Course Title: Learning Community

Course Number: CLST 1002

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

COURSE TITLE: Sport, Race and Society
COURSE NUMBER: CLST 1300
SECTION TIMES/DAYS:
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.

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: Chicana/o-Latina/o Literature

COURSE NUMBER: CLST 3332.01

SECTION TIMES/DAYS: TBD

INSTRUCTOR: Faculty

CORE AREA: Interdisciplinary Connections

COURSE DESCRIPTION/PRINCIPAL TOPICS
In this class, through three disciplinary approaches to the concept of metaphor, we will closely read novels, a play, essays, a comic book and poetry, in order to appreciate Chicana/o-Latina/o literature as literature and to begin to understand how the literature represents something other than literature. We explore the general structure of metaphor and certain types of metaphors, including the poetic and the paradigmatic, to shed light on moths and shoes, on land that does not devour and plants that survive, on brown bodies and strange borders, on Spanglish-riddled sentences and spontaneous solidarities.

STUDENT LEARNING OUTCOMES
To learn to identify some themes and styles in Chicana/o-Latina/o literary art.
To learn to read the ethics and politics of the aesthetic dimension.
To learn to integrate different disciplinary approaches.
To learn how to read literary art with less expectation, with less certainty, and with less linearity.

PREREQUISITES/RECOMMENDED BACKGROUND
Lower Division literature course/s strongly recommended.

REQUIRED TEXTS: TBD

COURSE WORK/EXPECTATIONS:
Exam, essay, reader responses, and engaged participation.

COURSE TITLE: Interdisciplinary & Intersectional Research Methods

COURSE NUMBER: CLST 2100

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPLE TOPICS:
What's the difference between classes in Chicana/o and Latina/o studies and classes that about Latina/os in other departments? The most important difference is not the content of the class, but the critical approaches, frameworks, and methods that guide the questions that we ask about the content. This introduction to interdisciplinary and intersectional methods at the center of Chicana/o and Latina/o studies has much in common with other interdisciplinary departments such as Women's and Gender Studies, African American Studies, and Asian and Asian American Studies. While each of these disciplines has very different histories behind their formations as academic subjects, they share some common forms of analysis, including: intersectional, historical, and material frameworks. This is a course about how we approach our fields of study (they may be multiple) and how the questions we ask shape what we can know. There will be a clear and purposeful focus on qualitative research methods.

STUDENT LEARNING OUTCOMES:

After taking this course, students should have a deep understanding of:

1) Critical thinking, reading, writing, and research skills.
2) Research methods used in ethnic and gender studies fields, and how research projects in these fields are developed.
3) How to develop your own research questions and employ relevant methods.
4) The constructions of race, gender, class and sexuality as intersecting systems of power within the lives of Latinxs and the identity of all people.
5) How to synthesize and analyze various kinds of academic sources in order to clarify and strengthen your own arguments.
6) The language tools necessary to talk about such important concepts as: race, ethnicity, gender, class, (im)migration, citizenship.

PREREQUISITES/RECOMMENDED BACKGROUND: CLST 1116 or other introduction course in another ethnic studies field, gender studies, or related discipline.

REQUIRED TEXTS: TBD

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, studying and completing assignments. Students will be evaluated on: attendance and participation, presentations, written assignments, and exams.

COURSE TITLE: Mexico City/Los Angeles Comparison
CONSENT OF PROFESSOR REQUIRED

COURSE NUMBER: CLST 3371

SECTION TIMES/DAYS: TBA

INSTRUCTOR: Facuty

COURSE DESCRIPTION/PRINCIPAL TOPICS:
The aim of the course is to compare the cities of Los Angeles and Mexico City from a variety of scholarly disciplines and perspectives with an emphasis on field research in Los Angeles and Mexico City.

STUDENT LEARNING OUTCOMES:
Students will be able to articulate through writing and class discussion the similarities and differences between the Los Angeles and Mexico City as a result of interdisciplinary field research.

