LATINA/O STUDIES (Div. II)

Chair, Associate Professor MARIA ELENA CEPEDA

Advisory Committee: Professor: WHALEN*. Associate Professors: CEPEDA, CHAVOYA, FRENCH, KITTLESON, RÚA. Assistant Professors: BENSON, HIDALGO, 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 the experiences of Latinas and Latinos from Mexico, Puerto Rico, Cuba, and the Dominican Republic, as well as more recent migrations from a wide variety of Central and South American countries. The courses, most of which use a comparative or interdisciplinary approach, seek to provide students with the tools to continue their work in areas of their particular interest. Focusing on a diverse group with a long history in the United States, which is also one of the fastest growing populations in the contemporary era, provides an opportunity to explore complex dynamics 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:
  - LATS/AMST 405 Home and Belonging: Displacements, Relocations, and Place-making
  - LATS/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
  - LATS/AMST 409 Transnational Lives in Global Contexts
  - LATS/ARTH 464 Latina/o Visual Culture: Histories, Identities, and Presentation
  - LATS/HIST 471 Comparative Latina/o Migrations

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:

- HIST/LATS 296 Latina/o History: From 1846 to the Present
- HIST/LATS/WGST 386 Latinas in the Global Economy: Work, Migration, and Households
- LATS/ARTH 203 Chicana/o Film and Video
- LATS/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
- LATS/220/AMST 221 Introduction to Urban Studies: Shaping and Living the City
- LATS/AMST/REL 224 Latina/o Religions
- LATS/AMST 240/COMP 210/LING 254 Latina/o Language and Literature: Hybrid Voices in Contemporary Context
- LATS/ARTH 258 Latina/o Installation and Site-Specific Art
- LATS/AMST 308 California: Myths, Peoples, Places
- LATS/HIST 352 Latina/o Politics
- LATS/AMST 310 Latina/o Cityscapes: Mapping Place, Community, and Latinidad in U.S. Urban Centers
- LATS/AMST 332 Latinos and Education: The Politics of Schooling, Language, and Latina/o Studies
- LATS/COMP 338/AMST 339 Popular Culture and the Dynamics of the Everyday
- LATS/AMST 346/COMP 359 Latinos in and the Media: From Production to Consumption
- REL/LATS/AMST 227 Utopias and Americas
- REL/LATS 309 Scriptures and Race

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

Countries of Origin and Transnationalism

- COMPL/LATS/RLSP 272/AMST 256 Literature of the Americas: Transnational Dialogues on Race, Violence and Nation-Building
- ENVI/COMP 239 Introduction to Ecocriticism: Transnational Dialogues on Nature and Culture
- 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: Precedents, Proceeesses 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 345 “To Our Own Backyard” U.S. and Latin American Relations
- HIST 346 History of Modern Brazil
- HIST 347 Democracy and Dictatorship in Latin America
- HIST/LEAD 360 The Spanish-American Wars
- HIST/AFR 448 Latin American and Caribbean Narratives: Testimonials, Historical Novels, and Travel Accounts
- HIST 492T History of Revolutionary Thought in Latin America
- PSCI 222 The United States and Latin America
- PSCI 346 Mexican Politics
- PSCI 349T Cuba and the United States
- REL/RLSP 200 (formerly 112] Latin-American Civilizations - last offered spring 2008]

Comparative Race and Ethnic Studies

- AFR 200 Introduction to African Studies
- AMST/ENGL 144 American Ethnic Detective Fictions and Variations
- AMST/AFR/LATS 403/COMP/ENGL 375 New Asian American, African American, Native American and Latina/o Writing
- ART/H/H/ART/AMST 462 Art of California: “Sunshine or Noir”
- HIST/AMST 368 Cultural Encounters in the American West
- HIST 380 Comparative American Immigration History

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 generally 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 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.

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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 their 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 other "other" Latin American and Caribbean countries. 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, or who, is a Hispanic or Latina/o? 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 "Latinidad." We will discuss the long history of Latin America and how that history has influenced 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 (in)migration and the rearticulation of identities in the United States, as 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 will conclude the course with an exploration of these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexuality, and social location, and national origins.
Format: discussion. Evaluation will be based on student participation and several short papers (1-5 pages) throughout the semester.

Hour: 1:10-3:25 WRF

CEPEDA AND WHALEN

LATS 203(F) Chicana/o Film and Video (Same as ArtH 203)

Chicano/a 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, Mexican Americans, and Chicana/o in both Hollywood film and independent media. We will consider how positions on nationalization, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood “border” and gang films before approaching Chicana/o-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.
Format: film screenings 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).

