LATINA/O STUDIES (Div. II)
Chair, Professor C. ONDINE CHAVOYA (first semester)
Chair Professor CARMEN WHALEN (second semester)


Latina/o Studies is an interdisciplinary and comparative field of study that explores the histories, representations, 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 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 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 R

Required Courses

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

One of the following 400-level seminars:

ARTH 464/LATS 464 Latina/o Visual Culture: Histories, Identities, and Representation
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 408/AMST 408 Envisioning Urban Life: Objects, Subjects, and Everyday People
LATS 409/AMST 411/ WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 471/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:

LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 208/AMST 207/COMP 211 Introduction to Latina/o Literatures
LATS 209/RLSP 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
LATS 220/AMST 221/ENVI 221 Introduction to Urban Studies: Shaping and Living the City
LATS 224/AMST 224/REL 224 U.S. Latina/o Religions
LATS 240/AMST 240/COMP 210 Latina/o Language Politics: Hybrid Voices
LATS 245/COMP 249/WGSS 247/AFR 245/ENGL 245 "Queering the Color Line": Queer Black and Latina/o Literature
LATS 254/AMST 255/COMP 254/ENGL 243 U.S. Cuban Life Writing: Nationalism, Narrative, and Exile
LATS 258/ARTH 258 Latina/o Installation and Site Specific Art
LATS 266/HIST 266 Latina/o History, 1848 to the Present
LATS 312/AMST 312/ENVI 313 Chicago
LATS 318/AMST 318/REL 318/COMP 328/ENVI 318 California: Myths, Peoples, Places
LATS 330/AMST 330 Connective Approaches to Race, Ethnicity, and Diaspora
LATS 331/COMP 347/WGSS 335/ENGL 368 Chicana/Latina Feminist Literature and Thought
LATS 336/COMP 342/ENGL 365 Transnational Approaches to Latina/o and Indigenous Literature
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday
LATS 346/AMST 346 Latinas/os and the Media: From Production to Consumption
LATS 370/AMST 370/JLST 370/INST 370/SOC 370 Immigrant Social Movements: Bridging Theory and Praxis
LATS 382/HIST 382/WGSS 382 Latina/o Politics
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
REL 227/LATS 227/AMST 227/ENVI 227 Utopias and Americas
REL 309/AFR 309/LATS 309 Scriptures and Race
REL 326/LATS 426/WGSS 326/COMP 326 Queer Temporalities

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

Countries of Origin and Transnationalism
AFR 248/HIST 248 The Caribbean: From Slavery to Independence
ENVI 239/COMP 238 Introduction to Ecocriticism: North South Dialogues on Nature and Culture
HIST 143 Soccer and History in Latin America: Making the Beautiful Game
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 346 History of Modern Brazil
HIST 343/LATS 343 Conquistadors in the New World
HIST 347 Democracy and Dictatorship in Latin America
HIST 492 Revolutionary Thought in Latin America
MUS 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 349 Cuba and the United States
RLSP 306/COMP 302 Latino Writing: Literature by U.S. Hispanics
RLSP 402 Senior Seminar: Writing Latin American Environmental Crisis

**Comparative Race and Ethnic Studies**
AFR 200/AMST 200 Introduction to Africana Studies
AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403 New Asian American, African American, Native American, and Latina/o Writing
ARTH 462/AMST 462/LATS 462 Art of California: Pacific Standard Time
HIST 380 Comparative American Immigration History
LATS 206 Cycle of Socialization: Understanding Similarities, Bridging Differences
PSCI 346/LATS 345 Race in Latin American Politics
WGSS 240/AMST 241/LATS 241/THEA 241 Performing Masculinity in Global Popular Culture

**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.

**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 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. You can find general study away guidelines for Latina/o Studies [here](#).

**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 “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 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 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.

**Class Format:** discussion

**Requirements/Evaluation:** evaluation to be based on student participation and several short papers (1-5 pages) throughout the semester

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 20-25

**Enrollment Preferences:** Latina/o Studies concentrators

**Dept. Notes:** required course for concentration in Latina/o Studies

**Distributional Requirements:**

Division 2

**Other Attributes:**

AMST Comp Studies in Race, Ethnicity, Diaspora

**Fall 2014**

LEC Section: 01 MWF 11:00 12:15 Instructor: C. Ondine Chavoya and Carmen Whalen

**LATS 203 Chicana/o Film and Video (D)**

**Crosslistings:** LATS 203/ARTH 203/WGSS 203/AMST 205

**Primary Crosslisting**

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, Mexican Americans, and Chicana/o 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 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. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.

**Class Format:** film screenings will be scheduled as a lab
Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
INST Borders, Exiles + Diaspora Studies Electives
LATS Core Electives

Not Offered Academic Year 2014-2015
LEC Instructor: C. Ondine Chavoya

LATS 206 Cycle of Socialization: Understanding Similarities, Bridging Differences (D)
This course offers an overview of social identity development theories, social & cultural diversity, and societal manifestations of power, privilege and oppression within American society. How do the groups you belong to impact your life experiences (do they)? Are we predisposed to being in conflict or can diverse peoples form a harmonious community? We will identify the tools and strategies that social scientists, activists, and educators have employed in order to bridge the gaps across our differences. Topics include: race, ethnicity and racism; social class and classism; sex, gender and sexism; and sexual orientation. This course is designed to provide students the opportunity to relate their own life experiences to social science theories, research, and practice. Theorists whose work we will read include Beverly Tatum, Gordon Allport, Urie Bronfrenbrenner, bell hooks, Peggy McIntosh, Claude Steel, and many others.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on a series of short papers, final paper or project, and active participation in class discussions
Prerequisites: none; sophomores and juniors will be given priority
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
ASAM Related Courses
LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2014-2015
SEM Instructor: Taj Smith

