**PRLS 3340**

**Critical Research Methods in Puerto Rican & Latinx Studies**

Brooklyn College • CUNY

**Department of Puerto Rican and Latino Studies**

Fall 2023 ​Prof. Jasmine Mitchell

Critical Research Methods in Puerto Rican & Latinx Studies

**Official Course Bulletin Description:** Examine critical research issues in Puerto Rican and Latinx studies. Introduce students to a variety of ways of thinking about “knowledge" and to specific ways of knowing and making arguments in Puerto Rican and Latinx studies using key humanistic, social science, and "interdisciplinary methodologies”.

PRLS: **Course Description**

What are some of the ways to study Latinx populations, cultures, and issues? The course seeks to develop in students an ability to apply interdisciplinary concepts, methodology, and theories in examining the issues and experiences of Latinx groups. The course will delve into the strategies/tools available for conducting research in Latinx Studies. The culmination of the course will result in each student identifying a research question, relevant methodologies, and an understanding of the scope of their research problem in relation to Latinx Studies.

**Grading Schema**

Participation 15%

Reading Responses (4) 40 %

Co-Facilitation 5 %

Research Topic and Questions 5%

Literature Review 10%

Research Design Proposal 20%

Reflection on Research 5 %

**Participation**- You are expected to attend class, arrive on time and participate in an informed and consistent matter. Since you cannot participate if you are not present, participation is comprised of punctual attendance and active engagement in class discussions. To be actively engaged you should be able to make thoughtful comments throughout each class session that reflect that you have done the assigned reading or viewing, that you are grappling with the implications of the reading or text and that you can respond effectively in classroom debates about different interpretations. You can also ask questions if you are not sure about how to interpret the reading. The quality rather than quantity of participation is important to keep in mind. Participation also requires listening and engaging with your peers. Cell phone use, texting, video games, etc. during class time will be noted, and will negatively influence your participation grade. Class participation will be graded on discussion in class in small groups, open forums, online discussions, and in-class writing assignments. Participation also includes responding to peer assignments. A self-evaluation is also required as part of your participation at the end of the course.

**Notes on Class Participation**

This course is an interactive class and therefore requires participation from each student. Each student is expected to come to class prepared to discuss the assigned materials. In order to participate in class, you must be both present and prepared. Understanding that many students have different ways of learning and participating, I will provide you with various ways to participate (i.e. small group discussion, open forum, class presentations, in- class writing assignments, etc.). I strongly encourage all students to share their perspectives in class even if such perspectives might not be popular with the majority of the class. Our classroom is a safe environment where ideas will be exchanged and debated. However, many of the issues we cover in class might be controversial or emotional for some members of the class. It is therefore, essential to show respect for the classroom community. This showing of respect of your classmates is a requirement for the class. Class discussion should be conducted in a mature, civil, and professional manner. I will not tolerate any personal attacks, name-calling, or demeaning remarks. If members of the class want to make comments that they do not want repeated outside of the classroom, they can express these wishes for the class to agree not to repeat these remarks.

**Reading Responses** (total of 4 for the semester beginning Week 5)

In 2 pages, write a response. (1) What are the main arguments of the article (s)? (2) What are the methods and the theories utilized? (3) What is the evidence utilized? (4) Are their approaches compelling 5) Using the text as a springboard, what generative arguments can be made that could be relevant to your own research interests? If the methodologies and theoretical orientations do not overlap with your own research interests, then begin to draw contrasts and begin to illuminate what methodological & theoretical questions you have. 6) What is one item of constructive criticism about their chosen method(s) that impacts your own engagement with such an approach?

Co-Facilitation: At the beginning of the semester you will choose one class session to co-facilitate a discussion of the readings for twenty minutes. You will work in a pair or a group of three. This will help you practice your analysis of scholarly readings in a supportive setting and see how the class is interpreting the readings. In a group, you will provide a very brief overview of the readings, a list of key concepts and discussion questions to pose to your classmates. You can bring additional materials to can include video, music, articles, additional readings, activity, etc to enhance the discussion. The format of the conversation/discussion is up to you. Your group should email discussion questions to me by 11am the day before you are scheduled to lead the discussion.

Research Design Proposal

The Research Plan represents a semester-long project of developing an 8-10 page research prospectus. The components of this project include:

1. Identifying a research question with a theoretical framework and research design;

2. Writing a concise literature review;

3. Providing and receiving feedback with your colleagues;

4. Delivering a 7-minute presentation on your project;

5. Submitting a finalized research plan

Reflection on Research: You will develop a reflective project, in a approved format of your choosing (i.e. writing, digital, video, podcast, etc), that thoughtfully explores your research experience in the course.

**August 25 Week 1. To do before next class:** Exercise: Free write about what you want from this course and research experience – bringing light to family history, historicizing their experience, community work, social justice, learning how to do research, etc.

**September 1 Week 2** Read before class:

Juana María Rodríguez, “Latino/a/x” from Keywords in American Cultural Studies

Schrrón del Río, María and Alan Aja. “The Case for ‘Latinx’: Why Intersectionality Is Not a Choice.” *Latino Rebels*. December 5, 2015. http://www.latinorebels.com/2015/12/05/the-case-for-latinx-why-intersectionality-is- not-a-choice/

“About One-in-Four U.S. Hispanics Have Heard of Latinx, but Just 3% Use It”, *Pew Research Center*, August 11, 2020. <https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>

UCLA Latino Politics and Policy Institute, “A Mosiac, not a Monolith: A Profile of the U.S.Latino Population, 2000-2020” <https://latino.ucla.edu/research/latino-population-2000-2020/>

Marrow, Helen. "To be or not to be (Hispanic or Latino) Brazilian racial and ethnic identity in the United States." *Ethnicities* 3, no. 4 (2003): 427-464.

