

Course Title: Learning Community

Course Number: CLST 1001/1002/3001

Section Days and Times: TBA

Section Information: 1 unit

Instructor: Faculty

Course Description

Please note that this course is by invitation only. This is a mentoring course for 1st year Latino Alumni Association scholars. The course will provide formative lectures and discussions with organizations, centers and departments that will be key in preparing first-year students with the tools to a fruitful and ultimately successful four-year college experience. Student will be assigned individual mentors who will help them navigate and take advantage of LMU's programs and services through their first semester.

Student Learning Outcomes

- Students will obtain academic skills to succeed as first year students
- Students will obtain life skills
- Students will obtain community building skills

Required Texts

- All reading materials will be made available via Brightspace

Course Work/Expectations

- Journal entries after each class, mentoring sessions and events
- Students will submit a "self-assessment" at the end of the semester
- Students will complete an academic plan for Spring semester
- Students will complete a financial plan for calendar year 2021.
- Students will complete an extracurricular plan for Spring Semester

COURSE TITLE: Introduction to Chicana/o - Latina/o Studies

COURSE NUMBER: CLST 1116

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPAL TOPICS : This course investigates the Mexican-heritage population in the United States, its indigenous origins in the Americas, and its relations to other US Latinos. In terms of the latter topic, it examines the differences among people of Latin American heritage and the social and material forces that created the myth of the Latino constituency. The course addresses the complex historical, social, political, and material forces of Mexican American experience and US-Mexico relations. It critically investigates nationalist definitions of “Mexicans” and “Americans” as well as notions of race and belonging. In addition, the course pays attention to the racial differences in the Americas and how this diversity informs contemporary Afro-Latino communities in the United States. To identify systems of power and privilege that affect Chicana/o and other Latino communities, the course examines the colonialization of the New World, American imperialism in the Southwest and the Caribbean, immigration in the twentieth century, and globalization.

STUDENT LEARNING OUTCOMES

1. Comprehend the general historical, social, economic, and political trends that affect the lives of Chicana/os
2. Identify intellectual developments in Chicana/o Studies scholarship, including those regarding Latino identity formation and Afro-Latino populations
3. Apply social science theories and methods to understand Chicana/os and their gender, sexuality, racial, and class diversity
4. Write a coherent, concise, and nuanced essay using evidence to support a social science argument
5. Understand the critical assessment of multicultural curriculum, particularly its emphasis on the contributions approach, colorblindness, and similarity as the only pathways to tolerance, acceptance, and belonging
6. Learn to find, use and evaluate scholarly and discipline-specific professional information and resources for reliability, validity, accuracy, authority, and bias
7. Recognize the complementary goals of CHST and the LMU mission

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: TBD

COURSE WORK/EXPECTATIONS

Participation & Attendance	20%
Short Essay (7-10 pages, revised once)	20%
Comparative Essay (4-6 pages)	20%
Facilitation (Group Project)	15%
Final cumulative exam	25%

CORE EQUIVALENCIES

Satisfies Studies in American Diversity in Core Curriculum
Satisfies requirements for majors, minors and LBST

COURSE TITLE: Bad Bunny & Puerto Rico

COURSE NUMBER: CLST 3385

SECTION TIMES/DAYS: TBA

INSTRUCTOR: Vanessa Díaz

COURSE DESCRIPTION/PRINCIPLE TOPICS:

Benito Martínez Ocasio, better known as Bad Bunny, is breaking musical records, breaking gender stereotypes, and centering his homeland of Puerto Rico in everything he does. What does it mean for an all-Spanish-language act from Puerto Rico to be biggest musical artist in the world? Bad Bunny has been the world's most-streamed artist on Spotify for two consecutive years, has the longest-running Spanish-language album at the top of the Billboard chart, and in 2022 became the only artist in history to stage two separate \$100 million-grossing tours in less than 12 months. As we examine his impact on global popular music and culture, we will consider what Bad Bunny can teach us in Latinx Studies. Through film, popular media, and interdisciplinary academic texts, we will explore his role in the mass 2019 protests in Puerto Rico, what these protests and ongoing struggles in Puerto Rico teach us about U.S. colonialism and Puerto Rican politics, and what Bad Bunny's increasingly anti-colonial stance says about the current state of resistance in Puerto Rico (particularly among Puerto Rican youth). We will also pay particular attention to the politics of race, gender, and queerness in Bad Bunny's performance, and how these politics disrupt dominant Latinx media representations. Overall, this course will explore these topics by closely situating Bad Bunny's work in relation to key texts in Latinx Studies regarding colonialism, race, resistance, gender, and sexuality.

STUDENT LEARNING OUTCOMES:

Through this course, students will:

- 1) Be able to apply theoretical concepts to critical analysis of popular culture (e.g. through songs, music videos, films, articles)
- 2) Develop a deep understanding of US colonialism and empire building in Latin America and the Caribbean, with special attention to Puerto Rico.
- 3) Practice interdisciplinary research methodologies used in Latinx and Media Studies
- 4) Have improved critical thinking, organization and writing skills.
- 5) Recognize power relationships, including the relative privilege or marginalization of social groups, including one's own, and the role of media, popular culture, and celebrity in shaping those power dynamics.

