 2008. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, CA: Stanford University Press.
- CISNEROS, SANDRA. 1989. *The House on Mango Street*. New York: Vintage.

- CITRIN, JACK, AMY LERMAN, MICHAEL MURAKAMI, AND KATHRYN PEARSON. 2007. Testing Huntington: Is Hispanic immigration a threat to American identity? *Perspectives on Politics* 5(1): 31-48, March. http://www.apsanet.org/imgtest/PerspectivesMar07Citrin_etal.pdf; Internet. Accessed June 23, 2009.
- COLLINS, CHUCK, and FELICE YESKEL (with United for a Fair Economy). 2000. *Economic Apartheid in America: A Primer on Economic Inequality and Insecurity*. New York: New Press. [excerpted in journal on-line]; <http://www.tompaine.com/print.php?id+1245>, Internet. Accessed August 8, 2000.
- CORTÉS, CARLOS. 1983. The greaser's revenge to boulevard nights: The mass media curriculum on Chicanos. In *History, Culture, and Society: Chicano Studies in the 1980s*. National Association for Chicano Studies. Pp. 128-131. Ypsilanti, MI: Bilingual Press.
- CORTESE, AMY. 2007. At the mall, mariachi instead of muzak. *New York Times*, May 20.
- CRAWFORD, JAMES. 1992. *Hold Your Tongue: Bilingualism and the Politics of "English Only."* Reading, MA: Addison-Wesley.
- CROSS, HARRY, et al. 1990. *Employer Hiring Policies: Differential Treatment of Hispanic and Anglo Job Seekers*. Washington, DC: The Urban Institute.
- DAVIDSON, ANNE LOCKE. 1996. *Making and Molding Identity in Schools: Student Narratives on Race, Gender, and Academic Engagement*. Albany: State University of New York Press.
- DÁVILA, ARLENE. 2001. *Latinos Inc: The Marketing and Making of a People*. Berkeley: University of California Press.
- DAVIS, ALICE. 2000. What we face: America the divided: Religious leaders find moral imperative to overcome poverty. <http://tompaine.com/features/2000/08/01/index.html>; Internet. Accessed August 3, 2000.
- DE LEÓN, ARNOLDO. 1998. Initial contacts: Niggers, redskins and greasers. In *The Latino(a) Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. Pp. 158-164. New York: New York University Press.
- DEFREITAS, GREGORY. 1999. The emergence of the Hispanic American labor force. In *Rethinking the Color Line: Readings in Race and Ethnicity*. Charles Gallagher, ed. Pp. 237-275. Mountain View, CA: Mayfield.
- DEL VALLE, SANDRA. 1997. BPO v. Mills and the struggle for bilingual education. *Centro* 9(9):74-85. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- DI LEONARDO, MICAELA. 1992. White lies, black myths. *Village Voice*, September 22:29-36.
- DIETZ, JAMES. 1986. *Economic History of Puerto Rico*. Princeton, NJ: Princeton University Press.
- DILLON, SAM. 2000. Click to be subsumed: On the language of Cervantes, the imprint of the Internet. *New York Times*, August 6.
- DREZNER, DANIEL. 2004. Hash of Civilizations. The New Republic Online, March 3. <http://www.danieldrezner.com/policy/hash.htm>; Internet. Accessed June 22, 2009.
- DUANY, JORGE. 1994. *Quisqueya on the Hudson: The Transnational Identity of Dominicans in Washington Heights*. New York: Dominican Studies Institute, City University of New York.
- _____. 1996. Imagining the Puerto Rican nation: Recent works on cultural identity. *Latin American Research Review*, 31(3):248-267.
- _____. 1998. Reconstructing racial identity: Ethnicity, color, and class among Dominicans in the United States and Puerto Rico. *Latin American Perspectives* 25(May): 147(26). http://web7.searchbank.com/infotrac/sessions/577/201/6076836w5/7!xm_4; Internet. Accessed February 15, 1999.
- _____. 2003. Puerto Rican, Hispanic, or Latino? Recent debates on national and pan-ethnic identities. *Centro* XV(2). New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- DUANY, JORGE AND FÉLIX V. MATOS-RODRÍGUEZ. 2006. Puerto Ricans in Orlando and central Florida. Policy Report. *Centro* 1(1). New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY; Internet. [http://www.centrony.org/documents/working_papers/FloridaBriell\(F\).pdf](http://www.centrony.org/documents/working_papers/FloridaBriell(F).pdf). Accessed June 28, 2009.
- ERICKSON, FREDERICK. 1987. Transformation and school success: The politics and culture of educational achievement. *Anthropology & Education Quarterly* 18(4):335-356.
- ESTEVEZ, SANDRA MARÍA. 1984. *Tropical Rains: A Bilingual Downpour*. New York: African Caribbean Poetry Theater.
- FALCONI, JOSÉ LUIS AND JOSÉ ANTONIO MAZZOTTI, eds. 2007. *The Other Latinos: Central and South Americans in the United States*. Cambridge, MA: Harvard University Davide Rockefeller Center for Latin American Studies.
- FERNÁNDEZ, MARÍA TERESA. Boricua Poetry (Ode to the Diasporican); Internet. http://www.virtualboricua.org/Docs/poem_mtf.htm. Accessed June 25, 2009.
- FLETCHER, MICHAEL. 2000. Latinos missing American dream: Report finds many stuck in low-wage jobs. *San Jose Mercury News*, July 5.
- FLORES, JUAN. 1985. "Que assimilated, brother, yo soy asimilao": The structuring of Puerto Rican identity in the U.S. *Journal of Ethnic Studies* 13 (Fall):1-16.
- _____. 1996. Pan-Latino/trans-Latino: Puerto Ricans in the "New Nueva York." *Centro* 8(1-2):170-186. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- _____. 2000. *From Bomba to Hip-Hop: Puerto Rican Culture and Latino Identity*. New York: Columbia University Press.
- FLORES, JUAN, JOHN ATTINASI, and PEDRO PEDRAZA. 1981. La carreta made a U-turn: Puerto Rican language and culture in the United States. *Daedalus* 110 (Spring):193-217.
- FLORES, WILLIAM, and RINA BENMAYOR, eds. 1997. *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Boston: Beacon Press.
- FLORES-GONZÁLEZ, NILDA. 1999. Puerto Rican high achievers: An example of ethnic and academic identity compatibility. *Anthropology & Education Quarterly* 30(3):343-362.
- FOLEY, DOUGLAS. 1990. *Learning Capitalist Culture: Deep in the Heart of Tejas*. Philadelphia: University of Pennsylvania Press.

