

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

COURSE NUMBER: 1116.01

SECTION TIMES/DAYS: MWF 9:10am-10:10am

INSTRUCTOR: Brenda Nicolas

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course represents both a product of Chicana/o/x and Latina/o/x struggle, social movements, and an unrelenting commitment to inspiring and encouraging students to understand the complex world they live in. Accordingly, this course is an introduction to the history, culture, and identity of Chicana/o/xs and Latina/o/xs from the 1800s to the 21st century. The purpose is to familiarize students with the diverse and complex history and presence of the Chicana/o/x and Latina/o/x experience and to introduce critical issues central to that experience including structural racism, patriarchy, homophobia/transphobia, immigration, globalization, imperialism, settler colonialism, as well as the creative ways they have responded to social structures. Together, we'll survey the diverse expressions of Chicana/o/x and Latina/o/x identity and the ongoing process of their cultural productions as structured through race and its intersections with (il)legality, gender, sexualities, class and ability. As a result, students will be able to describe the colonial, political, intellectual, and cultural aspects of US democracy by paying special attention to Indigenous, Chicana/o/x, Latina/o/x and other communities of color. Moreover, students will be able to evaluate US institutions and ideals within the context of a changing and diverse society.

This course uses multi-method approaches to teaching: part lecture, part journaling forum, part seminar, part virtual field trip (E.g., to the Hannon Library and other LA-based historical sites), and part analyzing primary and secondary texts, alongside important and informative sources such as visual art, music and film.

STUDENT LEARNING OUTCOMES:

After completing this course, students will be able to:

- Identify and explore major themes and ideas that will provide the introductory knowledge and intellectual foundation for students who major or minor in Chicana/o and Latina/o Studies.
- Gain a broader understanding of the histories, culture, racialization, institutions, economics and social structures that shape the lived realities of Chicana/o and Latina/o Studies.
- Critically examine constructions of race, (il)legality, gender, sexuality, class and ability, and understand how they operate as intersecting systems of power within the lives of Chicanxs and Latinxs.
- Develop the analytical writing and critical reading, thinking, and communications skills necessary to thrive in our increasingly multiracial environment and globalized world.
- Connect and address the social relevance of such historical and cultural developments for diverse groups within U.S. society.

PREREQUISITES/RECOMMENDED BACKGROUND:

This class achieves the University Core Fulfilled: Foundations: Studies in American Diversity.

REQUIRED TEXTS:

All readings will be posted on our course website via brightspace.lmu.edu as PDFs or will be available via the LMU William H. Hannon Library E-book service.

COURSE WORK/EXPECTATIONS:

15 points/Attendance & Participation: It's absolutely imperative that students **come to class having completed assigned readings**. You must participate in class during lecture and group work to do well in the class. Students will be put into breakout rooms every week. You will be rotated with a different group every three weeks. Each student is responsible to contribute to the growth of course in terms of understanding concepts.

30 points/3 Critical Reflection Papers: These two-page double-spaced papers require you to analyze the readings and provide your critical response or reflections on the ideas presented in the articles. This means thoughtfully engage with the main ideas of the readings by briefly delineating the authors' argument and then providing your own critical analysis of the ideas. More than a summary of the readings, this assignment requires your critical analysis of the arguments presented in the readings. Any response paper that merely summarizes the readings, instead of analyzing the issues, will only receive a satisfactory (C) grade. **Due: Mondays of week 3, 10, with the exception of week 13.**

20 points/Midterm (Digital Zine Project): The zine project is the first step towards the final paper for the course. In other words, the zine not only helps you to begin developing your topic and conceptual framework for your final paper, but also your argument. This is your chance to get creative, expand on course materials and analyze issues in the form of a zine. You will have the opportunity to choose a theme or concept for your Zine Project that reflects upon 4 concepts from the readings, lectures, discussions in the course. The assignment guidelines will be provided in week 2. Make sure you have kept up with the readings, assignments, and attended lecture to do good in the project. **Due: Week 7.**

15 points/Zine Project Presentation: From week 7 to week 8, you will have the chance to present your project for an 6-minute presentation with the class. You will present in alphabetical order, starting with last name, for two weeks. Assignment guidelines will be provided week 2 with the project description. **Week 7 & 8.**