PREREQUISITES/RECOMMENDED BACKGROUND:

Recommended background:

CLST 1116 or Other Studies in American Diversity course

Other course related to race, gender, sexuality, media

REQUIRED TEXTS:

n/a

COURSE WORK/EXPECTATIONS:

This is a four-unit course. You can expect to spend an average of 8 hours a week outside of class on reading, listening to/watching various required media, studying and completing assignments.

Students will be responsible for completing several short writing assignments, as well as a final creative media project. Students will be expected to stay up to date on current popular media/news related to the course content.

COURSE TITLE: The Brutal Economy of Boxing

COURSE NUMBER: 3390

SECTION TIMES/DAYS: Tuesday and Thursday – 9:55am – 11:35am

INSTRUCTOR: Rudy Mondragón, PhD

COURSE DESCRIPTION/PRINCIPLE TOPICS:

“You don’t play boxing.” This course pulls back the curtain on one of the most dangerous, politically charged, and misunderstood sports in the world. Beginning in the late 19th century, students will examine boxing’s exploitative and high-risk economy, investigating the sociopolitical, historical, and cultural forces that shape the sport. Through case studies from the breaking of the color line to Pay-Per-View mega spectacles, we will explore how boxing both reflects and challenges dominant ideas about race, class, gender, sexuality, labor, capitalism, and national identity. Central to our course is exploring how fighters make claims to resistance and dignity through their craft – using the ring as a site to contest, subvert, and reimagine the conditions of their labor. Students will engage with fighters’ stories, industry insiders, and scholarly analysis to ask: What does boxing reveal about society? What does it obscure? What are the implications? Guest speakers with firsthand experience in the professional boxing industry will deepen our exploration of a sport that is far more than a game.

STUDENT LEARNING OUTCOMES:

1. Students will understand historical and critical perspectives about the sport of boxing and its role in the U.S. and globally.
2. Students will critically examine the historical and contemporary ways that boxing has shaped and been shaped by racial formations.
3. Students will learn how to analyze boxing by utilizing methodologies designed for the interrogation of power, exploitation, and resistance in sport.
4. Students will reflect on the possibilities and limitations that boxing presents as a site of political contestation and cultural production.

PREREQUISITES/RECOMMENDED BACKGROUND:

CLST 1116 or other studies in American Diversity

REQUIRED TEXTS: N/A

COURSE WORK/EXPECTATIONS:

Students are expected to spend 8 hours a week outside of class on reading and writing assignments. Students will also have a film/documentary critical review paper, a group podcast assignment, and a final paper.

COURSE TITLE: Sport, Race and Society

COURSE NUMBER: CLST 1300

SECTION TIMES/DAYS:

CRN 70031 : TR 01:45 - 03:25 PM

CRN 70032 : TR 03:40 - 05:20

INSTRUCTOR: Priscilla Leiva

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course explores the sociopolitical, historical, and cultural dimensions of sport, race, and society at the intersections of ethnicity, gender, sex, class, and nation. The class starts with the creation of The Black Athlete, which sport sociologist Ben Carrington argues developed in 1908, when Jack "Galveston Giant" Johnson became the first Black heavyweight champion of the world. Building on this historic event, this course will examine systems of power and privilege, resistance and activism in sports as well as deconstruct dominant narratives in sports dealing with colonial racism, racial science, patriarchy, exploitation, and muscular Christianity to name a few. At the conclusion of this course, students will have a foundation in the critical examination of sport and how ethnic studies theoretical frameworks can illuminate the broader social and structural issues.

STUDENT LEARNING OUTCOMES:

1. Students will critically examine the historical and contemporary ways that sports have shaped and been shaped by racial formations.
2. Students will critically analyze sport to excavate deeper knowledge about race, ethnicity, gender, sex, class, and nation.
3. Students will develop writing and analytical skills to articulate and provide evidence for how sports intersect with race, ethnicity, gender, sex, class and nation.
4. Students will analyze and reflect on the possibilities and limitations that sport represents as a site of knowledge and cultural production.

PREREQUISITES/RECOMMENDED BACKGROUND:

N/A

REQUIRED TEXTS:

TBD

COURSE WORK/EXPECTATIONS:

Sample Assignments include but are not limited to:

Sport Film/Documentary Critical Review: Students will write a 3-5-page review of a sport film or documentary. In this review, they must use a minimum of 3 sources from the course readings to support their critical analysis. What racial and cultural discourses and representations are embedded in the film? What structures of power are present in the film and how do they operate? Treating the film as their primary source, students will examine how sports intersect with race and one other course theme (ex. Immigration, gender, nation, power, etc).

Community Engagement - Race and Sports in LA: You are required to attend TWO events related to course materials. These events can be on or off campus. I will share events that may be of interest, and I encourage you to share any events you find with the rest of the class. You may attend events in person or virtually. You will then write a reflection that not only discusses the event you attended but discusses how the event relates to, clarifies, illuminates, complicates, and/or raises questions about race and sports. Each reflection should be a minimum of 300 words.