- _____. 1991. Reconsidering anthropological explanations of ethnic school failure. *Anthropology & Education Quarterly* 22(1):60–86.
- FORDHAM, SIGNITHIA, and JOHN OGBU. 1986. Coping with the burden of –acting white.” *Urban Review* 18(3):176–206.
- FUENTES, CARLOS. 2004. Huntington and the mask of racism. *New Perspectives Quarterly* 21(2), Spring. http://www.digitalmpq.org/archive/2004_spring/fuentes.html; Internet. Accessed December 1, 2008.
- GIBSON, MARGARET. 1997. Complicating the immigrant/involuntary minority typology. *Anthropology & Education Quarterly* 28(3):431–454.
- GIBSON, MARGARET, PATRICIA GANDARA, AND JILL PETERSON KOYAMA. 2004. *School Connections: U.S. Mexican Youth, Peers, and School Achievement*. New York: Teachers College Press.
- GIMENEZ, MARTHA. 1997. Latino/–Hispanic” —who needs a name? The case against a standardized terminology. In *Latinos and Education*. Antonia Darder, Rodolfo Torres, and Henry Gutiérrez, eds. Pp. 225–238. New York: Routledge.
- GLASSER, RUTH. 1997. *Aquí Me Quedo: Puerto Ricans in Connecticut*. Middletown: Connecticut Humanities Council.
- GOVERNMENT ACCOUNTABILITY OFFICE. 2006. Illegal Immigration: Border-Crossing Deaths have Doubled Since 1995; Border Patrol’s Efforts to Prevent Deaths Have Not Been Fully Evaluated. United States Government Accountability Office (August). http://www.gao.gov/new_items/d06770.pdf; Internet. Accessed July 01, 2009.
- GRASMUCK, SHERRI, and PATRICIA PESSAR. 1991. *Between Two Islands: Dominican International Migration*. Berkeley: University of California Press.
- GRISWOLD DEL CASTILLO, RICHARD. 1984. *La Familia: Chicano Families in the Urban Southwest, 1848 to the Present*. Notre Dame, IN: University of Notre Dame Press.
- GROSFUGUEL, RAMÓN, and CHLOÉ GEORAS. 1996. The racialization of Latino Caribbean migrants in the New York metropolitan area. *Centro* 8(1–2):190–201. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- HAYES-BAUTISTA AND GREGORY RODRIGUEZ.
- HAYES, KATHERINE. 1992. Attitudes toward education: Voluntary and involuntary immigrants from the same families. *Anthropology & Education Quarterly* 23(3):250–267.
- HELLER, CELIA. 1966. *Mexican-American Youth: Forgotten Youth at the Crossroads*. New York: Random House.
- HERNÁNDEZ, RAMONA AND FRANCISCO RIVERA-BATIZ. 2005. *Dominicans in the United States: A Socioeconomic Profile, 2000*. Dominican Research Monograph. New York: CUNY Dominican Studies Institute.
- HESS, ROBERT, and VIRGINIA SHIPMAN. 1965. Early experience and the socialization of cognitive modes in children. *Child Development* 36:869–886.
- INFORMATION PLEASE. 2007. <http://www.infoplease.com/spo/hihmcensus1.html>; Internet. Accessed June 30, 2009.
- _____. 2008. Database: Poverty and Income. Pearson Education, Inc. <http://www.infoplease.com/ipa/A0854972.html>; Internet. Accessed July 1, 2009.
- HUNTINGTON, SAMUEL. 2004a. The Hispanic challenge. *Foreign Policy* 153 (March-April): 30-45. <http://www.foreignpolicy.com/story/files/story2495.php>; Internet. Accessed July 14, 2004.
- _____. 2004b. *Who Are We*. New York: Simon & Schuster.
- JACOB, EVELYN, and CATHIE JORDAN, eds. 1993. Introduction. In *Minority Education: Anthropological Perspectives*. Norwood, NJ: Ablex.
- JOHNSON, KEVIN. 1999. *How Did You Get to Be Mexican? A White/Brown Man’s Search for Identity*. Philadelphia: Temple University Press.
- JONES-CORREA, MICHAEL. 2007. Swimming in the Latino sea: The other Latinos and politics. Jose Luis Falconi and Jose Antonio Mazzotti, eds. Pp. 21-38. *The Other Latinos: Central and South Americans in the United States*. Cambridge, MA: Harvard University Press.
- KANELLOS, NICOLÁS, ed. 1995. *Hispanic-American Literature: A Brief Introduction and Anthology*. New York: Addison-Wesley.
- KLOR DE ALVA, JORGE. 1988. Telling Hispanics apart: Latino sociocultural diversity. In *The Hispanic Experience in the United States: Contemporary Issues and Perspectives*. Edna Acosta-Bélen and Barbara Sjoström, eds. Pp. 107–136. New York: Praeger.
- _____. 1989. Aztlán, Borinquen and Hispanic nationalism in the United States. In *Aztlán: Essays on the Chicano Homeland*. Rudolfo Anaya and Francisco Lomelí, eds. Pp. 135–171. Albuquerque: El Norte Publications/Academia.
- KOCHHAR, RAKESH. 2009. Unemployment rises sharply among Latino immigrants in 2008. Pew Hispanic Center, February 12. <http://pewhispanic.org/files/reports/102.pdf>; Internet. Accessed July 1, 2009.
- KOTKIN, JOEL. 2000. A revival of older suburbs as ethnic businesses take hold. *New York Times*, February 27.
- KOZOL, JONATHAN. 1991. *Savage Inequalities: Children in America’s Schools*. New York: Crown.
- LABOV, WILLIAM. 1972. The logic of Nonstandard English. In *Language and Social Context*. ed. Pier Paolo Giglioli, ed. Pp. 179–215. London: Penguin.
- LACAYO, RICHARD. 1988. A surging new spirit. *Time*, July 11: 46–49.
- LAMBERT, BRUCE. 2000. 40 percent in New York City are foreign born, study finds. *New York Times*, July 24.
- LAÓ, AUGUSTÍN. 1995. Resources of Hope: Imagining the Young Lords and the Politics of Memory. *Centro* 7(1):34–49. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- LAVIERA, TATO. 1985. *AmeRican*. Houston: Arte Publico.
- _____. 1988. *Mainstream Ethics (Ética Corriente)*. Houston: Arte Publico.
- LEACOCK, ELEANOR, ed. 1971. *The Culture of Poverty: A Critique*. New York: Simon & Schuster.
- LEE, SHARON M. AND BARRY EDMONSTON. 2005. New marriages, new families: U.S. racial and Hispanic intermarriage. *Population*

