LATINA/O STUDIES (Div. II)

Chair, Professor CARMEN WHALEN

Advisory Committee: Professor WHALEN, Associate Professors: CHAVOYA,***, FRENCH,** KITTLESON. Assistant Professors: BENSON, CEPEDA, JOTTAR,***, RUA, VARGAS**.

LATINA/O Studies is an interdisciplinary and comparative field of study that explores the histories and experiences of Latinas and Latinos in the United States. Latinas and Latinos include peoples who come from or whose ancestors come from Latin America and the Spanish-speaking Caribbean. The program seeks to cover the widest range of experiences, encompassing Mexican-Americans, Puerto Ricans, Cubans, and Dominicans, as well as more recent migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative approach, seek to provide students with the tools to continue their particular interests. Focusing on a diverse group, this program in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics globally and within the context of the United States. The program examines topics such as the political and economic causes of migration, the impact of globalization, economic incorporation, racialization, the formation and reformulations of identities and communities, the uses of urban spaces, inter-ethnic relations, artistic expression, aesthetics, and visual and popular culture.

THE CONCENTRATION

The concentration in Latina/o Studies requires five courses. Students are required to take the introductory course (LATS 105), one 400-level Latina/o Studies seminar, and three electives. Two electives must be core electives, and one elective can be a related course in Comparative Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required Courses

LATS 105 Latina/o Identities: Constructions, Contestations, and Expressions

One of the following 400-level seminars:

ARTH/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
LATS/AMST 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-making
LATS/AMST 409 Tracing the Roots of Routes: Comparative Transnationalism
LATS/HIST 471 Comparative Latina/o Migrations
LATS 481 Locating Latina/o Studies: Approaches to Latinidad

Students can check with the program chair to see if other courses not listed here might count as electives.

Two of the following core electives:

COMPL/LATS/RSLP 272/AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building
HIST/LATS 286 Latina/o History From 1846 to the Present
HIST/LATS/GWGST 386 Latinas in the Global Economy: Work, Migration, and Households
HIST/LATS/GWGST 387 Community Building and Social Movements in Latina/o History
LATS/ARTH 203 Chicana/o Film and Video
LATS/RSLP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS/AMST 240/COMP 210/LING 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context
LATS 241 Redefining the "Helping Hand": Community-based Approaches to Latinas/os in the Northern Berkshires
LATS/ARTH 258 Latina/o Installation and Site-Specific Art
LATS/AMST/THEA/255/COMP 326 Dance: Bodies in Latina/o Motion–last offered spring 2009
LATS/AMST 310 Latina Citiescapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers
LATS/AMST/AFR/256/GWGST 331 Sound and Movement in the Afro-Latin Diaspora–last offered fall 2008
LATS/COMP 338/AMST 339 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday
LATS/AMST 346/COMP 359 Latinas in and the Media: From Production to Consumption

One additional related course from either of the following subcategories OR from the core electives above:

Countries of Origin and Transnationalism

COMPL/LATS/RSLP 272/AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building
HIST 147 Women and Men in Twentieth-Century Latin America
HIST 148 The Mexican Revolution: 1910 to NAFTA
HIST/AFR 149 The 1959 Cuban Revolution: Preconditions, Proceses and Legacies, 1898–2009
HIST 243 Modern Latin America, 1822 to the Present
HIST 248 History of the Caribbean
HIST 342 Creating Nations and Nationalisms in Latin America
HIST/AFR/LEAD 355 "In Our Own Backyard?" U.S. and Latin American Relations
HIST 346 History of Modern Brazil
HIST/LEAD 360 The Spanish–American Wars
LATS/AMST/AFR 222/MUS 220 Rhythm and Jazz in America, Brazil, and Cuba – last offered fall 2007
PSCI 222 The United States and Latin America
PSCI 346 Mexican Politics
PSCI 349T Cuba and the United States
RLSP 200 (formerly 112) Latin–American Civilizations – last offered spring 2008
RLSP/COMP 230T Violent States, Violent Subjects: Nation-Building and Atrocity in 19th Century Latin America
RLSP 305/COMP 302T Latino Writing: Literature by U.S. Hispanics