LATS 208(F) Introduction to Latina/o Literatures (D)
Crosslistings: LATS 208/AMST 207/COMP 211/ENGL 251
Primary Crosslisting
This discussion course serves as an introduction; the reading list is not meant to be exhaustive or comprehensive, but will rather provide a sampling or range of texts for students to engage. We will explore a number of readings across different genres (the novel, play, poem, short story, graphic novel). Students will endeavor to understand how each author defines Latinidad. What characterizes Latina/os for each of these writers and how do their works articulate the historical conditions out of which they emerge? How is Latina/o literature marked by notions of language, nationality, gender, sexuality, class, race, politics, form, and genre? The readings will provide both a survey of general ideas in the study of Latina/o literatures as well as specific case studies and historical examples from which we will extrapolate about the larger field. Readings include works by Tómas Rivera, Cristina García, Cristy C. Road, Oscar Zeta Acosta, Junot Díaz, Alisa Valdes Rodríguez, and more. This course fulfills the Exploring Diversity Initiative requirements as it offers students a comparative study of cultures and societies by examining the U.S. racial project of constructing a Latina/o person out of various peoples. Additional attention is given, under the rubric of power and privilege, to the specific economic and political institutions that structure Latina/o cultural production.
Class Format: lecture
Requirements/Evaluation: students will be evaluated based on weekly online discussion forum posts, two short papers, a midterm exam, a final comprehensive project, as well as classroom participation
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 20
Enrollment Preferences: LATS concentrators, AMST and Comp Lit majors
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under AMST or LATS
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
LATS Core Electives

Fall 2014
LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

LATS 209 Spanish for Heritage Speakers: Introduction to Latina/o Cultural Production
Crosslistings: LATS 209/RLSP 209
Primary Crosslisting
This lecture and discussion course focuses on the acquisition and 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 materials and vocabulary taken from a variety of real-life contexts, but with primary emphasis on the diverse U.S. Latina/o communities, this course aims to sharpen heritage speakers’ sociolinguistic competency and ability to interpret musical, cinematic, and literary texts in Spanish.
Class Format: discussion
Instructor: Maria Elena Cepeda

LATS 220 Introduction to Urban Studies: Shaping and Living the City
Crosslistings: LATS 220/AMST 221/ENVI 221

Primary Crosslisting
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 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.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance and class participation, several short writing assignments (1-2 pages), two creative group projects and presentations, a midterm essay (5-7 pages) and final essay (8-10 pages)

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 20

Enrollment Preferences: first and second year students as well as American Studies majors and Latina/o Studies concentrators

Extra Info: may not be taken on a pass/fail basis

Distributional Requirements:
Division 2

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ASAM Related Courses
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
EXPE Experiential Education Courses
INST - Urbanizing World Electives
LATS Core Electives

Not Offered Academic Year 2014-2015
LEC Instructor: Merida Rua

LATS 224 U.S. Latina/o Religions (D)
Crosslistings: LATS 224/AMST 224/REL 224

Primary Crosslisting
In this course, we will engage aspects of Latina/o 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 Latina/o religions. Most of the course, however, will examine moments where religious expressions intersect with politics, popular culture, and daily life in the U.S.A. Given the plurality of Latina/o 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 Latina/o religious formations arose, this Exploring Diversity Initiative course also examines issues of social and institutional power relations that influence particular religious formations.

Class Format: discussion

Requirements/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

Prerequisites: none

Enrollment Limit: none

Expected Class Size: 15

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives

Not Offered Academic Year 2014-2015
LEC Instructor: Jacqueline Hidalgo

LATS 227 Utopias and Americas
Crosslistings: REL 227/LATS 227/AMST 227/ENVI 227

Secondary Crosslisting
Where does the term “new world” come from? What do we mean by “utopia,” “utopian,” and “utopianism?” What relationships exist between the people who imagine utopias and the lands they inhabit? This course considers the relationship between utopian imaginations and the imaginations of the lands and peoples in the Western hemisphere. We will spend some time studying utopian theory, ancient proto-utopias, and utopias in Latin America, though our main focus will be on particular examples of utopianism in the U.S.A. We will attend to particular instances of utopian social dreaming that re-imagine time, space, environment, gender, family, education, and power. While the U.S.A. is the main focus of the class, students...
are encouraged to pursue and bring to class utopian perspectives from other parts of the Americas. Students are also strongly encouraged to take questions from class and engage utopian images not listed on this syllabus but pertinent to our classroom learning.

**Class Format:** seminar

**Requirements/Evaluation:** participation, two essays, final take-home examination

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Distributional Requirements:** Division 2

**Other Attributes:**
- Latin American and Hispanic Studies Electives
- LATS Core Electives
- REL Latin American and Caribbean Studies Courses
- REL Latin American and Caribbean Studies Electives

**Not Offered Academic Year 2014-2015**

**SEM Instructor:** Jacqueline Hidalgo

**LATS 240(S) Latina/o Language Politics: Hybrid Voices (D)**

**Crosslistings:** LATS 240/AMST 240/COMP 210

- **Primary Crosslisting**
- **Secondary Crosslisting**

**Description:**
In this course we will focus on issues of language and identity in the contemporary linguistic practices and literary production of various Latina/o communities. We will ask: 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? Building on an overview of common linguistic phenomena such as code-switching (popularly known as "Spanglish") and Latina/o English, we will also examine bilingual education, recent linguistic legislation, and the English Only movement.