20 points/Final Paper: *Congratulations*, you're almost there! This is not a research paper, but an in-depth, well-written ongoing assignment from your Zine Project. You are expected to critically analyze the readings and issues covered in lecture throughout the quarter. You may also reference films we've watched, but these do not necessarily substitute the 10-required reading sources. In this 5-pg. final paper, you will use 8 concepts (4 from your zine project; 4 from readings after the zine presentation) to support your argument. You are only likely to write a great final exam if you've kept up with the *all* readings and attended class. I will provide further guidelines week 8. The Final Paper is **Due Week 16.**

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

COURSE NUMBER: CLST 1116.02

SECTION TIMES/DAYS: MWF 10:20-11:20am

INSTRUCTOR: Dr. Carlos Parra

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course will introduce students to key concepts in the study of Chicana and Latina peoples in the United States. We will consider how Chicana and Latina identities formed historically and how these categories have brought people together across time. Moving away from celebratory acknowledgments of Chicana and Latina “contributions” to American society, we will examine how Chicana and Latina folks have been complicit in conquest, colonialism, imperialism, and other forms of structural violence.

STUDENT LEARNING OUTCOMES:

Throughout the course, students will:

1. Develop critical thinking, reading, writing, and communication skills necessary to thrive in our increasingly diverse environment and globalized world
2. Gain a broader understanding of the histories, institutions, economies, and social structures that shape the experiences of Chicana and Latina
3. Critically examine constructions of race, gender, class, and sexuality as intersecting systems of power within the lives of Chicana and Latina
4. Apply a range of theories and methods to analyze a particular issue affecting Chicana and Latina in the contemporary moment

PREREQUISITES/RECOMMENDED BACKGROUND: n/a

REQUIRED TEXTS:TBD

COURSE WORK/EXPECTATIONS:

COURSE TITLE: Interdisciplinary & Intersectional Research Methods

COURSE NUMBER: CLST 2100.01

SECTION TIMES/DAYS: MW 12:40-2:10pm

INSTRUCTOR: Dr. Brenda Nicolas

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: Prison Literature

COURSE NUMBER: CLST 3354.01/ENGL 3354.01

SECTION TIMES/DAYS: MWF 10:20-11:20am

INSTRUCTOR: Mah y Busch, Juan

COURSE DESCRIPTION/PRINCIPAL TOPICS

In this class, students examine prison literature as one form of what has been called *resistance literature*. In order to understand how, and what, literature might resist, we read works by political prisoners and incarcerated writers as well as about the prison-industrial complex, the rise of the prison system and how it has served as an eliminatory practice. Class discussions examine the concepts of power, discourse, and justice.

STUDENT LEARNING OUTCOMES

- To read literature as literature as well as something other than literature.
- To become more familiar with nature of prison-industrial complex and related institutions.
- To consider different forms of social justice.
- To conduct discourse analysis.

PREREQUISITES/RECOMMENDED BACKGROUND: There are no prerequisites.

REQUIRED TEXTS

Texts include:

Abu-Jamal, M. <i>Live From Death Row.</i>	McCoy, A. <i>A Question of Torture.</i>
Alexander, M. <i>The New Jim Crow.</i>	Partnoy, A. <i>The Little School.</i>
Foucault, M. <i>Discipline and Punish.</i>	Peltier, L. <i>Prison Writings.</i>
Hernández, K. <i>City of Inmates.</i>	Shakur, A. <i>Assata.</i>

COURSE WORK/EXPECTATIONS

Class has heavier reading load that includes literature and critical theory. Assignments include engaged discussion, examination, and critical essay.

This course fulfills the following undergraduate English Major requirement:

Lower Division

_____ 2000-Level Genre

_____ 2000-Level History

Upper Division

_____ Author(s)

___X___ Critical/Theoretical

___X___ Comparative

_____ Creative/Artistry

Course Title

SS: Learning Community-Spring

Course Number

CLST 2998

Section Days and Times

W 4:20-7:20pm

Section Information

.01/1 unit

Instructor

Fernando J. Guerra, Ph.D.