Comparative Race and Ethnic Studies

AFR 100/COMP 214/ENGL 251 Defining the African Diaspora
AFR 200 Introduction to African Studies
AMST/AFR/LATS 403/COMP/ENGL 375 New Asian American, African American, Native American and Latina/o Writing
ARTH/LATS/AMST 462 Art of California: "Sunshine or Noir"
HIST/AMST 386 Cultural Encounters in the American West
History 380 Comparative American Immigration History
LATS 229/AMST 221 Introduction to Urban Studies: Shaping and Living the City
LATS/AMST/AFR/SOC 229 Race, Ethnicity and Education in the U.S. – last offered fall 2008
LATS/THEA 230/GWGST 231 Approaching Performance Studies
LATS/THEA 375 Performance and Its Traces
REL/LATS/AMST 227 Utopias and Americas

THE DEGREE WITH HONORS

Honors in Latina/o Studies may be granted to concentrators after an approved candidate completes an honors project, delivers a public presentation of the work, and is awarded an honors grade by her/his advisor and two other faculty readers. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

The honors project will be completed over one semester plus winter study. It may consist of a conventional research thesis of 40-70 pages or of other forms of presentation (e.g., video, art, theater). It may also combine a shorter research thesis with another medium.

To be accepted as a candidate for honors in Latina/o Studies, a student must meet these criteria:
1) Submit and earn approval of a project proposal in April of the junior year. The proposal should be no longer than 5 pages and should lay out the project’s aim and methodology, identify the student’s advisor for the work, and include evidence of competence in the necessary media for projects that include non-thesis forms.

2) Achieve a grade point average of at least 3.33 in LATS courses at the time of application.

Students admitted to the honors program must submit a 5-8 page revised proposal, with an annotated bibliography, by the end of the second week of classes in the fall semester of her/his senior year. They should register either for LATS 493 in the fall semester and LATS 031 in Winter Study, or for LATS 031 in Winter Study and LATS 494 in the spring semester. These courses will be in addition to the 5 courses that make up the regular concentration.

STUDY ABROAD

Study abroad and other off-campus programs offer excellent opportunities for students to build on, and expand, the intellectual interests they develop as part of the Latina/o Studies concentration. Through connections to various institutions in the U.S. and other nations, Latina/o Studies faculty can help place students in U.S. borderlands programs as well as programs in Mexico, Cuba, and other “countries of origin.” Any student seeking to include courses as part of a concentration in Latina/o Studies should feel free to contact the Program chair or other faculty. A maximum of 1 course taken away from Williams can count (as an elective) toward the completion of the concentration.

LATS 105(F) Latina/o Identities: Constructions, Contestations, and Expressions

What constitutes a Latina/o or a Hispana or Latina? At present, individuals living in the United States who are classified as such number approximately 40 million, constituting the country’s largest “minority” group. In this course, we will study the interdisciplinary field that has emerged in response to this growing population, as we focus on the complex nature of “identity.” Viewing identities as historically and socially constructed, we begin with a brief assessment of how racial, ethnic, class, and gendered identities take shape in the Hispanic Caribbean and Latin America. We then examine the impact of (imm)igration and the recategorization of identities in the United States. In week 5 we compare each group’s unique history, settlement patterns, and transnational activity. Identity is also a contested terrain. As immigrants and migrants arrive, the United States’ policymakers, the media, and others seek to define the “newcomers” along with long-term Latina/o citizens. At the same time, Latinas/os rearticulate, live, assert, and express their own sense of identity. In this light, we conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Format: discussion. Evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester.


Hour: 2:55-3:50 MR

RUA and CEPEDA

LATS 203 Chicana/o Film and Video (Same as Arth 203) (Not offered 2009-2010; to be offered 2010-2011)

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border region, Mass Media, and Latina/o, and Chicanas/as in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicanas/as-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. For the film screenings, the class will be scheduled as a lab. Evaluation will be based on one short paper, mid-term exam, final exam and take home essays.