- Bulletin 60(2). Washington, DC: Population Reference Bureau. http://www.prb.org/pdf05/60_2NewMarriages.pdf; Internet. Accessed July 1, 2009.
- LEWIS, OSCAR. 1966. *La Vida: A Puerto Rican Family in the Culture of Poverty*. New York: Random House.
- LIMONIC, LAURA. 2008a. The Latino population of New York City, 2007. Latino Data Project, Report 20. *Center for Latin American, Caribbean & Latino Studies*. <http://web.gc.cuny.edu/lasudies/latinodataprojectreports/The%20Latino%20Population%20of%20New%20York%20City%20007.pdf>. Internet. Accessed June 30, 2009.
- _____. 2008b. Latinos and the 2008 presidential elections: A summary data base. Latino Data Project Report 25. *Center for Latin American, Caribbean & Latino Studies*. <http://web.gc.cuny.edu/lasudies/latinodataprojectreports/Latinos%20and%20the%202008%20Presidential%20Elections%20A%20Visual%20Data%20Base.pdf>; Internet. Accessed June 30, 2009.
- LOPEZ, MARK HUGO AND SUSAN MINUSHKIN. 2008. Hispanics see their situation in U.S. deteriorating; Oppose key immigration enforcement measures. Pew Hispanic Center, September 18. <http://pewhispanic.org/files/reports/93.pdf>; Internet. Accessed June 10, 2009.
- LOPEZ, MARK HUGO AND PAUL TAYLOR. 2009. Dissecting the 2008 electorate: Most diverse in U.S. History. Pew Hispanic Center, April 3. <http://pewhispanic.org/reports/report.php?ReportID=108>; Internet. Accessed June 20, 2009.
- MACLEOD, JAY. 1995. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. 2nd edition. Boulder, CO: Westview Press.
- MADSEN, WILLIAM. 1964. *Mexican-Americans of South Texas*. San Francisco: Holt, Rinehart and Winston.
- MAHLER, SARAH. 1995. *Salvadorans in Suburbia: Symbiosis and Conflict*. Boston: Allyn & Bacon.
- MALDONADO, RITA. 1976. Why Puerto Ricans migrated to the United States in 1947–73. *Monthly Labor Review* 99 (Summer): 7–18.
- MAROSI, RICHARD. 2005. Border crossing deaths set a 12-month record. *Los Angeles Times*, October 1. <http://www.csis-ucsd.org/news/latimes10-1-05.pdf>; Internet. Accessed July 02, 2009.
- MARTÍNEZ, ELIZABETH. 1989. A certain absence of color. *Social Justice* 16(4).
- MASSEY, DOUGLAS. 2007. *Categorically Unequal: the American Stratification System*. New York: Russell Sage Foundation.
- MATUTE-BIANCHI, MARIA. 1986. Ethnic identities and patterns of school success and failure among Mexican-descent and Japanese-American students in a California high school: An ethnographic analysis. *American Journal of Education* 95(1):233–255.
- _____. 1991. Situational ethnicity and patterns of school performance among immigrant and nonimmigrant Mexican-descent students. In *Minority Status and Schooling: A Comparative Study of Immigrant and Involuntary Minorities*. Margaret Gibson and John Ogbu, eds. Pp. 205–247. New York: Garland.
- MCKINLEY, JESSE AND MALIA WOLLAN. 2009. New border fear: Violence by a rogue militia. *New York Times*, June 27. Pg. 1.
- MCWILLIAMS, CAREY. 1990 [1948]. *North from Mexico: The Spanish-Speaking People of the United States*. New edition updated by Matt Meier. New York: Greenwood Press.
- MEHAN, HUGH, LEA HUBBARD, and IRENE VILLANUEVA. 1994. Forming academic identities: Accommodation without assimilation among involuntary minorities. *Anthropology & Education Quarterly* 25(2):91–117.
- MENCHACA, MARTHA. 1993. Chicano Indianism: A historical account of racial repression in the United States. *American Ethnologist* 20 (August):3.
- MERCADO, CARMEN, and LUIS MOLL. 1997. The study of funds of knowledge: Collaborative research in Latino homes. *Centro* 9(9):27–42. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- MONTOYA, MARGARET. 1998. Law and language(s). In *The Latino(a) Condition: A Critical Reader*. Richard Delgado and Jean Stefancic, eds. Pp. 574–578. New York: New York University Press.
- MOORE, JOAN, and HARRY PACHON. 1985. *Hispanics in the United States*. Englewood Cliffs, NJ: Prentice Hall.
- MOORE, JOAN, and RAQUEL PINDERHUGHES. 1993. Introduction. In *In the Barrrios: Latinos and the Underclass Debate*. Joan Moore and Raquel Pinderhughes, eds. Pp. xi–xxxix. New York: Russell Sage.
- MORALES, JULIO. 1986. *Puerto Rican Poverty and Migration: We Just Had to Try Elsewhere*. New York: Praeger.
- MORRIS, NANCY. 1995. *Puerto Rico: Culture, Politics, and Identity*. Westport, CT: Praeger.
- NAVARRO, MIREYA. 1997. A new Barbie in Puerto Rico divides island and mainland. *New York Times*, December 27.
- _____. 2000. Falling back: A special report. Puerto Rican presence wanes in New York. *New York Times*, February 28.
- NEGRÓN DE MONTILLA, AIDA. 1975. *Americanization in Puerto Rico and the Public School System, 1900–1930*. 2nd edition. Rio Piedras, PR: Editorial Edil.
- NELSON, FRANK. 2008. The 100 most influential U.S. Hispanics, 2008. *Hispanic Business Magazine*, September 30. http://www.hispanicbusiness.com/news/news_print.asp?id=129770; Internet. Accessed June 27, 2009.
- NELSON, CANDACE, and MARTA TIENDA. 1988. The structuring of Hispanic ethnicity: Historical and contemporary perspectives. In *Ethnicity and Race in the U.S.A.* Richard Alba, ed. Pp. 49–74. London: Routledge.
- NEW YORK STATE EDUCATION DEPARTMENT. 1987. *The Ibero-American Heritage Curriculum Project: Latinos in the Making of the United States of America: Yesterday, Today, and Tomorrow*. First Annual Meeting Conference Proceedings, Albany.
- NIETO, SONIA. 2000. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 3rd edition. New York: Addison Wesley Longman.
- NOGUERA, PEDRO. 2003. How racial identity affects school performance. In *Harvard Education Newsletter*, March/April. http://www.edletter.org/past/issues/2003-ma/noguera_shiml; Internet. Accessed July 1, 2009.