Throughout the course we will survey texts culled from a variety of literary genres, including theatre, autobiography, novels, and poetry by writers such as Sandra Cisneros, Junot Díaz, Martín Espada, Víctor Hernández Cruz, Dolores Prida, Richard Rodríguez, and Michele Serros, among others. Both directly and/or indirectly, these texts address Latina/o language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

**Class Format:** seminar

**Requirements/Evaluation:** participation, two essays, final take-home examination

**Prerequisites:** none

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, Comparative Literature majors by seniority

**Distribution Notes:** meets Division 2 requirement if registration is under LATS or AMST; meets Division 1 requirement if registration is under COMP

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- AMST Arts in Context Electives
- AMST Comp Studies in Race, Ethnicity, Diaspora
- LATS Core Electives

**Spring 2015**

**SEM Section:** 01 MR 01:10 02:25  Instructor: Maria Elena Cepeda

**LATS 241(S) Performing Masculinity in Global Popular Culture (D)**

**Crosslistings:** WCSS 240/AMST 241/LATS 241/THEA 241/SOC 240

- **Primary Crosslisting**
- **Secondary Crosslisting**

**Description:**
This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

**Class Format:** seminar

**Requirements/Evaluation:** masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 20

**Enrollment Preferences:** in the event of over-enrollment, a short statement of interest will be solicited

**Distribution Notes:** meets Division 2 requirement if registration is under AMST, LATS, SOC or WCSS; meets Division 1 requirement if registration is under THEA

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- AMST Arts in Context Electives
- LATS Core Electives

**Spring 2015**

**SEM Section:** 01 W 01:10 03:50  Instructor: Gregory Mitchell
LATS 245(F) "Queering the Color Line": Queer Black and Latina/o Literature (D)
Crosslistings: LATS 245/AFR 245/COMP 245/ENGL 245/WGSS 247

**Primary Crosslisting**
This course takes part of its title from Siobhan Somerville’s critical study published in 2000, and takes its cues, as Somerville has, from W.E.B Dubois’s statement in *The Souls of Black Folk* that “the problem in the Twentieth Century is the problem of the color line.” Thus, in this course, we will ask: How have Black and Latina/o critics and writers developed, critiqued, and re-imagined queer literature and queer studies to address the complexities of racialization, as well as gender, sexuality, class, disability, and citizenship? This question, and our examination of the politics of self-identification and confessionary forms, will guide our discussions throughout the course. Texts may include works by James Baldwin, Rigoberto González, Jackie Kay, Cherrie Moraga, Crystal Road, and Tatiana de la Tierra, in addition to selections from the anthologies *Black Queer Studies*, *Guy Latino Studies: A Critical Reader*, *This Bridge We Call Home: Radical Visions for Transformation*, and others that will be available in a course reader.

**Class Format:** seminar

**Requirements/Evaluation:** students will be evaluated based on participation, short essays, and a final group presentation on the queering of contemporary pop culture

**Prerequisites:** none

**Enrollment Limit:** 18

**Expected Class Size:** 16

**Enrollment Preferences:** LATS concentrators

**Extra Info:** may not be taken on a pass/fail basis; not available for the Gaudino option

**Distributional Requirements:**
Division 2
Exploring Diversity

**Other Attributes:** LATS Core Electives

*Fall 2014*

SEM Section: 01 TR 11:20 12:35 Instructor: Alma Granado

LATS 254(S) U.S. Cuban Life-Writing: Nationalism, Narrative, and Exile (D)
Crosslistings: LATS 254/AMST 255/COMP 254/ENGL 243

**Primary Crosslisting**
This course introduces students to the genres of life-writing that have become principal forms of artistic, social, and cultural expression amongst Cubans in the United States. Learning about several examples of life-writing including memoir, autobiography, testimonio, and the bildungsroman, students will question how literary form is linked not only to culture but also to the social, economic, and political conditions out of which authors and writings emerge. Common themes or narrative arcs across U.S. Cuban life-writing will be charted throughout the semester in order to understand the currency of particular stories of exile, displacement, and the American dream. The primary question of the course asks: how, and towards what ends, are the genres of life-writing utilized, adapted, and revised by those disavowed by the nation? Readings will include works by Eduardo Machado, Carlos Eire, Virgil Suarez, Gustavo Perez Firmat, Olga Karman, Evelio Grillo, Pablo Medina, Emilio Bejel, Mirta Ojita, and Emilio Estefan. This course works under the Exploring Diversity Initiative's theme of empathetic understanding allowing students to think through the experiences of exile, as well as the theme of power and privilege, examining how U.S. Cuban exile and writing about it has been structured by political, social, and economic institutions.

**Class Format:** lecture

**Requirements/Evaluation:** students will be evaluated based on weekly journal writings, two short papers, a final comprehensive project, as well as classroom participation

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** LATS concentrators

**Distribution Notes:** meets Division 1 requirement if registration is under COMP and ENGL; meets Division 2 requirement if registration is under AMST or LATS

**Extra Info:** may not be taken on a pass/fail basis; not available for the Gaudino option

**Distributional Requirements:**
Division 2
Exploring Diversity

**Other Attributes:** LATS Core Electives

*Spring 2015*

LEC Section: 01 TR 09:55 11:10 Instructor: Jesús Hernández

LATS 258 Latina/o Installation and Site-Specific Art
Crosslistings: LATS 258/ARTH 258

**Primary Crosslisting**
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.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** two short papers, periodic research reports, final research paper, and presentation

**Prerequisites:** LATS 105 or ARTH 101-102 or permission of instructor

**Enrollment Limit:** 19

**Expected Class Size:** 12

**Enrollment Preferences:** Latina/o Studies concentrators and to Art majors

**Distribution Notes:** meets Division 2 requirement if registration is under LATS; meets Division 1 requirement if registration is under ARTH

**Distributional Requirements:**
Division 2

**Other Attributes:** AMST Arts in Context Electives
AMST Space and Place Electives
LATS Core Electives
LATS 286(S) Latina/o History, 1848 to the Present (D)
Crosslistings: LATS 286/HIST 286

Primary Crosslisting
From 1848 to the present, Latina/o communities have taken shape in the United States through conquest and migration. Why and when have distinct Latina/o groups come to have sizeable communities in different regions of the United States? U.S. imperialism and foreign policies, as well military, political and economic ties between the United States and the various countries of origin define the political and economic contexts in which people leave their homes to come to the United States. In their search for low-wage labor, U.S. employers have recruited workers from Latin America and the Hispanic Caribbean. Mexicans, Puerto Ricans, Cubans, Dominicans, Guatemalans, and Salvadorans, as well as others, have responded to labor recruitment and have also relied on networks of family and friends to seek a better life in the United States. What do the histories of these distinct Latina/o groups share and where do their experiences diverge? This EDI course examines the racial dynamics at play in the formation of Latina/o communities, as well as the impact of U.S. hierarchies of race, ethnicity, gender and class on the labor histories of Latinas and Latinos.