No prerequisites. Enrollment limit: 30 (expected: 20). CHAVOYA

LATS 209(F) Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production (Same as Spanish 209)

This course emphasizes the acquisition and/or improvement of critical communication and analytical skills in Spanish for use both in and outside of the United States. We address all four of the primary language skills (listening, reading, writing, and speaking), with particular attention to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment. Through the use of meaningful materials and vocabulary taken from a variety of Spanish-language contexts—but with primary emphasis on the numerous U.S. Latina/o communities—this course aims to sharpen heritage speakers' sociolinguistic competency and ability to interpret Spanish-language musical, cinematic, and literary texts in the target language. Ultimately, students will be prepared for a variety of “real-world,” cross-cultural contexts and will be more knowledgeable regarding Latina/o cultural production.

Format: discussion. Evaluation will be based on class participation, several short writing assignments (1-3 pages each), two oral exams, and an oral presentation.


Hour: 1:10-2:25 MR

CEPEDA

LATS 220(F) Introduction to Urban Studies: Shaping and Living the City (Same as American Studies 221 and Environmental Studies 221)

Generally, cities have been described either as vibrant commercial and cultural centers or as violent and decaying urban slums. In an effort to begin to think more creatively about cities, this course introduces important topics in the interdisciplinary field of Urban Studies. Specifically, we will discuss concepts and theories used to examine the peoples and structures that make up cities: In what ways do socio-cultural, economic, and political factors affect urban life and development? How are cities planned and used by various stakeholders (politicians, developers, businesses, and residents)? How do people make meaning of the places they inhabit? We will pay particular attention to the roles of race, ethnicity, class, and gender in understanding and interpreting urban communities. Texts include works by anthropologists, historians, sociologists, cultural critics, cultural geographers, and literary writers.

Format: discussion. Evaluation will be based on class participation, group presentations and discussions, and 2 short essays (5-8 pages).


Hour: 11:20-12:35 TR

RAPHAEL

LATS 227 Utopias and Americas (Same as American Studies 227 and Religion 227) (Not offered 2009-2010)

(See under REL 227 for full description.)

LATS 230(F) Approaching Performance Studies (Same as Theatre 230 and Women and Gender Studies 231)

This course introduces important topics in the interdisciplinary field of theatre and performance studies and to its theoretical bases in anthropology, dramatic theory, poststructuralism, psychoanalytic theory, folklore, cultural studies, philosophy, feminist theory, and queer theory. We will devote particular attention to performances that reflect the complexity and diversity of race and ethnicity in the United States today. How are identities and ideologies negotiated through performance? We will see how local and national performances of identity. This course combines theory and practice in order to understand performance as a critical space. On the practical level, students are expected to attend three workshops with Professor Omar Sangare to experiment with their body, voice, and the stage. These workshops will provide the foundation for students’ final performance. This course also serves as the introduction course for the Performance Studies Program.

Format: requirements; several short writing assignments, attendance at live performances and workshops, final essay and final performance.


Hour: 11:00-12:15 MWF

JOTTAR

LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2009-2010) (W)

(See under MUS 232 for full description.)

E. D. BROWN

LATS 235(F) (formerly 335) Latina/o Theatre and Performance, 1950-2000 (Same as American Studies 235, Comparative Literature 268, Theatre 235 and Women’s and Gender Studies 235) (D)

This course examines Latina/o theatre and performance from the 1950’s to the late 1990’s. We will cover a broad range of theatrical practices, from mainstream Broadway productions to grass roots community actors, from site-specific interventions in the US/Mexico border region to the use of vernacular aesthetic practices such as choteo, relajo and rascuachismo. One of the course’s goals is to introduce some of the screenplays that have become canons within Chicana/o, Puerto Rican and Cuban theatre in the United States. The course also introduces the centrality of Latina feminist and queer thought to theater and performance. We will pay particular attention to the connections between these movements and popular culture, during an era that illustrates Latinas/os’ articulation of ethnic and cultural self-identification.

Format: discussion. Requirements: four short essays and one final essay.