UCLA Latino Politics and Policy Institute, Centering Black Latinidad, https://latino.ucla.edu/research/centering-black-latinidad/

Video: https:// www.youtube.com/watch?v=QtrNgeIoF-s

Pages 35-49 in [Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams - The Craft of Research, Third Edition (Chicago Guides to Writing, Editing, and Publishing)-University of Chicago Press (2008).pdf](https://drive.google.com/file/d/1bjGr2UIpjkI-AUtmhHHHsrP_kqLShu05/view?usp=sharing) “From topics to questions”

**September 8 Week 3.** **Power** Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.). New York: Continuum. (chapter 2) (pp. 71-86)

Smith, Linda Tuhiwai. Decolonizing Methodologies: Research and Indigenous Peoples by Linda Tuhiwai Smith, 1st Edition. Moorpark, CA: Cram101 Inc., [2013], pages 42-78

Nakano Glenn, “Settler Colonialism as Structure”

Next week: Submit **2 topic ideas** to class discussion board by Tuesday September 12; Offer feedback to two peers by Thursday afternoon.

**September 15th Week 4** No Class; Submit **2 topic ideas** to class discussion board by Tuesday September 12; Offer feedback to two peers by Thursday afternoon.

**September 22** **Week 5** Researcher Standpoints and Community

Roque Ramírez, Horacio N., 2002 “My Community, My History, My Practice,” Oral History Review, Summer/Fall 2002, 29 (2): 87-9

Chávez, Minerva S. "Autoethnography, a Chicana's methodological research tool: The role of storytelling for those who have no choice but to do critical race theory." *Equity & Excellence in Education* 45, no. 2 (2012): 334-348.

Williams, Erica, “A Tale of Two Women” <https://americanethnologist.org/online-content/collections/legacies-and-genealogies-in-feminist-anthropology/a-tale-of-two-women-genealogies-of-black-feminist-anthropology-in-brazil/>

Ramos-Zayas, Ana Y. "Becoming American, becoming black? Urban competency, racialized spaces, and the politics of citizenship among Brazilian and Puerto Rican youth in Newark." *Identities: Global studies in culture and power* 14, no. 1-2 (2007): 85-109;

Read: Pages 68-69 (from problems to sources); 87-94 (engaging sources); 108 - 112 (making a claim and supporting it)[Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams - The Craft of Research, Third Edition (Chicago Guides to Writing, Editing, and Publishing)-University of Chicago Press (2008).pdf](https://drive.google.com/file/d/1bjGr2UIpjkI-AUtmhHHHsrP_kqLShu05/view?usp=sharing)

**September 29 Week 6** Primary Source Work

Primary Sources

https://guides.library.yale.edu/c.php?g=512493&p=3511584 and Secondary Sources

Read: Engaging Sources” (P. 94-101); “Making Good Arguments: An Overview” (P. 108- 119) from [Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams - The Craft of Research, Third Edition (Chicago Guides to Writing, Editing, and Publishing)-University of Chicago Press (2008).pdf](https://drive.google.com/file/d/1bjGr2UIpjkI-AUtmhHHHsrP_kqLShu05/view?usp=sharing)

Online submission of primary source analysis

**October 6 Week 7 Conference; Research Topic and Questions Due on Wednesday October 11th**

**October 13 Week 7** José Martí, “Our America” <https://writing.upenn.edu/library/Marti_Jose_Our-America.html>

Vicki Ruiz, “Nuestra America: Latino History as United States History.” *Journal*

*of American History,* (2006).

Nuestra America

Cecilia Marquez, “Juan Crow and the Erasure of Blackness in the Latina/o South.” *Labor: Studies in Working Class History of the Americas*. Sep 2019, Vol. 16 Issue 3, p79-85.

Burgos Jr, Adrian. "Left Out: Afro-Latinos, Black Baseball, and the Revision of Baseball's Racial History." *Social Text* 27, no. 1 (2009): 37-58

**October 20** Visualizing Race, Ethnicity, and Nation: Methods

Casta Paintings: Inventing Race Through Art Reveals 18th-Century Attitudes on Racial Mixing," National Public Radio, http://www.npr.org/templates/story/story.php?storyId=3043790

José Luis Falconi, “No me Token, Or How to Make Sure We Never Lose the \* Completely” https://www.guggenheim.org/blogs/map/no-me-token-or-how-to- make-sure-we-never-lose-the-completely.

Sara Roffino, “Is Brazil’s Most Famous Art Movement Built on Racial Inequality?,” *Artnet*, 2018

**October 27 Week 10** Visit to Brooklyn Museum; **Literature Review Due October 26**

**November 3 Week 11** (Hybrid) *Latinos Beyond Reel* (Kanopy); Castañeda, Mari. "Television and its impact on Latinx communities." *The Oxford handbook of Latino studies* (2020): 462; Televisual Analysis

**November 17 Week 12** Afi Quinn, Rachel. "Spinning the Zoetrope: Visualizing the Mixed-Race Body of Dominican Actress Zoe Saldaña." *Latin American and Latinx Visual Culture* 1, no. 3 (2019): 44-59.

M. Báez, Jillian. "Performing Representational Labor: Blackness, Indigeneity, and Legibility in Global Latinx Media Cultures." *Feminist Media Studies* (2022): 1-16.

**Week 12 November 24**  **Thanksgiving Break**

**Week 13 December 1** Peer Feedback; **Draft Proposal Due November 28**

**Week 14 December 11** Peer Feedback and Presentations

**Finals Week Research Proposal Due**