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on class participation and group presentations, short writing assignments, two short essays, and a final essay
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group F Electives - U.S. + Canada
LATS Core Electives

Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Carmen Whalen

LATS 306(S) Queer of Color Critique: Race, Sex and Urban Life (D)
Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304

Secondary Crosslisting
This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.

Class Format: discussion/lecture
Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 15
Enrollment Preferences: WGSS majors, students considering a WGSS major
Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP

Distributional Requirements:
Division 2
Exploring Diversity
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Critical and Cultural Theory Electives
ASAM Related Courses
WGSS Racial Sexual + Cultural Diversity Courses
WGSS Theory Courses

Spring 2015
LEC Section: 01 TR 11:20 12:35 Instructor: Gregory Mitchell

LATS 309 Scriptures and Race
Crosslistings: REL 309/AFR 309/LATS 309

Secondary Crosslisting
What are "scriptures," and what is "race"? How and why did these two terms come to have any relationship to each other? How and why do peoples engage "scriptures"? In what ways have "scriptures" informed how peoples imagine themselves and others? How did "scriptures" and "race" inform each other in modern colonialists and imperialisms? In this course, we will examine the ways that "scriptures" have been employed in order to understand and develop notions of "race," and we will examine how ideas about "race" have informed the concept of "scriptures" as well as practices of scriptural interpretation. While this course will focus on the relationships between constructions of "race" in the post-1492 American world and "Christian scriptures," we will also consider a few other historical moments and places where "race" is engaged, as well as other texts and practices identified with "scriptures."

Class Format: lecture/discussion
Requirements/Evaluation: evaluation based upon participation, short writing exercises, a 5- to 8-page take-home midterm essay, and a 10- to 15-page final essay
Prerequisites: none
Enrollment Limit: 20
Expected Class Size: 15
Distributional Requirements:
Division 2
"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.

**Class Format:** discussion

**Requirements/Evaluation:** 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)

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Enrollment Preferences:** American Studies majors, Latina/o Studies concentrators and students who have taken LATS 220/AMST 221/ENVI 221

**Distributional Requirements:** Division 2

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives ENVP SC-B Group Electives LATS Core Electives

*Not Offered Academic Year 2014-2015

LEC  Instructor: Merida Rua

LATS 313(F) Gender, Race, and the Power of Personal Aesthetics (D)

**Crosslistings:** LATS 313/AMST 313/WGSS 313

**Primary Crosslisting**

This course focuses on the politics of personal aesthetics among U.S. women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethnico-racial identity, and class inform personal style, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal aesthetics among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as a tactic of resistance challenge traditional understandings of what it means to be a "feminist" in the first place? Readings include works by Susan Bordo, Ginetta Candelario, Patricia Hill Collins, Amira Jarmakani, Nadine Naber, Lisa Nakamura, Frances Negron-Muntaner, Kobena Mercer, and Catherine Ramírez, among others.

**Class Format:** seminar

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:** Division 2

**Other Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

*Not Offered Academic Year 2014-2015

LEC  Instructor: Maria Elena Cepeda

LATS 318 California: Myths, Peoples, Places (W)

**Crosslistings:** LATS 318/AMST 318/REL 318/COMP 328/ENVI 318

**Primary Crosslisting**

"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 Garcí 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 region stretching up the Western coast of North America. What aspects of this vision are still drawn upon in how we imagine California today? How did certain narratives of California come to be, who has imagined California in certain ways, and why? What is the relationship between certain myths, the peoples who have imagined them, and the other peoples who have shared California dreams? In this course, we will examine some of the myths that surround California by looking at a few 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. Of special interest will be imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as "sprawling multicultural dystopia," and California as "west of the west."

**Class Format:** seminar

**Requirements/Evaluation:** this course will be mostly discussion oriented, with grading based upon participation, short writing exercises, one 3-page review essay with mandatory revision, one 5- to 8-page midterm review essay, and a final 10- to 15-page comparative review essay
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 15
Enrollment Preferences: none
Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under LATS, AMST, ENVI or REL
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
LATS Core Electives

LATS 330 Connective Approaches to Race, Ethnicity, and Diaspora
Crosslistings: LATS 330/AMST 330
Primary Crosslisting
This course explores the overlapping, intersecting, and intertwined experiences of distinct enthioracial communities in the United States. Students will investigate these experiences from a relational and connective point of view to tease out the contested meanings of nation, citizenship, community, rights, and struggle. For example, we will examine the 1947 school desegregation case involving Mexican Americans in California, Mendez v. Westminster, and its relationship to African American civil rights, Puerto Rican migration, and Japanese internment. Mendez v. Westminster, when approached from a connective perspective, reveals a multiracial and diasporic landscape that is more complex than previously considered. A connective approach to Race, Ethnicity, and Diaspora allows us to uncover important episodes of collaboration and tension that have been rendered invisible when studied independently. Working with ethnography, history, literature, critical essays, visual culture, and popular culture, this course focuses on the complicated bonds among multiracial constituencies and potential future forms of collaboration.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on attendance, class participation, writing/discussion exercises, short papers, and a final project
Prerequisites: course work in American Studies and/or Latina/o Studies, or consent of instructor
Enrollment Limit: 20
Expected Class Size: 16
Enrollment Preferences: Latina/o Studies concentrators and American Studies majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements:
Division 2
Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
LATS Core Electives