No prerequisites. No enrollment limit (expected: 10).

Hour: 1:10-3:50 W

JOTTAR

LATS 240 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240, Comparative Literature 210, and Linguistics 254) (Not offered 2009-2010; to be offered 2010-2011) (D)

In this course we will focus on issues of language and identity in the contemporary literary production and lived experiences of various Latina/o communities. As such, how are cultural values and material conditions expressed through Latina/o language and literature? How does Latina/o identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o literary and linguistic practices serve as tools for social change?
Departing from an overview of common linguistic phenomena such as code-switching (popularly known as “Spanglish”) and Latina/o English, we will examine bilingual education, recent linguistic legislation, and the English Only movement. Throughout the course we will survey texts culled from a variety of literature and performance genres, ranging from the poetry of the Chicano and Puerto Rican Movements of the 1960s and 1970s to more recent theatrical pieces, novels, poetry, and short stories by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Jaime Manrique, Dolores Prida, Michelle Serros, and Helena María Viramontes, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of identity, power, community, race/ethnicity, gender, sexuality, class, and hybridity.

Format: Discussion. Requirements: class participation, several short writing assignments (1-5 pages each), an oral presentation, and a final exam.

No prerequisites. Enrollment limit: 15.}

CEPEDA

LATS 241 Redefining the “Helping Hand”: Community-Based Approaches to Latinas/os in the Northern Berkshires (Not offered 2009-2010; to be offered 2010-2011)

With a specific focus on the “politics of helping” with regard to the Northern Berkshires’ Latin American immigrant population, this course centers on the new face of Latina/o identity rooted in the region’s rural, as opposed to urban, spaces. We begin with an historic, political and cultural overview of both Berkshire County and the Latina/o populations who comprise the majority of its newest immigrants. Students will then be trained in formal interviewing techniques. After a brief period of information-gathering, establishing community contacts and interviewing Latina/o immigrant residents, each two-person student team will identify an experiential learning project that they feel best addresses a particular need within their partner organization and within the Latina/o immigrant community itself. Students will then be the option of working in conjunction with any one or more of the following individuals or organizations for the remainder of the semester: Brayton Elementary School’s English as a Second Language (ESL) program (North Adams), the Berkshire Immigrant Center (Pittsfield), Manos Unidas (Pittsfield), the Northern Berkshire Community Coalition (North Adams), Northern Berkshire Adult Basic Education, or local American VISTA members (Williamstown and North Adams). At the semester’s end, student teams will be required to present their partner organizations or individual community projects in keeping with the most pressing community needs identified in their initial research.

Format: Discussion and experiential learning. Requirements: class and site participation, several short writing assignments (1-5 pages each), and final presentation.

No prerequisites. Enrollment limit: 10. (expected 10).

CEPEDA

LATS 258 Latina/o Installation and Site-Specific Art (Same as ArtH 258) (Not offered 2009-2010; to be offered 2010-2011)

This course will explore the various forms of installation and site-specific artworks created by Latina/o artists for both museums and public space. We will examine the ways in which Latina/o artists have used space as a material in the production of artworks and how this impacts the works’ meanings and the viewer’s experience. Within the context of U.S. Latina/o culture and history, we will connect notions of space with ideas about cultural citizenship, civil rights, and social justice. A variety of art forms will be studied, from traditional to experimental, including murals, sculpture, performance, video, and several multimedia and inter-disciplinary projects. While establishing a historical lineage and theoretical frameworks for analyzing this growing genre, we will pay particular attention to how these works engage urban space and often challenge the institutional assumptions of museums and curatorial practice. Likewise, we will examine the important debates associated with various public art and museum installation controversies.

Format: Discussion. Requirements: two short papers, periodic research reports, final research paper, and presentation.

Prerequisites: Latina/o Studies 105 or ArtH 101-102 or permission of instructor. Enrollment limit: 19 (expected: 12). Preference to Latina/o Studies concentrators and to Art majors.

CHAOYA

LATS 272 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building (Same as American Studies 25, Comparative Literature 272 and Spanish 272) (Not offered 2009-2010) (D) (W)

(See under COMP 272 for full description.)