PREREQUISITES/RECOMMENDED BACKGROUND:
Interest in the practical workings of urban environments.

REQUIRED TEXTS:
Students will be assigned readings according to their interest within the framework of the course.

COURSE WORK/EXPECTATIONS:
To receive credit for the course students must do the readings, attend all meetings, participate in the field research Los Angeles and Mexico City and complete a research paper. It is the students' responsibility to arrange for travel to and from Mexico City. This course is heavily subsidized by LMU. The Lab fee is $500 that will cover travel, hotel, excursions, and some meals. This is a one unit course. If students do not require Chicana/o Latina/o Studies credit, they may take the course with credit/no credit grading.

COURSE TITLE: Media, Race & Representation

COURSE NUMBER: CLST 3380.01

SECTION TIMES/DAYS: TBD

INSTRUCTOR: Faculty

COURSE DESCRIPTION/PRINCIPLE TOPICS:

The course analyzes and discusses how U.S. media industries historically and contemporarily portray ethnic and racial groups. The course focuses particularly on Black, Latina/o/x, East Asian, Arab, and Native American representations. We will also explore ideas and representations of whiteness. Through our examination of various racial, ethnic, and cultural portrayals, we will also consider how gender and sexuality figure into representations of particular groups, thusly engaging in discussions about intersectional identities. Overall, the course considers the ways in which media representations simultaneously reflect and reinforce social stratification and inequalities. Students should emerge from this course with a strong understanding of various forms of mediatized stereotyping (and/or promulgation of stereotypes), as well as a firm understanding of the media's effects on and interaction with identity politics. While we will examine representations in media, broadly conceived, there will be a clear and purposeful focus on Hollywood media as well as current topics in news and pop culture.

PREREQUISITES/RECOMMENDED BACKGROUND: N/A

REQUIRED TEXTS: TBD

COURSE TITLE:
Politics of California

COURSE NUMBER:
CLST 4380.02
2 units

SECTION TIMES/DAYS:TBA

INSTRUCTOR: Fernando J. Guerra, Ph.D.

COURSE DESCRIPTION/PRINCIPAL TOPICS:
The aim of the course is to enhance the students' understanding of state and local politics. This is accomplished by classroom discussions, readings and virtual panel discussions with legislators, lobbyists, journalists and others who work and analyze California politics.

STUDENT LEARNING OUTCOMES:
At the end of the semester, students will understand the role of state government in the federal system and the role of state and local government in the daily life of Californians.

PREREQUISITES/RECOMMENDED BACKGROUND:
Interest in the practical workings of California politics.

REQUIRED TEXTS:
Van Vechten, R.E. (2019) *California Politics: A Primer* (5th Edition)
Pastor, M. (2018) *State of Resistance*: *What California's Dizzying Descent and Remarkable Resurgence Mean for America's Future*
Newton, J. (2020) *Man of Tomorrow: The Relentless Life of Jerry Brown* (select chapters only)
Colbern, A., Ramakrishnan, S.K. (2020) *Citizenship Reimagined: A New Framework for State Rights in the United States* (select chapters only)

COURSE WORK/EXPECTATIONS:
To receive credit for the course students must do all assigned readings, attend all meetings, participate in the panel discussions, and choose between the following three final projects:

1) Complete a policy brief about the history of specific legislation from the David A. Roberti Papers from Center for the Study of Los Angeles' Research Collection in the Hannon Library.

2) Apply for postgraduate to one of the four Capital Fellows programs in Sacramento (Executive, Judicial, Senate, and Assembly).

3) Complete a 10-15 page election or policy analysis as it applies to California. This will require and abstract to be approved (by end of January) by the instructor.

Course may be taken credit/no credit grading if POLS /CLST units are not required by student.

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? 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.

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: Capstone Seminar

COURSE NUMBER: CLST 5000

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.