Not Offered Academic Year 2014-2015
SEM Instructor: Jacqueline Hidalgo

LATS 331(S) Chicana/Latina Feminist Literature and Thought
Crosslistings: LATS 331/COMP 347/ENGL 368/WGSS 335
Primary Crosslisting
This seminar surveys a broad selection of works by Chicana and Latina authors. Foundational texts within Chicana feminism by Norma Alarcon, Gloria Anzaldúa, Cherríe Moraga, and Emma Pérez will situate our readings of the diverse corpus of literature produced by Chicana/Latina authors in the United States, including Julia Alvarez, Ana Castillo, Sandra Cisneros, Cristina García, and Helena Maria Viramontes. Readings of novels, short stories, poems, essays, and plays by Chicana, Cuban American, Puerto Rican, and Dominican American authors provide students with a range of experiences and literary styles that comprise this body of works. Students will ask how the diversity of these texts (in style, in author, in subject) bespeak a shared or distinct experience across differences. Particular attention will be given to the challenges that Chicana/Latina thinkers and writers pose towards the studies of nationalist movements, literary genres, cultural production, and feminisms.
Class Format: seminar
Requirements/Evaluation: students will be evaluated on weekly write-ups, in-class presentations on the readings, three short papers, and a final annotated bibliography
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 14
Enrollment Preferences: seniors/juniors and LATS concentrators
Distributional Requirements:
Division 2
Other Attributes:
LATS Core Electives

Spring 2015
SEM Section: 01 TF 01:10 02:25 Instructor: Jesús Hernández

LATS 335(F) Race, Gender, and Performance from Literature to Social Media (D)
Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/TEA 322
Secondary Crosslisting
What different conversations around the topic of "diversity" might be had if we think of race, gender, and sexuality as performative? How might the analytic of performance equip us in this course to identify marginalized modes of being and to enact anti-xenophobic strategies for everyday practice? In this course we will study multiple forms of contemporary performance (including performance art, visual art, sound art, social media, literature, politics, and performance of everyday life) by artists of diverse racial, gender, and sexual identification to think about belonging and alternative forms of world-making.
We will explore these questions in a United States context through engagement with cultural texts that destabilize ideological binaries of female/male, white/black, heterosexual/homosexual, subject/object, and human/non-human, including scholarship in critical ethnic studies, queer of color critique, and affect studies. We will begin with linguistic philosopher J.L. Austin's theory of the performative speech act, and proceed with theorists including Judith Butler and José Esteban Muñoz to consider gender and racial performativities. Artists studied will range from the
conceptual (including Adrian Piper, Nao Bustamante, and Yoko Ono) to the popular (including Rihanna, Miley Cyrus, R. Kelly). This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This ED course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.

**Class Format:** seminar

**Requirements/Evaluation:** in-class participation, student presentation, two reading responses, performance analysis, office hours meeting, end-of-term paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 15

**Extra Info:** meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

**Distributional Requirements:**
- Division 2
- Exploring Diversity

**Other Attributes:**
- ASAM Related Courses
- WGSS Racial Sexual + Cultural Diversity Courses
- WGSS Theory Courses

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**Fall 2014**

SEM Section: 01 W 01:10 03:50 Instructor: Vivian Huang

**LATS 336(S) Transnational Approaches to Latina/o and Indigenous Literature**

**Crosslistings:** LATS 336/COMP 342/ENGL 365

**Primary Crosslisting**

Transnational approaches in literature, history, and cultural studies have become increasingly popular in the last two decades. This course will focus on transnational studies in literature. We will begin by studying the transnational turn in American studies and cultural studies, including cultural criticism and representations of border cultures. We will transition into the influence of transnationalism in literary criticism including its accompanying critiques, particularly from Native American and indigenous scholars on the perceived erasure of indigenous alterity and sovereignty. Students will gain an understanding of the interdisciplinary nature of critical transnational approaches; the influence of transnationalism in de-centering the nation as a unit of analysis, while remaining attuned to how the local remains anchored in nationalistic discourse; and how this turn has influenced literary criticism. The second half of the course will focus on reading and discussing Latina/o and indigenous literatures through the lens of transnationalism. Texts may include works by Sandra Benitez, Junot Diaz, Craig Santo Perez, and Leslie Marmon Silko, as well as critical work by Shelley Fisher Fishkin, Shari Huhndorf, Anibal Quijano, and Ramón Saldívar.

**Class Format:** seminar

**Requirements/Evaluation:** students will be evaluated based on participation, submissions to an online learning community, and a seminar paper that will require the submission of an annotated bibliography, proposal, and abstract

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 14

**Enrollment Preferences:** junior and senior LATS concentrators

**Extra Info:** may not be taken on a pass/fail basis; not available for the Gaudino option

**Distributional Requirements:**
- Division 2

**Other Attributes:**
- LATS Core Electives

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**Spring 2015**

SEM Section: 01 TF 02:35 03:50 Instructor: Alma Granado

**LATS 338 Latina/o Musical Cultures: Gender, Race, Sexuality and the Dynamics of the Everyday (D) (W)**

**Crosslistings:** LATS 338/AMST 339/WGSS 338

**Primary Crosslisting**

In this class we will investigate Latina/o popular musical and dance forms, with particular emphasis on questions of gender, sexuality, and ethno-racial identity. We will focus on the following questions, among others: How are the various facets of Latina/o identity expressed through the “popular” or the everyday? In what ways do categories of difference such as gender, sexuality, and ethno-racial identity inform the performance as well as the interpretation of Latina/o musical forms? How are we to understand cultural phenomenon such as the most recent Latin music “boom”? Employing cultural studies concepts and methods, students will conduct an original semester-long research project in stages and complete one ethnographic exercise.