Hour: 9:55-11:10 TF

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. It is tailored to the unique needs of students who have received a majority of their exposure to the Spanish language in an informal/domestic environment, and whose schooling has largely taken place in the United States. We address all four of the primary language skills (listening, reading, writing, and speaking). Through the use of meaningful materials and vocabulary taken from a wide range of language settings—both with native speakers of Spanish and with language-minoritized speakers of the numerous U.S. Latina/o communities—this course aims to sharpen heritage speakers’ social, linguistic 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: 2:35-3:50 TF

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 cultural and commercial centers or as violent and decaying urban slums. In an effort to begin to think more critically 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 attendance and class participation, several short writing assignments (2 pages), two creative group projects and presentations, a midterm essay (8-10 pages) and final essay (8-10 pages).

Hour: 11:00-12:15 MWF

RÚA

LATS 224(S) U.S. Latina/o Religions (Same as American Studies 224 and Religion 224) (D)

In this course, we will engage aspects of Latin@ religious experiences, practices, and expressions in the United States of America. Some attention will be given to historical contexts in Iberia and Latin America, as well as questions of how one studies Latin@ religions. Most of the course, however, will examine moments where religious expressions intersect with politics, public culture, and daily life in the U.S.A. Given the plurality of Latin@ communities and religious lives in the U.S.A., we will engage certain selected religious traditions and practices by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film. Rooting ourselves in the social, political, cultural, and historical contexts in which particular Latin@ religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.
Format: discussion. Evaluation: based upon class participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final review essay.
No prerequisites; open only to first year students. *Enrollment limit: none (expected 15).

Hour: 9:35-11:10 TR

HIDALGO

LATS 227 Utopias and Americas (Same as American Studies 227 and Religion 227) (Not offered 2010-2011)

(See under REL 227 for full description.)

HIDALGO

LATS 232T Latin Music USA (Same as Music 232T) (Not offered 2010-2011) (W)

(See under MUSIC for full description.)

E. D. BROWN

LATS 240 Latina/o Language and Literature: Hybrid Voices in Contemporary Context (Same as American Studies 240 and Comparative Literature 210) (Not 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 Latin@ communities. As such, how are cultural values and material conditions expressed through Latin@ language and literature? How does Latin@ identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latin@ literacy 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 Latin@ 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 literary 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, Vicente HERNÁNDEZ CRUZ, Jaime MURATASU, Dolores Prida, Michel T. SERROS, and Helena María VIRAMONTES, among others. Both directly and/or indirectly, these texts address Latin@ 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.

CEPEDA

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

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, interactive, or participatory 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: lectures, readings, discussions, requirements: two short papers, periodic research reports, final research paper, and presentation.

CHA VOYA

LATS 272 Literature of the Americas: Transcultural Dialogues on Race, Violence and Nation-Building (Same as American Studies 272, Comparative Literature 272 and Spanish 272) (Not offered 2010-2011) (D)

(See under COMP 272 for full description.)

FRENCH

LATS 286 Latina/o History From 1846 to the Present (Same as History 286) (Not offered 2010-2011) (D)

(See under HIST 286 for full description.)

Core elective for Latina/o Studies concentration.
LATS 308(F) California: Myths, Peoples, Places (Same as American Studies 308)

"Now I wish you to know about the strangest thing ever found anywhere in written texts or in human memory...I tell you that on the right-hand side of the Indies there was an island called California, which was very close to the region of the Earthly Paradise. As far as we know, the name "California" was first written in this passage by García Rodríguez de Montalvo, ca. 1510. Within a few decades, it came to be placed first on the peninsula of Baja California and then upon a whole large region stretching along the Western Coast of North America. What aspects of this early myth still inform how we imagine California today? What are the different images that come to mind when you think of California and how might those images relate to other myths placed on California since 1510? In this course, we will examine some of the myths that surround California by looking at specific moments of interaction between the peoples who have come to make California home and the specific places in which they have interacted with each other.

Format: discussion. Evaluation: based upon class participation, short writing exercises, two 3- to 5-page book review essays, and a final project or a 10- to 15-page comparative review essay.

No prerequisites. Enrollment limit: none (expected 15).

Hour: 2:35-3:50 MR

LATS 309(S) (formerly 273) Scriptures and Race (Same as Africana Studies 309 and Religion 309)

(See under REL 309 for full description.)

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

This interdisciplinary course examines the emergence of Latina/o 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, ethnoraoral relations, community building and identity formation, and the racialization of urban spaces. Finally, we will consider the situatedness 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).


RÚA

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 Chu-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, 5 critical briefs (2-pages) and a book review essay (12-15 pages).