COURSE TITLE: Latinx Sexualities

COURSE NUMBER: CLST 3998

SECTION TIMES/DAYS: T/TH 3:40 -5:20

INSTRUCTOR: Oscar Gutierrez, Ph.D.

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course is an introduction to the interdisciplinary field of Latinx Sexualities. This course aims to draw on the meaning of sexuality for Latinx people in the U.S. through film, music, testimonios, art, theory and history. As sexuality continues to be a contentious topic in the U.S., this course helps us think about how queer and trans Latinx people have created spaces of freedom as an opposition to concepts of colonialism, anti-Blackness and U.S. empire. This course is meant to be a collective exploration of identity through the complex relationships we often represent and live.

STUDENT LEARNING OUTCOMES:

- Understand how representations of sexuality and gender have shaped our conversations of colonialism and U.S. empire
- Gain understanding of philosophical interventions into the field of gender and sexuality studies
- Framing theoretical debates in Latinx Sexualities to gain a proper frame of analysis
- Utilizing the interdisciplinary methods in Latinx Studies
- Expanding the definition of scholarly works through art, film, and media toward a different perspective of Latinx and Chicanx studies

PREREQUISITES/RECOMMENDED BACKGROUND:

N/A

REQUIRED TEXTS:

Foucault, Michel; *The History of Sexuality Volume.1*

COURSE WORK/EXPECTATIONS:

You can expect to spend an average of 8hours a week outside of class on reading, studying and completing assignments.

COURSE TITLE: Capstone Seminar

COURSE NUMBER: CLST 5000/5001

DATES/TIMES: TBA

INSTRUCTOR: Dr. Juan Mah y Busch

COURSE DESCRIPTION/PRINCIPAL TOPICS

The purpose of this course is to provide Chicana/o Studies Major and Minor students with an opportunity to conduct original, extensive research and produce a 25-page paper. In the past, students have successfully used the thesis as a writing sample for graduate and professional schools and to obtain jobs that involve leadership of Latino constituents and communities. The research project should build on previous coursework and interests in Chicana/o Studies. Students are required to regularly meet with the professor throughout the semester. At these meetings, the professor will provide individualized reading, assignments, and objectives that will improve the research and the paper. In appropriate cases, and with explicit permission, you may write an expanded research paper for a class you are currently taking. This permission is especially warranted for double majors, Liberal Studies majors, and students invested in a senior or honors thesis.

STUDENT LEARNING OUTCOMES

1. Understand and engage in scholarly research
3. Understand and apply interdisciplinary methods of the social sciences and humanities
4. Engage with current theories in Chicana/o Studies
5. Present the outcome of their research to their peers
6. Write clearly and concisely, using cogent argumentation.

PREREQUISITES/RECOMMENDED BACKGROUND: Chicana/o Studies major or minor.

REQUIRED TEXTS: None

COURSE WORK/EXPECTATIONS: Students are required to actively participate in seminar discussions, meet regularly with the professor, and keep a research and reading journal. Students will complete several short formal writing assignments and produce a final research paper and present their research in a formal presentation at the end of the semester.

COURSE TITLE: Advanced Critical Methods

COURSE NUMBER: CLST 5002

SECTION TIMES/DAYS: TBA

INSTRUCTOR: Priscilla Leiva, Ph.D.

COURSE DESCRIPTION/PRINCIPAL TOPICS

As an interdisciplinary field, Chicana/o/x and Latina/o/x Studies has historically employed research methods from a wide range of traditional disciplines including but not limited to literature, history, film and media studies, sociology, communications, anthropology and geography. This course serves as a workshop in research approaches pertaining to the investigation of Chicana/o/x and Latina/o/x experiences and identities.

STUDENT LEARNING OUTCOMES

- Build an advanced knowledge of several methodological approaches in Chicana/o/x and Latina/o/x Studies
- Understand how methods work in practice and in relationship to research problems
- Articulate how your original research projects fit into Chicano/Latino Studies.

PREREQUISITES/RECOMMENDED BACKGROUND

Introduction to Chicana/o Studies or any other ethnic studies survey useful

REQUIRED TEXTS

(List is subject to revision)

Maylei Blackwell, *Chicana Power: Contested Histories of Feminism in the Chicano Movement* (University of Texas Press, 2011)

Natalia Molina, Daniel Martinez HoSang, Ramón Gutiérrez, *Relational Formations of Race: Theory, Method and Practice* (University of California Press, 2018)

Leisy Abrego, *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders* (Stanford University Press, 2014)

Eliza Rodriguez y Gibson and Ellie D. Hernández, *The Un/Making of Latina/o Citizenship: Culture, Politics and Aesthetics*

Laura Barraclough, *Charros: How Mexican Cowboys are Remapping Race and American Identity* (UC Press, 2019)

COURSE WORK/EXPECTATIONS : TBA