**Class Format:** seminar

**Requirements/Evaluation:** class participation, one semester-long original research project conducted in stages, one ethnographic exercise

**Prerequisites:** prior courses in AMST, LATS, or WGSS; not open to first-year students

**Enrollment Limit:** 12

**Expected Class Size:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, Women’s, Gender, and Sexuality Studies majors, and American Studies majors by seniority

**Extra Info:** may not be taken on a pass/fail basis

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- AMST Critical and Cultural Theory Electives
- INST Borders, Exiles + Diaspora Studies Electives
- LATS Core Electives
- WGSS Racial Sexual + Cultural Diversity Courses
- WGSS Theory Courses

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**Not Offered Academic Year 2014-2015**

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LATS 343 Conquistadors in the New World
Crosslistings: HIST 343/LATS 343

Secondary Crosslistings:
The Spanish conquest of the Americas happened with astonishing rapidity: Christopher Columbus entered the Caribbean in 1492; Hernando Cortes completed the conquest of the Aztecs of central Mexico in 1521; Francisco Pizarro triumphantly entered the Inca capital Cuzco, in Peru, in 1533. Other conquistadors pushed north to the Carolinas and California, south to the Tierra del Fuego and the River Plate, and across the Amazon basin to the Atlantic. “We came,” wrote the conquistador Bernal Díaz del Castillo, “to serve God, and our King, and to get rich.” Their deeds were legendary, the courage, daring, and endurance remarkable. They were also notoriously quarrelsome, greedy, and cruel. Before their onslaught the major civilizations of the New World crumbled—destroyed or changed beyond recognition. Rarely in history have so few conquered so many so quickly. The conquest of the New World has both excited and appalled the human imagination for more than five centuries. Many questions remain to be answered or are still capable of provoking controversy. Who exactly were the conquistadors? What motivated them? What meaning did they themselves assign to their actions? How could they justify their many misdeeds? How did they develop their sense of the Other? Why did resistance by indigenous peoples and regimes ultimately fail? Was the conquest somehow preordained? What mixture of human agency, culture, technology, religion, nature, and biology can best explain the results of this encounter between the conquistadors and the Amerindian worlds?

Class Format: lecture/discussion
Requirements/Evaluation: evaluation will be based on four short essays, class presentations, and a self-scheduled final exam
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 30
Enrollment Preferences: History majors
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements:
Division 2
Other Attributes:
HIST Group C Electives - Europe and Russia
HIST Group D Electives - Latin America + Caribbean
HIST Group G Electives - Premodern
LATS Countries of Origin + Transnationalism Elect

Not Offered Academic Year 2014-2015
LEC Instructor: James Wood

LATS 345(S) Race in Latin American Politics (W)
Crosslistings: PSCI 346/LATS 345

Secondary Crosslistings:
This course examines the political practice of racial identity in Latin America. It will consider how constructions of race and ethnicity in Latin America and the Caribbean shape notions of group identity and membership, and how notions of group identity affect political attitudes, participation, and mobilization. The course will also look at the effect of racial identity on candidate evaluation and voting preferences in a number of Latin American nations and across the Latino electorate in the United States.

Class Format: seminar
Requirements/Evaluation: three 1-page paper evaluations; three 3-page reflective essays; a 12-page research proposal
Prerequisites: none
Enrollment Limit: 14
Expected Class Size: 12
Enrollment Preferences: if overenrolled, preference will be based on seniority
Distributional Requirements:
Division 2
Writing Intensive
Other Attributes:
INST Latin American Studies Electives
LATS Comparative Race + Ethnic Studies Electives
PSCI Comparative Politics Courses
PSCI Research Courses

Spring 2015
SEM Section: 01 M 07:00 09:40 Instructor: Danilo Contreras

LATS 346(S) Latinas/os and the Media: From Production to Consumption (D) (W)
Crosslistings: LATS 346/AMST 346

Primary Crosslistings:
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, internet, television, media policy and audience studies in an attempt to answer the following: How do Latinas/os 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 ethno-racial identities, gender, sexuality, class and nation? Readings include works by scholars such as Arlene Dávila, Juan González, Stuart Hall, Henry Jenkins, América Rodríguez, Joseph Torres, and Angharad Valdivia, among others.

Class Format: seminar
Requirements/Evaluation: evaluation to be based on student participation, one 2- to 3-page close reading exercise, and an original 12- to 15 page research paper conducted in stages
Prerequisites: LATS 105 or permission of the instructor; no first-year students are permitted to take this course
Enrollment Limit: 12
Expected Class Size: 12
Enrollment Preferences: Latina/o Studies concentrators or American Studies majors by seniority
Extra Info: may not be taken on a pass/fail basis
Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive
Other Attributes:
Latinas in the Global Economy: Work, Migration, and Households (D)

Primary Crosslisting

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Ricans, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.
Class Format: discussion

Requirements/Evaluation: evaluation based on class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites: open to first-year students with instructor's permission

Enrollment Limit: 25

Expected Class Size: 15

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
HIST Group D Electives - Latin America + Caribbean
HIST Group F Electives - U.S. + Canada
INST Borders, Exiles + Diaspora Studies Electives
LAT5 Core Electives
WGSS Racial Sexual + Cultural Diversity Courses

Fall 2014
SEM Section: 01 TF 01:10 02:25 Instructor: Carmen Whalen

LATS 403 New Asian American, African American, Native American, and Latina/o Writing (D)
Crosslistings: AMST 403/COMP 375/ENGL 375/AFR 403/LATS 403