Hour: 8:30-9:45 TR

LATS 332 Latinos and Education: The Politics of Schooling, Language, and Latino Studies (Same as American Studies 332) (Not offered 2010-2011) (W) (D)

Schools have often become the focal point 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 met demands to meet their educational needs. Topics include school desegregation, bilingual education, student walk-outs 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).


RÚA

LATS 333 Popular Culture and the Dynamics of the Everyday (Same as American Studies 339 and Comparative Literature 338) (Not offered 2010-2011) (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 useful for addressing the role of the media in the analysis of the “here and now”? Employing a broad range of 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.

Format: discussion. Requirements: class participation, several short writing assignments (1-3 pages each), oral presentation, and a final paper (15-20 pages).


CEPEDA

LATS 346(S) Latinos/as and the Media: From Production to Consumption (Same as American Studies 346 and Comparative Literature 359) (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 Latinos 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 Rivera, and Angélica María Valdivieso. Individual projects will be negotiated.

Format: discussion. Requirements: student participation, 1 student-led discussion period, several short papers throughout the semester (3-5 pages each), final exam.


Hour: 11:00-12:15 MWF

CEPEDA

LATS 382 Latina/o Politics (Same as History 382 and Women's and Gender Studies 382) (Not offered 2010-2011) (D)

This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latino/a communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinas and Latinxs have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.

Format: discussion. Evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each); and a research paper (7-10 pages).


WHALEN

LATS 386 Latinas in the Global Economy: Work, Migration, and Households (Same as History 386 and Women’s and Gender Studies 386) (Not offered 2010-2011) (D)

(See under HIST 386 for full description.)

Core elective for Latina/o Studies concentration.

WHALEN

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

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LATS 403(S)  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: Displacements, Relocations, and Place-Making (Same as American Studies 405) (Not 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 constructions 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? Working with ethnography, history, memoir, literature, critical essays, and documentary film, we will consider the personal and political uses and meanings of memory, nostalgia, and imagination in “rooting” migrating subjects in place and time. Among the many case studies we will examine are the politics of homeland among Cuban-Americans, Native American and West Indian festivals, and place-claiming and racial sincerity among African Americans. This course explores the experiences and expressions of racialized populations in the United States, 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: seminar. Evaluation will be based on class participation, annotated bibliography, short essay (5 pages), writing workshop participation (and related assignments), research paper related assignments, and a final research paper (20-25 pages) 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 408(F)  Envisioning Urban Life: Objects, Subjects, and Everyday People (Same as American Studies 408) (W) (D)
What is the relationship between real life in urban communities and the multiple ways in which they are imagined? What does it mean to be “urban,” to live in an “urban community,” or to be the product of an “urban environment”? Who do we think the people are who populate these spaces? This course takes a critical look at specific populations, periods, and problems that have come to dominate and characterize our conceptions of the quality, form, and function of U.S. urban life. A few of the topics we will cover include historical accounts of the varied ways in which poverty has been studied; race, class, and housing; the spatial practices of urban youth and the urban elderly; and gendered perspectives on social mobility and community activism. Finally, this course will explore how diverse social actors negotiate responses to their socio-spatial and economic circumstances, and, in the process, help envision and create different dimensions of the urban experience. The course fulfills the Exploring Diversity Initiative requirement and as it explores how various forms of urban inequality affect the collective experience of social actors in diverse race and class categories. It focuses on the complex and contradictory ways in which urban residents confront, negotiate, and at times challenge social and structural inequalities and the changing political economy of U.S. cities.

Format: seminar. Evaluation will be based on attendance and class participation, class presentations, 4 short essays (4-5 pages), and a final paper (18-20 pages).

Prerequisites: prior course(s) in American Studies, Latina/o Studies, or permission of instructor; open to first year students. Enrollment limit: 19 (expected: 19). Preference given to senior Latina/o Studies concentrators and to senior American Studies majors.

Hour: 1:10-3:50 W

RÚA

LATS 409(S)  Transnational Lives in Global Context (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 compare? 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, Mexico, the Philippines, Puerto Rico, and Syria.

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: 1:10-3:50 W

CEPEDA

LATS 462  Art of California: “Sunshine or Noir” (Same as American Studies 462 and ARTH 462) (Not offered 2010-2011)
(See under ARTH 462 for full description.)

CHAVOYA

LATS 464  Latina/o Visual Culture: Histories, Identities, and Representation (Same as ArtH 464) (Not offered 2010-2011) (W) (D)
(See under ARTH 464 for full description.)

CHAVOYA

LATS 471  Comparative Latina/o Migrations (Same as History 471) (Not offered 2010-2011) (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 the 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 essay, and a research paper based in part on primary sources.


Group F

WHALEN

LATS 493(F)  Senior Honors Thesis
Students beginning their thesis work in the fall must register for this course and subsequently 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.