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: Prison Literature

COURSE NUMBER: CLST 3354.01/ENGL 3354.01

SECTION TIMES/DAYS: MWF 10:20-11:20am

INSTRUCTOR: Mah y Busch, Juan

COURSE DESCRIPTION/PRINCIPAL TOPICS

In this class, students examine prison literature as one form of what has been called *resistance literature*. In order to understand how, and what, literature might resist, we read works by political prisoners and incarcerated writers as well as about the prison-industrial complex, the rise of the prison system and how it has served as an eliminatory practice. Class discussions examine the concepts of power, discourse, and justice.

STUDENT LEARNING OUTCOMES

- To read literature as literature as well as something other than literature.
- To become more familiar with nature of prison-industrial complex and related institutions.
- To consider different forms of social justice.
- To conduct discourse analysis.

PREREQUISITES/RECOMMENDED BACKGROUND: There are no prerequisites.

REQUIRED TEXTS

Texts include:

Abu-Jamal, M. <i>Live From Death Row.</i>	McCoy, A. <i>A Question of Torture.</i>
Alexander, M. <i>The New Jim Crow.</i>	Partnoy, A. <i>The Little School.</i>
Foucault, M. <i>Discipline and Punish.</i>	Peltier, L. <i>Prison Writings.</i>
Hernández, K. <i>City of Inmates.</i>	Shakur, A. <i>Assata.</i>

COURSE WORK/EXPECTATIONS

Class has heavier reading load that includes literature and critical theory. Assignments include engaged discussion, examination, and critical essay.

This course fulfills the following undergraduate English Major requirement:

Lower Division

 2000-Level Genre

 2000-Level History

Upper Division

 Author(s)

 X Critical/Theoretical

 X Comparative

 Creative/Artistry

COURSE TITLE: Chicana/o History

COURSE NUMBER: CLST 3360.01

SECTION TIMES/DAYS: MWF 12:40-1:40pm

INSTRUCTOR: Parra

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course explores indigenous, Chicana/o and Latina/o experiences since the 16th century, with a primary focus on the period from 1848 to the present. Critical themes and topics include colonial encounters, immigration, sports, youth culture, urbanization, labor, education, and politics. We look to the past of the largest “minority” group in the United States; to Latinos’ relations with other communities of color; and to U.S. interactions with Latin America.

STUDENT LEARNING OUTCOMES

- Students will explore themes in the history of Chicanas/os and Latinas/os and place them within frameworks of culture and identity (racial, gendered, sexual and class)
- Students will address the social relevance of historical developments for diverse groups within U.S. society
- Students will apply writing, analytical and digital skills to the historical study of Chicana/o and Latina/o communities in California

PREREQUISITES/RECOMMENDED BACKGROUND

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

REQUIRED TEXTS

(List is subject to revision)

Readings will include journal articles and selections by a number of authors, including but not limited to

Natalia Molina, *How Race is Made in America*

Kelly Lytle-Hernandez, *Migra!*

Mireya Loza, *Defiant Braceros*

Karina Alvarado, Alicia Estrada and Ester Hernandez, *U.S. Central Americans: Memories, Struggles and Communities of Resistance*

Miroslava Chavez-Garcia, *States of Delinquency*

COURSE WORK/EXPECTATIONS : TBD

Spring 2022

COURSE TITLE:

Mexico City/Los Angeles Comparison

CONSENT OF PROFESSOR REQUIRED

COURSE NUMBER:

CLST 3998.2

SECTION TIMES/DAYS:

Los Angeles Dates:

January 11, February 15, March 8, March 29 (Tuesdays, from 4:20pm to 7:20pm)

Mexico City Dates:

April 9 - 16

INSTRUCTOR:

Fernando J. Guerra, Ph.D.