FRENCH

LATS 273(F) Scriptures and Race (Same as Africana Studies 273 and Religion 273)

(See under REL 273 for full description.)

HIDALGO

LATS 286(S) Latina/o History From 1846 to the Present (Same as History 286) (D)

(See under HIST 286 for full description.)

WHALEN

LATS 310 Latina/o Cityscapes: Mapping Place, Community, and Nationalism in U.S. Urban Centers (Same as American Studies 310) (Not offered 2009-2010; to be offered 2010-2011) (D)

This inter-disciplinary course examines the emergence of Latino cities in the US. We begin by exploring urban centers that came to be identified with certain Latina/o groups Puerto Ricans in New York, Mexicans in Los Angeles, and Cubans in Miami. We then turn to other Latina/o cities that have been historically overlooked given the popular and scholarly attention placed on New York, Los Angeles, and Miami. In our study of Latina/o cities, we will analyze the diverse histories of migration and settlement, intra-ethnic and inter-racial relations, community building and identity formation, and the racialization of urban spaces.

Finally, we will consider the situatedness of latinx in these urban environments contemplating how Latinos are shaped by and in turn shape the experience of the city in the US.

Format: seminar. Evaluation will be based on class participation, field research, 4 response papers (2 pages), a short field narrative (4 pages), a midterm essay (5-7 pages), and a final review essay (8-10 pages).


RUA

LATS 312(S) Chicago (Same as American Studies 312 and Environmental Studies 313)

“The city of big shoulders has plenty of room for diversity,” reads the official visitor’s website for the City of Chicago. Focusing on this claim, this course asks students to think critically about what kind room has been made for diversity—social, spatial, and ideological. Additionally we examine the ways in which diverse social actors have Shouldered their way into the imagined and physical landscape of the city. Working with ethnography, history, literature, critical essays, and popular culture, we will explore the material and discursive constructions of Chi-Town and urban life among its residents. Appreciating these constructions we also consider how Chicago has served as a key site for understandings of urbanity within a broader national and global context.

Format: discussion. Evaluation will be based on attendance and class participation, group presentations and discussions, and 2 short essays (5 pages) and a book report (10-15 pages).


Hour: 11:00-12:35 TR

RUA

LATS 332(S) Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (W) (D)

School life is often the frontline for debates over the relationship between cultural identity, intellectual abilities, and the production of knowledge. What should be taught, who should be taught, and how they should be taught frame the politics of schooling. Language has often taken center stage in these debates.

This course examines the effects of educational policies and practices on the development of Latina/o students and communities. We will also consider how these students and communities have resourcefully carved out spaces and made demands to meet their educational needs. Topics include school desegregation, bilingual education, immigrant walkouts and sit-ins as well as the origins and advancement of Chicano Studies, Puerto Rican Studies, and more recently Latino Studies programs on college campuses. Students will critically engage the major themes of the course in two essays as they also engage each other in the form of peer-reviews and other in-class writing workshop exercises. This course explores the experiences and expressions of racially and culturally diverse Latinas and Latinos, focusing on the myriad ways in which they confront, negotiate, and at times challenge dominant U.S. hierarchies of race, culture, gender and class.

Format: discussion. Evaluation will be based on class participation, writing workshop participation (and related assignments), group presentations, and two essays (12-15 pages).


Hour: 2:35-3:50 TF

RUA

LATS 338 Theorizing Popular Culture: Latinas/os and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (Not offered 2009-2010) (W) (D)

Via the critical analysis of select musical, cinematic, literary, and popular media texts, we will investigate the primary approaches to the study of popular expression and identity, with particular emphasis on Latina/o popular cultural production. This course will focus on the following questions: How is Latina/o identity expressed through the “popular” or the everyday? In which ways does the study of Latina/o popular culture illuminate our understanding of the Latina/o community’s history and culture? What methodologies or theoretical approaches are best suited to the analysis of the “here and now”? Employing a broad range of

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current Cultural Studies theories and methods, students will conduct an original semester-long research project and complete various ethnographic exercises in this analysis of the historical, socio-political, and artistic uses of popular culture among Latinas/os. 