- OBOLER, SUZANNE. 1995. *Ethnic Labels, Latino Lives: Identity and Politics of (Re)presentation in the United States*. Minneapolis: University of Minnesota Press.
- OGBU, JOHN. 1978. *Minority Education and Caste: The American System in Cross-Cultural Perspective*. New York: Academic Press.
- OGBU, JOHN, and HERBERT SIMONS. 1998. Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly* 29(2):155–188.
- OMI, MICHAEL, and HOWARD WINANT. 1994. *Racial Formation in the United States from the Late 1960s to the 1990s*. 2nd edition. New York: Routledge.
- OSBORNE, A. BARRY. 1996. Practice into theory into practice: Culturally relevant pedagogy for students we have marginalized and normalized. *Anthropology & Education Quarterly* 27(3):285–314.
- PADILLA, FELIX. 1985. *Latino Ethnic Consciousness: The Case of Mexican Americans and Puerto Ricans in Chicago*. Notre Dame, IN: University of Notre Dame Press.
- PANTOJAS, GARCÍA. 2005. The Puerto Rican paradox: Colonialism revisited. *Latin American Research Review*, 40(3): 163-176. http://0-muse.jhu.edu/helm/uri.edu/journals/latin_american_research_review/v040/40_3garcia.html ; Internet. Accessed June 22, 2009 from Project MUSE database.
- PARDES, AMÉRICO. 1978. On ethnographic work among minority groups: A folklorist's perspective. In *New Directions in Chicano Scholarship*. R. Romo and R. Paredes, eds. Pp. 1–32. Chicano Studies Monograph Series. La Jolla: Chicano Studies Program, University of California at San Diego.
- PASSEL, JEFFREY and PAUL TAYLOR. 2009. Who's Hispanic? Pew Hispanic Center. <http://pewhispanic.org/reports/report.php?ReportID=111> ; Internet. Accessed June 26, 2009.
- PEDRAZA, PEDRO. 1997. Puerto Ricans and the politics of school reform. *Centro* 9(9):74–85. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- PESSAR, PATRICIA. 1995. *A Visa for a Dream*. Needham Heights, MA: Allyn & Bacon.
- PEW HISPANIC CENTER. 2006. Cubans in the United States. August 25. <http://pewhispanic.org/files/factsheets/23.pdf> ; Internet. Accessed June 29, 2009.
- _____. 2009a. Statistical Portrait of Hispanics in the United States, 2007. Based on U.S. Census Bureau's 2007 American Community Survey. <http://pewhispanic.org/factsheets/factsheet.php?FactsheetID=46> ; Internet. Accessed June 24, 2009.
- _____. 2009b. Mexican Immigrants in the United States, 2008 (Fact Sheet). <http://pewhispanic.org/factsheets/factsheet.php?FactsheetID=47> ; Internet. Accessed June 28, 2009.
- PHILIPS, SUSAN. 1972. Participant structure and communicative competence: Warm Springs children in community and classroom. In *Functions of Language in the Classroom*. Courtney Cazden, Dell Hymes, and Vera John, eds. Pp. 370–394. New York: Teachers College Press.
- PORTES, ALEJANDRO, ed. 1994. The new second generation. *International Migration Review* 28(4).
- PORTES, ALEJANDRO, and ROBERT BACH. 1985. *Latin Journey: Cuban and Mexican Immigrants in the United States*. Berkeley: University of California Press.
- PORTES, ALEJANDRO, and ALEX STEPICK. 1993. *City on the Edge: The Transformation of Miami*. Berkeley: University of California Press.
- PORTES, ALEJANDRO, and RAMÓN GROSFUGUEL. 1994. Caribbean diasporas: Migration and ethnic communities. *Annals of the American Academy of Political and Social Science* 533 (May):48–69.
- PORTES, ALEJANDRO, and ALEX STEPICK. 1993. *City on the Edge: The Transformation of Miami*. Berkeley: University of California Press.
- PRESTON, JULIA. 2009A. Mexican data show migration to U.S. in decline. *New York Times*, May 15.
- _____. 2009b. A new strategy on illicit work by immigrants. *New York Times*, July 3. Pg. 1.
- RICOURT, MILAGROS AND RUBY DANTA. 2003. *Hispanas de Queens: Latino Panethnicity in a New York City Neighborhood*. Ithaca, NY: Cornell University Press.
- ROBERTS, SAM. 2009. Study reveals changes among second-generation Hispanics. *New York Times*, May 29.
- ROBLES, FRANCES. 2008. Recession drives educated Puerto Ricans to South Florida. *Miami Herald*, August 13. <http://miamiherald.com/hispanictrending/2008/08/recession-drive.html> ; Internet. Accessed June 25, 2009.
- RODRÍGUEZ, CLARA. 1989. *Puerto Ricans: Born in the USA*. Boston: Unwin Hyman.
- _____. 2000. *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States*. New York: New York University Press.
- RODRÍGUEZ, CLARA, and HECTOR CORDERO-GUZMAN. 1992. Placing race in context. *Ethnic and Racial Studies* 15(4):523–529.
- RODRÍGUEZ, LUIS. 1993. *Always Running: La Vida Loca: Gang Days in L.A.* Willimantic, CT: Curbstone Press.
- RODRÍGUEZ, RICHARD. 1982. *Hunger of Memory: The Education of Richard Rodriguez*. Boston: Godine.
- RODRÍGUEZ-MORAZZANI, ROBERTO. 1997. Puerto Ricans and educational reform in the U.S.: A preliminary exploration. *Centro* 9(9):59–73. New York: Centro de Estudios Puertorriqueños, Hunter College, CUNY.
- ROHTER, LARRY. 2000. Rock en español approaching its final border. *New York Times*, August 6.
- ROMANO, OCTAVIO. 1967. Minorities, history and the cultural mystique. *El Grito* 1(1):5–11.
- ROSALDO, RENATO. 1985. *Assimilation Revisited*. Stanford Center for Chicano Research. Working Paper Series No. 9 (July). Stanford, CA.
- _____. 1986. *When Natives Talk Back: Chicano Anthropology since the Late Sixties*. Renato Rosaldo Lecture Series Monograph. Vol. 2,