Secondary Crosslisting
Critics reading minority writing often focus on its thematic—i.e., sociological—content. Such literature is usually presumed to be inseparable from the "identity/body of the writer and read as autobiographical, ethnographic, representational, exotic. At the other end of the spectrum, avant-garde writing is seen to concern itself "purely" with formal questions, divorced from the socio-historical (and certainly not sullied by the taint of race). In the critical realm we currently inhabit, in which "race" is opposed to the "avant-garde," an experimental minority writer can indeed seem an oxymoron. In this class we will closely read recent work by Asian American, African American, Native American and Latino/a writers which challenges preconceptions about ethnic literature, avant-garde writing, genre categorization, among other things. The writing done by these mostly young, mostly urban, poets and fiction writers is some of the most exciting being written in the United States today; their texts push the boundaries of aesthetic form while simultaneously engaging questions of culture, politics, and history. Reading them forces us to re-think our received notions about literature. Authors to be read include Will Alexander, Sherwin Bitsui, Monica de la Torre, Sesshu Foster, Renee Gladman, Bhanu Kapil, Tan Lin, Tao Lin, Ed Roberson, James Thomas Stevens, Roberto Tejada, and Edwin Torres.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based on either one 16- to 18-page seminar paper or two shorter papers (one 7-8 pages and one 9-10 pages); short response papers; participation

Prerequisites: those taking this as an ENGL class must have previously taken a 100-level ENGL course

Enrollment Limit: 15

Expected Class Size: 15

Enrollment Preferences: American Studies majors

Distribution Notes: meets Division 2 requirement if registration is under AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements:
Division 2
Exploring Diversity

Other Attributes:
AMST Arts in Context Electives
AMST Comp Studies in Race, Ethnicity, Diaspora
ENGL Literary Histories C
LAT5 Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2014-2015
SEM Instructor: Dorothy Wang

LATS 405 Home and Belonging: Displacements, Relocations, and Place-Making (D) (W)
Crosslistings: LATS 405/AMST 405

Primary Crosslisting
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 festive forms, 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.

Class Format: seminar

Requirements/Evaluation: 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; not open to first-year students

Enrollment Limit: 19

Expected Class Size: 15

Enrollment Preferences: senior Latino Studies concentrators and American Studies majors

Distributional Requirements:
Division 2
Exploring Diversity
Writing Intensive

Other Attributes:
AMST Comp Studies in Race, Ethnicity, Diaspora
AMST 400-level Senior Seminars
AMST Space and Place Electives
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 may cover include historical accounts of the varied ways in which poverty and "urban culture" have 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 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.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on class participation, a short essay, a series of writing exercises, and a semester-long final project

**Prerequisites:** prior courses in American Studies, Latina/o Studies, or permission of instructor; not open to first year students

**Enrollment Limit:** 14

**Expected Class Size:** 14

**Enrollment Preferences:** senior Latina/o Studies concentrators and to senior American Studies majors

**Distributional Requirements:**
- Division 2
- Exploring Diversity
- Writing Intensive

**Other Attributes:**
- AMST Comp Studies in Race, Ethnicity, Diaspora
- AMST 400-level Senior Seminars
- AMST Space and Place Electives
- ENVI Humanities, Arts + Social Science Electives
- ENVP SC-B Group Electives
- LATS 400-level Seminars

**Fall 2014**

**SEM Section:** 01 MR 01:10 02:25  Instructor: Maria Elena Cepeda

**LATS 412(F) Latina/o Collectivities: Family, Community, Nation (D)**

**Crosslistings:** LATS 412/AMST 412

**Primary Crosslisting**

This seminar will interrogate the three scales of belonging and un-belonging that are the family, the community, and the nation. Each of these, as social constructions, are sights of contestation and cooperation. Students endeavor to understand the everyday identifications made by the Latina/o subject through these scales. The central questions of the course will be: How has the family, the community, and the nation been utilized by Latina/o subjects and towards what ends? What are the social, political, economic, and affective possibilities and limitations within such practices of belonging? How do these possibilities and limitations emerge within the Latina/o condition? What alternative modes of Latina/o social belonging and/or political collectivity can we imagine? As a senior seminar, emphasis will be placed on students generating and leading discussion of a range
of both foundational texts as well as current monographs. Readings will include primary writings from José Martí, José Vasconcelos, and Elizabeth Martínez; theoretical foundations from Benedict Anderson, Miranda Joseph, Kath Weston, Paul Gilroy, Patricia Hill Collins, and Friedrich Engels; and contemporary, critical Latina/o scholarship with an emphasis on literary, sociological, and cultural analyses from Richard T. Rodriguez, Marisel C. Moreno, Gilda L. Ochoa, and David J. Vázquez. This course will be of particular interest and use to those students engaged with Latina/o Studies, American Studies, Literary Studies, and/or Queer Theory. It also falls under the critical theorization theme for the Exploring Diversity Initiative through its comparative analysis of collectivities across differences within and beyond Latina/o peoples.

**Class Format:** seminar

**Requirements/Evaluation:** students will be evaluated based on weekly write-ups on the readings, co-leading discussion twice during the semester, participation, and a final seminar paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Expected Class Size:** 12

**Enrollment Preferences:** LATS and AMST seniors followed by LATS and AMST juniors

**Extra Info:** may not be taken on a pass/fail basis; not available for the Gaudino option

**Distributional Requirements:**
Division 2
Exploring Diversity

**Fall 2014**

**SEM Section:** 01 W 01:10 03:50  Instructor: Jesús Hernández

**LATS 426T(S)  Queer Temporalities (W)**

**Crosslistings:** REL 326/LATS 426/WGSS 326/COMP 326

**Secondary Crosslisting**

How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and ritually mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? Especially for individuals and peoples who have been denied certain self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, normative, and interruptive approaches to making sense of time, space-time, and self within time. On the one hand, we will consider theorists who specifically question and challenge what José Esteban Muñoz dub the “linearity of straight time,” and we will turn to a set of issues with regard to family and sexuality, especially critiques of normative lifecycle events and rituals that have reconfigured experiences and representations of time and place. On the other hand, we will also work with queer theory as it explores alternatives to normative conceptualizations of time and place that have already existed in the past. Hence we will look not only to queer theory as it reads more contemporary negotiations of sexuality, identity, time, and space-time; we will also consider how some contemporary theorists have read previous historical examples.