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. This course will focus on the connections between Los Angeles and Mexico City, which include the analysis of the shared political, economic, and social futures of both cities. Emphasis will be placed on the mutual implications, issues and topics such as the environment, transportation, land use, emergency preparedness, and challenges to governance that affect these mega cities. Students will consider a variety of scholarly disciplines and perspectives with an emphasis on field research performed 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 need to obtain a copy of one of the following textbooks:

- The Interior Circuit by Francisco Goldman,
- Down & Delirious in Mexico City by Daniel Hernandez
- The Mexico City Reader by Ruben Gallo
- The Horizontal Vertigo by Juan Villoro

COURSE WORK/EXPECTATIONS:

To receive credit for the course students must do the readings, attend all meetings, participate in the field research on Los Angeles and Mexico City and complete a research paper. 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 and Representation

COURSE NUMBER: CLST 3380.01

SECTION TIMES/DAYS: MW 2:20-3:50pm

INSTRUCTOR: Dr. Carlos Parra

COURSE DESCRIPTION/PRINCIPLE TOPICS:

The course analyzes and discusses how U.S. media industries have historically portrayed various racial groups. The course focuses particularly on Latina/o/x, Black, Indigenous, East Asian, and Arab 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 journalism, film, and television.

STUDENT LEARNING OUTCOMES:

After participation this course, students should be able to:

- 1) Identify media practices and biases that shape perceptions.
- 2) Use appropriate research methods to identify current challenges faced by media professionals and propose appropriate solutions
- 3) Evaluate news values in the context of diverse human experiences, identities and cultures.
- 4) Notice improvement in their critical thinking, speaking, organizational and writing skills.
- 5) Recognize power relationships, including the relative privilege or marginalization of social groups, including one's own.
- 6) Illuminate and analyze the importance of journalism in a democratic society, especially as related to representations of race, ethnicity and gender.

PREREQUISITES/RECOMMENDED BACKGROUND: None

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 and visual assignments, and exams.

TERM: Spring 2022
COURSE TITLE: Telling L.A.'s Story
COURSE NUMBER: JOUR 5501.01/CLST 3998.03
SECTION TIMES/DAYS: T 7:30 PM – 10:30 PM
INSTRUCTOR: Professor Rubén Martínez
CORE AREA: Not Applicable
FLAGS: Not Applicable

COURSE DESCRIPTION/PRINCIPAL TOPICS

How to tell the story of a city whose power structures – which just happen to include the most powerful media companies in the world – regularly deploy representations that elide the communities resisting those very structures? That is the key question at the heart of “Telling L.A.’s Story,” a course that braids multiple historical and contemporary narratives and processes them through various critical lenses to produce a three-dimensional view of Los Angeles.

We will explore the city as a Western (American) subject, as a site of ongoing decolonial struggle, as both a quintessential modernist and post-modernist city, as incubator of radical and utopian artists and spiritual leaders, as an liminal urban space sitting astride several borders (with Mexico, with the southwestern desert regions, with the Pacific Ocean and Asia), as the capital of the film, music and (increasingly) digital media industries.

Given the global impact of the COVID-19 pandemic, we will take care to track the city’s disparate subjectivities – and disparities – in terms of precarity and privilege, vulnerability and solidarity.

The course is appropriate for students of literature, journalism and creative writing. The course is both reading- and writing-intensive, with the goal of producing a hybrid essay that is equal parts journalistic narrative and a critical gaze upon a topic of local import resulting from students’ original research.

STUDENT LEARNING OUTCOMES

- Knowledge of key literary and journalistic representations of Los Angeles.
- Fluency in critical lenses that approach Los Angeles as subject.
- Acquire a sense of *place* in geographical, historical, cultural and political terms.
- Knowledge of historical and contemporary journalistic publications on Los Angeles.
- Engaged learning through immersive field research in the city.

PREREQUISITES

Upper Division or Graduate standing

REQUIRED TEXTS

Journalistic, historical, creative, and critical readings available on Brightspace.

COURSE WORK/EXPECTATIONS

- 2-3 page weekly responses to reading assignments
- Final paper (15 pages for graduate students, 10 pages for undergraduates) that combines critical assessment of course readings alongside original research on a particular local topic.
- Attend class field trips; additional individual field research required.

This course fulfills the following undergraduate Journalism Major requirement:

Upper Division: **X Specialization**

This course fulfills the following undergraduate English Major requirement:

Upper Division: **X Creative/Artistry**

COURSE TITLE:
Politics of California

COURSE NUMBER:
CLST 4380.02
2 units

SECTION TIMES/DAYS:
Class: Mondays from 4:20pm-7:20pm

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: Capstone Seminar

COURSE NUMBER: CLST 5000

DATES/TIMES: w 4:20-7:20PM

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.