- pp. 3–21. University of Arizona, Tucson.
- _____. 1989. *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press.
- ROSTSTEIN, ARTHUR. 2009. Border deaths up despite apparent dip in crossings. *Cleveland Plain Dealer*, April 8. http://www.cleveland.com/nation/index.ssf/2009/04/border_deaths_up_despite_appar.html; Internet. Accessed July 02, 2009.
- RUBEL, ARTHUR. 1966. *Across the Tracks*. Austin: University of Texas Press.
- SÁNCHEZ KORROL, VIRGINIA. 1988. Latinismo among early Puerto Rican migrants in New York City: A sociohistoric interpretation. In *The Hispanic Experience in the United States: Contemporary Issues and Perspectives*. Edna Acosta-Bélen and Barbara Sjoström, eds. Pp. 151–162. New York: Praeger.
- SANTA ANA, OTTO. 2002. *Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse*. Austin, TX: University of Texas Press.
- SANTIAGO-IRIZARRY, VILMA. 2001. *Medicalizing Ethnicity: The Construction of Latino Identity in a Psychiatric Setting*. Ithaca, N.Y.: Cornell University Press.
- SANTIAGO, ESMERALDA. 1993. *When I Was Puerto Rican*. New York: Addison-Wesley.
- SCHMITT, ERIC. 2001. Census shows big gain for Mexican-Americans. *New York Times*, May 10.
- SEDA-BONILLA, EDUARDO. 1977. Who is a Puerto Rican? Problems of sociocultural identity in Puerto Rico. *Caribbean Studies* 17 (April–July):105–121.
- SMITH, ROBERT. 2005. *Mexican New York: Transnational Lives of New Immigrants*. Berkeley: University of California Press. Havidán Rodríguez, Rogelio Sáenz, and Cecilia Menjivar, eds. Pp. 36–53. New York: Springer.
- _____. 2008. Latino incorporation in the United States in local and transnational contexts. *Latinas/os in the United States: Changing the Face of América*. Havidán Rodríguez, Rogelio Sáenz, and Cecilia Menjivar, eds. Pp. 36–53. New York: Springer.
- SOTO, LOURDES DIAZ. 1997. *Language, Culture, and Power: Bilingual Families and the Struggle for Quality Education*. Albany: State University of New York Press.
- STAINS, LAURENCE. 1994. The Latinization of Allentown, Pa. *New York Times Magazine*, May 15.
- STERNGOLD, JAMES. 2000. Los Angeles power brokers play catch-up to the city's rapid changes. *New York Times*, August 13.
- SUAREZ-OROZCO, MARCELO. 1987. Becoming somebody: Central American immigrants in U.S. inner-city schools. *Anthropology & Education Quarterly* 18(4):287–299.
- SUAREZ-OROZCO, MARCELO AND GARY ORFIELD. Commentary on Huntington, Samuel, The Hispanic challenge. *Foreign Policy* (March/April). <http://www.foreignpolicy.com/story/files/story2530.php>; Internet. Accessed July 12, 2004.
- SURO, ROBERTO. 2004. Commentary on Huntington, Samuel, The Hispanic challenge. *Foreign Policy* (March/April). <http://www.foreignpolicy.com/story/files/story2530.php>; Internet Accessed July 12, 2004.
- TAKAKI, RONALD. 1990. *Iron Cages: Race and Culture in 19th-Century America*. New York: Oxford University Press.
- _____. 1993. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown.
- TAPIA, JAVIER. 1998. The schooling of Puerto Ricans: Philadelphia's most impoverished community. *Anthropology & Education Quarterly* 29(3):297–323.
- TERRAZAS, AARON AND JEANNE BATALOVA. 2008. The most up-to-date frequently requested statistics on immigrants in the United States. Migration Policy Institute, December 12. <http://www.migrationinformation.org/USfocus/print.cfm?ID=714>; Internet. Accessed June 30, 2009.
- THOMAS, PIRI. 1967. *Down These Mean Streets*. New York: Knopf.
- TORRES, ANDRES. 1995. *Between Melting Pot and Mosaic: African Americans and Puerto Ricans in the New York Political Economy*. Philadelphia: Temple University Press.
- TORRES-SAILLANT, SILVIO. 2005. Dominican Americans. In *Multiculturalism in the United States: A Comparative Guide to Acculturation and Ethnicity* (revised and expanded). John Buenker and Lorman Ratner, eds. Pp. 99–117. New York: Greenwood Press.
- U.S. BUREAU OF THE CENSUS. 2001. The Hispanic Population: Census 2000 Brief. <http://www.census.gov/prod/2001pubs/c2kbr01-3.pdf>; Internet. Accessed June 28, 2009.
- _____. 2005. College degree nearly doubles annual earnings, Census Bureau reports. <http://www.census.gov/Press-Release/www/releases/archives/education/004214.html>; Internet. Accessed June 25, 2009.
- _____. 2008a. American Factfinder. 2005–2007 American Community Survey 3-Year Estimates. http://factfinder.census.gov/servlet/DTTable?_bm=y&-geo_id=01000US&-ds_name=ACS_2007_3YR_G00_&-mt_name=ACS_2007_3YR_G2000_B03001; Internet. Accessed June 30, 2009.
- _____. 2008b. Hispanics in the United States. <http://www.census.gov/population/www/socdemo/hispanic/hispanic.html>. Accessed May 24, 2009.
- _____. 2008c. Facts for features. September 8. http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/012245.html; Internet. Accessed July 1, 2009.
- URCIUOLI, BONNIE. 1996. *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Boulder, CO: Westview Press.
- VEGA, BERNARDO. 1984. *Memoirs of Bernardo Vega*, César Andreu Iglesias, ed. New York: Monthly Review Press.
- VILLENAS, SOFIA. 2002. Reinventing *educación* in new Latino communities: Pedagogies of change and continuity in North Carolina. In *Education in the New Latino Diaspora: Policy and the Politics of Identity*. Stanton Wortham, Enrique Murillo Jr., and Edmund