**Class Format:** tutorial

**Requirements/Evaluation:** evaluation will be based on class attendance, analytical essays, responses, and revised essays

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women’s, Gender, and Sexuality Studies or students who have previous coursework in those programs

**Distribution Notes:** meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP

**Extra Info:** Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner’s paper. Pairs will also prepare a midterm synthesis, and students will revise two of their 5-page analytical papers: one from the first half of the semester, and one from the second half due at the end of the semester.

May not be taken on a pass/fail basis

**Distributional Requirements:**
Division 2
Writing Intensive

**Other Attributes:**
LATS Core Electives

**Spring 2015**

**TUT Section:** T1 TBA Instructor: Jacqueline Hidalgo

**LATS 462  Art of California: Pacific Standard Time (D) (W)**

**Crosslistings:** ARTH 462/AMST 462/LATS 462

**Secondary Crosslisting**

In this course, we will study the visual arts and culture of California after 1960 and consider the region's place in modern art history. We will focus on a series of recent exhibitions organized as part of a Getty initiative entitled Pacific Standard Time. Diverse in scope, these shows explored important developments in postwar art in California, including, feminist art, African American assemblage, Chicano collectives, Modernist architecture, craft, and queer activism. In this seminar, we will pursue research projects directly related to the art exhibitions we study, and examine southern California conceptualism, photography, performance, painting, sculpture (including, assemblage and installation), and video by artists both canonical and lesser known. Student projects will analyze the critical responses to the exhibitions, while also exploring the roles of archives, art criticism, and curatorial practice in contemporary art history. Class meetings and projects at the Williams College Museum of Art will provide the opportunity to see and study artworks first hand, especially with the exhibition *Now Dig This!: Art and Black Los Angeles*, 1960-1980, which will be on display at WCMA during the fall semester. This course fulfills the Exploring Diversity Initiative requirement as it offers students a comparative study of cultures and societies and provides various interdisciplinary perspectives on the art and visual culture of a specific region.

**Class Format:** seminar

**Requirements/Evaluation:** evaluation will be based on several short writing and research assignments, oral presentations, class participation, and a final research paper of 16-20 pages written in stages over the course of the semester

**Prerequisites:** ARTH 102

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Enrollment Preferences:** senior Art major and senior Latina/o Studies concentrators

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under AMST or LATS

**Extra Info:** may not be taken on a pass/fail basis; not available for the Gaudino option

**Distributional Requirements:**
Division 1
Exploring Diversity
Writing Intensive
Other Attributes:
- AMST Arts in Context Electives
- AMST Space and Place Electives
- LATS Comparative Race + Ethnic Studies Electives

Not Offered Academic Year 2014-2015
SEM Instructor: C. Ondine Chavoya

LATS 464 Latin/o Visual Culture: Histories, Identities, and Representation (D) (W)
Crosslistings: ARTH 464/LATS 464
Secondary Crosslistings:
This course examines the contemporary history of Latinx visual culture and explores the various relations between cultural expression, identity formation, and public representation. We will begin by considering the critical and aesthetic practices that emerged in the context of civil rights actions and nationalister movements, which often focused on issues of visibility, self-representation, and autonomy. The topics of immigration, transnationalism, and the "Latinization" of the United States will then be analyzed in depth as we examine representations of and representations by Latinxs in film and television, the visual arts, advertising, and other forms of popular media. Throughout the course, we will investigate the role of visual culture in determining taste and trends as well as shaping notions of belonging and cultural citizenship.

Class Format: Seminar
Requirements/Evaluation: evaluation will be based on class participation, a research presentation, several short writing assignments (1-2 pages), and a final research paper
Prerequisites: LATS 105 or ARTH 101-102 or permission of instructor
Enrollment Limit: 12
Expected Class Size: 12
Enrollment Preferences: Latin/o Studies and Art History seniors and juniors
Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under LATS
Distributional Requirements:
- Division 1
- Exploring Diversity
- Writing Intensive
Other Attributes:
- AMST Arts in Context Electives
- LATS 400-level Seminars

Not Offered Academic Year 2014-2015
SEM Instructor: C. Ondine Chavoya

LATS 471(S) Comparative Latin/o Migrations (D) (W)
Crosslistings: LATS 471/HIST 471
Primary Crosslistings:
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 Latino 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 Latino Studies offers an alternative to racial biases embedded in the dominant academic discourses.

Class Format: Discussion/seminar
Requirements/Evaluation: 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
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 8-15
Enrollment Preferences: History majors and to Latin/o Studies concentrators
Distributional Requirements:
- Division 2
- Exploring Diversity
- Writing Intensive
Other Attributes:
- AMST Comp Studies in Race, Ethnicity, Diaspora
- HIST Group F Electives - U.S. + Canada
- INST Borders, Exiles + Diaspora Studies Electives
- LATS 400-level Seminars

Spring 2015
SEM Section: 01 W 01:10 03:50 Instructor: Carmen Whalen

LATS 493(F) Senior Honors Thesis: Latin/o Studies
Students beginning their thesis work in the fall must register for this course and subsequently for LATS 031 during Winter Study.
Class Format: independent study
Prerequisites: approval of program chair; limited to senior honors candidates
Distributional Requirements:
- Division 2

Fall 2014
HON Section: 01 TBA Instructor: C. Ondine Chavoya

LATS 494(S) Senior Honors Thesis: Latin/o Studies
Students beginning their thesis work in Winter Study must register for this course.
Class Format: independent study
Prerequisites: approval of program chair; limited to senior honors candidates
Distributional Requirements:
Division 2

Spring 2015
HON Section: 01 TBA Instructor: Carmen Whalen