CEPEDA

LATS 346 Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Comparative Literature 359) (Not offered 2009-2010; to be offered 2010-2011) (D) 

As Latina/o Studies and Media Studies scholars have long noted, the media plays a key role in the construction of (trans)national identities. As such, this interdisciplinary course will focus on the areas of advertising, print media, radio, television, media policy and audience studies in an attempt to answer the following: How do Latinas construct identity (and have their identities constructed for them) through the media? How are Latina/o community practices shaped by the media, and vice versa? What research methodologies best capture the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of consumer agency come into play? How might media provide a means for affecting social change at both the local and global levels? In what ways do popular media impact our understanding of race, gender, sexuality, class and nation? Readings include literary and theoretical works by contemporary writers and scholars such as Arlene Dávila, Alberto Fuguet, Vicki Mayer, Yeidy Rivero, América Rodríguez, and Angharad Valdivia. 

Format: discussion. Requirements: student participation, 1 student-led discussion period, several short papers throughout the semester (3-5 pages each), final exam. No prerequisites. No enrollment limit (expected: 10). 

CEPEDA

LATS 375(F) Performance and Its Traces (Same as Theatre 375) 

This is an inter-disciplinary video production workshop that explores visual strategies to produce and re-produce performance practices such as: performance art, ritual theater, dance, and media. It is taught as a performance as a historical site that produces knowledge in its relationship to the politics and power of representation, culture and memory. We will engage with various practices of documenting performance such as visual anthropology, docu-drama, ethnographic surrealism, dance for the camera, and other experimental approaches. In addition to the discussion of assigned readings, students will attend weekly video/film screenings, provide their own videos, and critique other students’ video projects. For their final projects, students will produce a video and write a final paper analyzing the production process in relationship to the theoretical readings from the course. 

Format: discussion. Requirements: several short response papers, four short video assignments, a final video project, and a final paper. No prerequisites. Latinx/a Studies 230 and/or ArtS 288 recommended. Enrollment limit: 10 (expected 10). Preference to Latinx/o Studies concentrators, and to Theatre, Art, Music, and Anthropology majors. Permission of instructor required. 

Hour: 7:00-9:40 M 

JOTTAR

LATS 386(S) Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women’s and Gender Studies 386) (D) 

(See under HIST 386 for full description.) 

WHALEN

LATS 387 Community Building and Social Movements in Latina/o History (Same as History 387 and Women’s and Gender Studies 387) (Not offered 2009-2010; to be offered 2010-2011) (D) 

(See under HIST 387 for full description.) 

WHALEN

LATS 397(F), 398(S) Independent Study 

LATS 403 New Asian American, African American, Native American, and Latina/o Writing (Same as Africana Studies 403, American Studies 403, Comparative Literature 375 and English 375) (D) 

(See under AMST-403 for full description.) 

WANG

LATS 405 Home and Belonging: Comparative Explorations of Displacements, Relocations, and Place-Making (Same as American Studies 405) (Not offered 2009-2010; to be offered 2010-2011) (W) (D) 

The metaphor of “home” and idea of “belonging” bring insight to theories and investigations centered on community building and identity formation within and across national borders. These connections give us an indication of what people value, what is worth fighting for, as well as what is considered expendable. Our objective in this course is to interrogate constructions of home and belonging by studying how individuals, communities, and nations are transformed by experiences of dislocation, migration, and renewed place-making. What are the ways a sense of belonging shapes these identities and the investments made in these formations? As students work through the theoretical parameters of the course, they will engage in comparative analysis that explore the role of “home” in shaping collective and individual identity. 

In this analysis of the historical, socio-political, and artistic uses of popular culture among Latinas/os. 

Format: seminar. Evaluation will be based on class participation, annotated bibliography, short essay, writing workshop participation (and related assignments), research paper related assignments, and a final research paper and presentation. 

Prerequisites: prior courses in Latino Studies, American Studies, or permission of instructor. Enrollment limit: 19 (expected 15). Preference given to senior Latino Studies concentrators and American Studies majors. 