- T. Hamann, eds. Pp. 17-35. Westport, CT: Ablex Publishing.
- WILLIS, PAUL. 1977. *Learning to Labor*. Westmead, England: Saxon House.
- WOOD, DANIEL B. 2005. Latino politicians gain clout in US. *Christian Science Monitor*, May 19. <http://www.csmonitor.com/2005/0519/p01s01-uspo.html>; Internet. Accessed June 15, 2009.
- WOOLARD, KATHRYN. 1989. Sentences in the language prison: The rhetorical structuring of an American language policy debate. *American Ethnologist* May (16):268–278.
- WORTHAM, STANTON, ENRIQUE MURILLO JR., AND EDMUND T. HAMANN, 2002. Education and policy in the new Latino diaspora. In *Education in the New Latino Diaspora: Policy and the Politics of Identity*. Stanton Wortham, Enrique Murillo Jr., and Edmund T. Hamann, eds. Pp. 17-35. Westport, CT: Ablex Publishing.
- YOUNG LORDS PARTY. 1971. *Palante: Young Lords Party*. New York: McGraw-Hill.
- ZENTELLA, ANA CELIA. 1981. Language variety among Puerto Ricans. In *Language in the USA*. Charles Ferguson and Shirley Brice Heath, eds. Pp. 218–238. Cambridge: Cambridge University Press.
- _____. 1988. Language politics in the U.S.A.: The English-only movement. In *Literature, Language and Politics*. B. J. Craige, ed. Pp. 39–51. Athens: University of Georgia Press.
- _____. 1997. *Growing Up Bilingual: Puerto Rican Children in New York*. Malden, MA: Blackwell..
- _____. 2005. Perspectives on language and literacy in Latino families and communities. In *Building on Strength: Language and Literacy in Latino Families and Communities*. Ana Celia Zentella, ed. Pp. 1-12. New York: Teachers College Press.

ADDITIONAL RECOMMENDED RESOURCES ON LATINOS

General Background History:

Bonilla, Frank (Editor). Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence. Philadelphia: Temple University Press, 1998.

This book examines the impact of economic and political restructuring within the United States, changing concepts of community, citizenship, political participation, and human rights, as individuals and families construct identities in more than one setting.

Fox, Geoffrey. Hispanic Nation: Culture, Politics and the Constructing of Identity. Secaucus, New Jersey: Carol Publishing Group, 1996.

In Hispanic Nation, Fox argues that Hispanics are creating a solidarity group, as a way to confront injustice. It focuses on the diverse experiences of Chicanos, Puerto Ricans, and Cuban Americans.

Gonzalez, Juan. Harvest of Empire: A History of Latinos in America. New York: Viking Penguin, 2000.

Gonzalez features family portraits of Latino/as along with sketches of political events and social conditions that compelled migration. He also examines how Latino/as have transformed the cultural landscape of the United States.

Romero, Mary (Editor). Challenging Fronteras: Structuring Latina and Latino Lives in the U.S. New York: Routledge, 1997.

Focuses on the diversity of the Latino population and moves beyond generalizations that treat Latino/as as a monolithic cultural group.

Suro, Roberto. Strangers Among Us: How Latino Immigration is Transforming America. New York: Alfred A. Knopf, 1998.

Examines Latino/a immigration to the United States, its impact, and challenges. It includes a chronological narrative that starts with the Puerto Rican migration to East Harlem in the 1950s and continues through the California-bound rush of Mexicans and Central Americans in the 1990s.

Specific Histories

Acuna, Rodolfo. Occupied America: A History of Chicanos. New York: Longman, 2000.

Details the history of Chicano/as in the United States and examines the strategies that Mexican Americans have used to resist U.S. colonial power and expansion.

Anzaldúa, Gloria. Borderlands: The New Mestiza. San Francisco: Spinster/Aunt Lute, 1987.

Examines and documents the history of the U.S.-Mexico border. The author also discusses feminist theories and examines the rights of Gays and Lesbians.

Gonzales, Manuel G. Mexicanos: A History of Mexicans in the United States. Bloomington: Indiana University Press, 2000.

This book reassesses Mexican history and paints a portrait of Mexican American life beyond victimization and resistance. The book probes failures as well as community successes.

Lopez, Adalberto. The Puerto Ricans: Their History, Culture, and Society. Rochester, Vermont: Schenkman Books Incorporated, 1981.

Focuses on Puerto Rican history especially migration to the United States. Explores recurring issues such as identity, gender, and education.

Perez, Louis A. On Becoming Cuban: Identity, Nationality and Culture. Chapel Hill: University of North Carolina Press, 1999.

Explores the lives of Cubans and Americans from the late nineteenth century to the 1950s and the influences on each other in sources such as music, oral history, popular magazines and movies.

Torres-Saillant, Silvio, and Ramona Hernandez. The Dominican Americans. Westport: Greenwood Publishing Group, Incorporated, 1998.

Examines the historical and cultural background of Dominicans and the reasons for migrating to the United States. The book traces the growth and achievements of the community since the beginning of its mass migration in the mid-1960s.

Vento, Arnoldo Carlos. Mestizo: The History, Culture and Politics of the Mexican and Chicano: The Emerging Mestizo Americans. Lanham, Maryland: University Press of America, 1997.

This book covers more than 2,000 years of history, tracing the roots of the contemporary Mexican-American. It covers the fields of history, political science, cultural anthropology, folklore, literature, Latin American studies and ethnic studies.

Background Politics

Delgado, Richard, and Jean Stefancic (Editors). The Latino Condition: A Critical Reader. New York: New York University Press, 1998.

This book presents the historical origins of Latino/as in the United States, how they were viewed by the dominant culture, how the media magnified these views into stereotypes, and how the Latino/a community self-definition grew in opposition to these prejudices.

Hardy-Fanta, Carol. Latina Politics, Latino Politics: Gender, Culture, and Political Participation in Boston. Philadelphia: Temple University Press, 1994.

The author focuses on Latino/a political movements and activist efforts in Boston. It also presents a basic background of Latino/a culture and explores gender issues.

Torres, Rodolfo D., and George N. Katsiaficas (Editors). Latino Social Movements: Historical and Theoretical Perspectives. New York: Routledge, 1999.

Focusing on class politics, community development, patriarchy, and capital, the contributors to this book trace these issues within the context of popular efforts to transform the social conditions of Latino/a life.

Trueba, Enrique T., adapted by George Spindler. Latinos Unidos: From Cultural Diversity to the Politics of Solidarity. Lanham, Maryland: Rowman & Littlefield Publishers, Incorporated, 1999.

Latinos Unidos presents Latino/as as a highly diverse and rapidly growing population in the United States with distinct, social, cultural, and economic features and as a new political force with a cohesive collective ethnic identity.

Vigil, Maurilio E. Hispanics in American Politics: The Search for Political Power. Lanham, Maryland: University Press of America, 1987.

The author evaluates the role of Latino/as in United States politics. Through brief sketches of several groups -Mexican-Americans, Cubans and Puerto Rican, the author examines the realities and possibilities of conceptualizing Latino/as as a single political group.

Specific Political Movements

Abramson, Michael, and The Young Lords Party. Palante: The Young Lords Party. McGraw-Hill Book Company, 1971.

This book includes 72 pages of photographs and transcribed interviews with members of the Young Lords Party, a Puerto Rican activist group organizing urban communities in the late 1960s and 1970s.

Cruz, Jose. Identity and Power: Puerto Rican Politics and the Challenge of Ethnicity. Philadelphia: Temple University Press, 1998.

Identity and Power discusses Puerto Rican politics in Hartford. Through interviews Cruz examines contemporary political issues of Latino/as in the United States.

Gandy, Matthew. Concrete and Clay, Reworking Nature in New York City. Cambridge: The MIT Press, 2002.

The author discusses how New York's environmental history is bound up with among other things the environmental politics of the barrio in the late 1960s and early 1970s and the contemporary politics of the environmental justice movement.

Garcia, Ignacio M. Chicanismo: The Forging of a Militant Ethos Among Mexican Americans. Tuscon: University of Arizona Press, 1997.

Chicanismo is a history of the Chicano Movement and the philosophy that guided the movement. The author examines its ideological strains that remain important among Mexican American leaders today.

Jennings, James, and Monte Rivera (Editors). Puerto Rican Politics in Urban America. Westport: Greenwood Publishing Group, Incorporated, 1984.

This book is organized into three major parts. The first traces Puerto Rican politics between the 1860s and the 1970s. Next it examines contemporary politics in three cities: New York, Boston, and Chicago. Finally, the authors examine labor activism and education.

Quinones, Juan Gomez. Chicano Politics: Reality and Promise. Albuquerque: University of New Mexico Press, 1991.

This author analyses and interprets the last 50 years of social movement examining the leaders and organizations that struggled for political rights as well as the evolution of their goals and strategies.

Torres, Andres, and Jose Velasquez (Editors). The Puerto Rican Movement: Voices from the Diaspora. Philadelphia: Temple University Press, 1998.

The Puerto Rican Movement focuses on the Puerto Rican organizations that emerged during the 1960s and 1970s to fight for Puerto Rican independence and the radical transformation of U.S. society. It includes interviews with and essays written by activists.

Women's Studies

Anzaldúa, Gloria and Ana Louise Keating (Editors). This Bridge Called My Back: Twenty Years Late-Enacting the Visions of Radical Women of Color. New York: Routledge, 2001

Writings by feminists of color that reflects a basis for political solidarity beyond differences and conflicts.

Blea, Irene I. U.S. Chicanas and Latinas within a Global Context: Women of Color at the Fourth World Women's Conference. Westport, Connecticut: Praeger, 1997.

This book explores the idea of racializing feminism arising as a result of Latinas participation in the Fourth World Women's Conference. It examines Chicanas' historical struggle to relate to the United Nations conference and the platform.

Castillo-Speed, Lillian (Editor). Latina: Women's Voices from the Borderlands. New York: Simon & Schuster, 1995.

Fiction and nonfiction works by both well-known and emerging Latina writers focus on themes of heritage, living in an alienating land, political concerns, hopes and dreams. Contributors include Sandra Cisneros, Julia Alvarez, Ana Castillo, and others.

Espin, Olivia M. Latina Realities: Essays on Healing, Migration, and Sexuality. Boulder, Colorado: Westview Press, 1997.

The book focuses on the experiences of Latina women. It discusses issues relevant to immigrant women and girls such as sexuality and language and other similar topics.

Fernandez, Roberta (Editor). In Other Words: Literature by Latinas of the United States. Houston, Texas: Arte Publico Press, 1994.

Fernandez has compiled representative examples of fiction, poetry, drama, and essay currently being written by Latina writers in the United States. Subjects include the challenge of living in two cultures; experiencing marginality as a result of class, ethnicity and/or gender; Latina feminism; the celebration of one's culture and its people.