RÚA

LATS 409(S) Tracing the Roots of Routes: Comparative Transnationalisms (Same as American Studies 409) (W) (D) 

In the age of satellite television, e-mail, and readily available international phone cards, transnationalism has rapidly become the norm as opposed to the exception. However, what does it really mean to “be transnational”? How do the lived experiences of transnational individuals and communities merge with (and differ from) theoretical notions of the transnational? How do the practices and concepts of diaspora, globalization, and transnationalism overlap? How does the growing number of transnational citizens and residents in this country shape “American” identity on the local, national, and global scales? In this interdisciplinary, comparative course we will analyze contemporary theories regarding the origins and impacts of transnationalism, key critiques regarding the field of transnational studies itself, and transnationalism’s role in the “New” American Studies. Case studies examined in this course include China, Colombia, the Dominican Republic, Haiti, Ireland, Italy, and the Philippines. 

Format: discussion. Evaluation to be based on student participation, the completion of an original research paper conducted in stages (abstract, annotated bibliography, outline, and multiple drafts), and peer editing. 


Hour: 1:30-2:50 W 

CEPEDA

LATS 462 Art of California: “Sunshine or Noir”? (Same as American Studies 462 and ArtH 462) (Not offered 2009-2010; to be offered 2010-2011) (W) (D) 

(See under ARTH 462 for full description.) 

CHAVOYA

LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation (Same as ArtH 464) (Not offered 2009-2010; to be offered 2010-2011) (W) (D) 

(See under ARTH 464 for full description.) 

CHAVOYA

LATS 471(F) Comparative Latina/o Migrations (Same as History 471) (D) (W) 

Since the 1970s, policymakers, scholars, the media, and popular discourses have used the umbrella terms “Hispanic” and “Latina/o” to refer to Mexicans, Puerto Ricans, Cubans, Dominicans and more recent immigrants from Central and South American countries. As a form of racial/ethnic categorization, however, these umbrella terms can mask widely divergent migration histories and experiences in the United States. In this course, we develop theoretical perspectives and comparative analyses to untangle a complicated web of similarities and differences among Latino groups. How important were their time of arrival and region of settlement? How do we explain differences in socioeconomic status? How fruitful and appropriate are comparative analyses with other racial/ethnic groups, such as African Americans or European immigrants? Along the way, we explore the emergence of Latina/o Studies as an interdisciplinary and comparative field of study, as well as methods used in Latino and Latina history, specifically oral histories, government documents, newspapers, and interdisciplinary approaches. In this EDI course, we ask whether the history and processes of racialization in the United States has created similarities and/or differences in each group’s experiences, and to what extent the field of Latina/o Studies offers an alternative to racial biases embedded in the dominant academic discourses. 

Format: seminar/discussion. Evaluation will be based on class participation and presentations, a proposal, an annotated bibliography, a short historiographical
LATS 481  Locating Latino Studies: Approaches to Latinidad (Not offered 2009-2010; to be offered 2010-2011) (D)
This course explores a variety of approaches used in the study of U.S. Latino populations. In other words, we are focusing on how we research individuals and communities that are categorized under the label Latinos. In particular, we will look at a range of text and evaluate their research design. We will also consider what makes a project a Latino studies project. Texts include works by anthropologists, sociologists, historians, cultural critics, and literary writers.
Format: discussion. Evaluation will be based on class participation, group presentations and discussions, and 2 short essays (5-8 pages).

RÚA

LATS 493(F)  Senior Honors Thesis
Students beginning their thesis work in the fall must register for this course and subsequentially for LATS 031 during Winter Study.
Prerequisite: approval of program chair. Enrollment limited to senior honors candidates.

LATS 031  Senior Honors Thesis
Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.
Prerequisite: approval of program chair. Enrollment limited to senior honors candidates.

LATS 494(S)  Senior Honors Thesis
Students beginning their thesis work in Winter Study must register for this course.
Prerequisites: approval of program chair and LATS 031.
Enrollment limited to senior honors candidates.