Feyder, Linda (Editor). Shattering the Myth: Plays by Hispanic Women. Houston, Texas: Arte Publico Press, 1992.

Six plays question traditions rooted in the familial culture of which these playwrights are still a part. They explore their need to reinterpret the inherited customs for a new identity in the present bicultural existence. The playwrights confront the myths and stereotypes that continue to circumscribe freedom of expression and life fulfillment for Latinas.

Hinojosa, Maria. Daughter of the Fifth Sun: A Collection of Latina Fiction and Poetry. New York: Riverhead Books, 1995.

An anthology of short fiction and poetry displaying the breadth and achievement of celebrated Latina writers while introducing the next generation of voices. Contributors include Sandra Cisneros, Ana Castillo, Julia Alvarez, and others.

Horno-Delgado, Asuncion (Editor). Breaking Boundaries: Latina Writing and Critical Readings. Amherst: University of Massachusetts Press, 1989.

A collection of essays by feminist writers of Latin American descent and others residing in the United States. Most of the articles originated at the Tenth Symposium of Spanish and Portuguese Bilingualism held 1986 and deal with issues of literary criticism and efforts to develop a framework to analyze Latina writing.

Lopez, Antoinette Sedillo (Editor). Latina Issues: Fragments of Historia (Ella) (Herstory). New York: Garland Publishing Press, 1995.

The second of six volumes in a series, this book explores the history available about Latinas in the United States. It highlights emerging voices in a unified collection of reprinted articles illustrating Latina perspectives on colonization, gender, race, and class.

Martinez, Elizabeth. De Colores Means All of Us: Latina Views for a Multi-Colored Century. Cambridge, Massachusetts: South End Press, 1998.

The author presents a radical Latina perspective on race, identity and liberation through a collection of essays that document a new wave of activism among Latino/a youth.

Literature: Novelists

Other works by the following authors are also recommended.

Alvarez, Julia. In the Time of the Butterflies. New York: Dutton/Plume, 1995.

Set during the waning days of the Trujillo dictatorship in the Dominican Republic in 1960, this novel tells the story of the Mirabal sisters, three young wives and mothers who are assassinated after visiting their jailed husbands.

Castillo, Ana. So Far from God. New York: Dutton/Plume, 1994.

This novel, set in New Mexico, tells the stories of Sofi and her four daughters, La Loca, the crazy one; Fe, Faith; Caridad, Charity; and Esperanza, Hope.

Cisneros, Sandra. The House on Mango Street. New York: Vintage Books, 1991.

The story of a young girl growing up in Chicago's Latino/a area where she discovers the hard realities of life relating to class, gender, racial prejudice, sexuality, and more.

Diaz, Junot. Drown. New York: Berkley Publishing Group, 1997.

Diaz's first collection of short stories are linked by a common narrator who was born in the Dominican Republic and emigrated to the United States as a boy.

Santiago, Esmeralda. When I was Puerto Rican. New York: Vintage Books, 1994.

This book is about the author's childhood living in Puerto Rico and chronicles her life after moving to New York when she was a teenager.

Literature: Poets

Other works by the following poets are also recommended.

Cisneros, Sandra. Loose Woman. New York: Vintage Books, 1995. This collection of poetry celebrates the aspects of love.

Cruz, Victor Hernandez. Red Beans. Minneapolis: CoffeeHouse Press, 1994. Hernandez Cruz writes poetry that keeps Caribbean lyrics and rhythms alive.

Perdomo, Willie. Where a Nickel Costs a Dime. Norton, W, 1996. A collection of poems about the poet's experiences growing up in Spanish Harlem.

Perez-Torres, Rafael. Movements in Chicano Poetry: Against Myths, Against Margins. New York: Cambridge University Press, 1995. This book studies the aesthetic and thematic concerns addressed by recent Chicano poetry and places Chicano literature within contemporary studies.

Pietri, Pedro. Puerto Rican Obituary. New York: Monthly Review Press, 1990.

The poet explores the social realities faced by Puerto Ricans in the United States. He deals with racism, unemployment and exploitation to awaken all Latino/as, especially Puerto Ricans, to the fact that the American Dream is a myth.

Quintana, Leroy V. The History of Home. Temple, Arizona: Bilingual Review Press, 1997. The poet focuses on the stories of children who through simple experiences, transcend the hardships of their lives.

Suarez, Virgil. Spanned Angola: Memories from a Cuban Childhood. Houston, Texas: Arte Publico Press, 1997. A collection of autobiographical stories, essays and poems that detail the psychological pressure of male expectations, family gender battles, migration and adjustment to a new culture.

Religion

Banuelas, Arturo J (Editor). Mestizo Christianity: Theology from the Latino Perspective. Maryknoll, New York: Orbis Books, 1995.

Introduces the work of the principal figures in U.S. Hispanic theology - Protestant and Catholic. It provides writing by each of fourteen "first-generation" theologians in their areas of specialization.

Isasi-Diaz, Ada Maria. Mujerista Theology for the 21st Century. Maryknoll, New York: Orbis Books, 1997.

Mujerista Theology is an introduction to Hispanic feminist theology written from experience. Continually drawing on her Cuban roots, Isasi-Diaz focuses on the life journeys and struggles of Hispanic women.

Vega, Marta Moreno. Altar of my Soul: The Living Traditions of Santeria. New York: The Ballantine Publishing Group, 2000.

The author details her journey into Santeria, a religion that originated in Nigeria, Africa. She provides an in-depth look at the beliefs and practices of the religion and dispels popular myths surrounding it.

Videos

Other works by the following producers are recommended.

A Bowl of Beings

Producer: Culture Clash

Chicano! The History of the Mexican American Civil Rights Movement
Producer: Galan Productions

El Pueblo Se Levanta
Producer & Distributor: Third World Newsreel

Mi Puerto Rico
Producer: Raquel Ortiz

!Palante Siempre Palante! The Young Lords
Producer: Iris Morales
Distributor: Third World Newsreel

The Border
Producer: Paul Espinosa

The Double Life of Ernesto Gomez
Producer: Luna Productions