

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

COURSE NUMBER: CLST 1116.01/.02

SECTION TIMES/DAYS: MWF 9:10-10:10 AM/10:20-11:20AM

INSTRUCTOR: Professor Siu

COURSE DESCRIPTION/PRINCIPLE TOPICS:

Taking an interdisciplinary approach, this course introduces students to the key historical, social, political and cultural configurations of the varying Chicana/o & Latina/o communities in the U.S. Through literature, film, historical accounts, and social science works, this course familiarizes students with the theoretical tools and vocabularies needed to critically understand, question, and engage contemporary U.S. Latina/o communities and issues, preparing students for further studies in the field of Chicana/o, Latina/o Studies. Latino waves of migration, race as a social tool of control and domination, language as both a colonizing tool and a tool of resistance, Chicana/o & Latina/o political and social moments and movements in the U.S, the entrenchment of neoliberal economic policies, deportations and U.S. immigration policy, exploitation of the Latino undocumented labor force in the U.S., the experience of undocumented people in the U.S., Latina/queer resistances, Latin@ stereotyping and the media, Latin@ community building, gender practices, and non-conforming politics of identity in Latina/o USA, are some of the main issues explored in this course.

STUDENT LEARNING OUTCOMES:

1. Compare and critically assess the complexities and heterogeneities of the varying U.S. Latina/o populations, accounting for intersecting constructions of race, gender, class, and sexuality
2. Identify and distinguish how systems of power and privilege affect U.S. Latina/o populations
3. Develop strong analytical, theoretical foundations for understanding the historical, social, cultural and political configurations of the U.S. Latina/o, Chicana/o experience, from colonial times to the present
4. Contribute to the elimination of misconceptions permeating current national immigration debates affecting not just Latinas/os, but also other U.S. communities of color
5. Identify major issues faced by the Chicana/o and Latina/o communities in the U.S.
6. Be able to apply the knowledge gained in class in discussing the most recent issues affecting U.S. Chicana/o & Latina/o communities
7. Understand, respect, and value the histories and contributions of the diverse U.S. Latina/o populations
8. Be prepared for further studies in Chicana/o, Latina/o Studies

PREREQUISITES/RECOMMENDED BACKGROUND: N/A (This is an introductory course)

REQUIRED TEXTS:

Díaz, Junot. *The Brief, Wondrous Life of Oscar Wao*. New York: Penguin Random House, 2007.

Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America*. Revised Edition. New York: Penguin Books, 2011.

COURSE WORK/EXPECTATIONS:

PARTICIPATION (30%): The level of your participation throughout the semester is the most important aspect of our course, and your final grade. Come to class prepared to actively participate in class, engage in conversations, small and large group exercises, respond and pose pertinent questions, and be fully present. All assignments (readings, films) must be completed before coming to class.

READING RESPONSES (20%): All assignments must be typed and printed **before coming to class** (font 12, Times New Roman or similar one). Please come to class prepared to discuss the main ideas and arguments in your responses as you will always be asked to participate in class. No late assignments will be accepted. If in case you cannot make it to class, you must find a way to get your assignment to me before the session begins. Please also do not forget to name, date, and title your assignments.

FILM PRESENTATION (20%): You will facilitate discussion on one day's material. The presentations must offer a critical analysis of a day's reading and/or, and not a summary of it. Please think of this "presentation" more as a facilitation of discussion than just a presentation. And please make sure to meet with me prior to preparing your presentation.

MIDTERM (10%): Our midterm exam is comprehensive. It consists of 3 short essay questions, of which you will answer only 1. The questions will be directly related to the materials read, viewed at home, and/or discussed in class. You are expected to coherently formulate a response, and in your response, do the following: have a clear thesis; incorporate and show understanding of the historical context; make connections to the larger themes, ideas, political, and historical moments discussed in class; offer particular examples to support your main thesis (at least three supportive paragraphs); write coherently and in a structured manner; have a clear conclusion.

FINAL (20%):

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

COURSE NUMBER: CLST 1116.04

SECTION TIMES/DAYS: TR 9:40-11:10am

INSTRUCTOR: Vanessa Díaz

COURSE DESCRIPTION/PRINCIPLE TOPICS:

The continued rise of the U.S. Latina/o/x population has become linked to widespread public discourses concerning issues such as immigration, the economy, and the future of the nation's identity. This interdisciplinary course positions these issues as starting points for analyzing the historical and contemporary role that Latinxs have played in (trans)forming the U.S. By considering the relationship between the creation of "Chicano/a/x," "Latino/a/x" and "American" identities, students will develop understandings of the particular ways in which the U.S. takes shape as a political and cultural formation. The course balances depth and breadth in its study of the variety of perspectives and experiences that come to associated with U.S. Latinxs. Thus, we will analyze the histories of predominant U.S. Latinx sub-groups, such as Chicanxs, Mexicans and Puerto Ricans, while also incorporating considerations of the ways in which broader populations with ties to Central America, South America, and the Caribbean play crucial roles in constituting U.S. Latinx identities. Topics include the U.S./Mexico border and the borderlands; (im)migration and diaspora; race and racialization of Latinxs; literary and cultural traditions; music and expressive practices; labor and structural inequality; social movements; Latinx urbanism; gender and sexuality; political and economic shifts; and inter- and intra-group relations. Sources include a range of social science and humanities scholarship.

STUDENT LEARNING OUTCOMES:

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

- 1) Critical thinking, critical reading, and writing skills.
- 2) Colonialism in the Americas.
- 3) The histories, institutions, economies and social structures that have shaped the experiences of Latinxs historically and contemporarily.
- 4) The constructions of race, gender, class and sexuality as intersecting systems of power within the lives of Latinxs.
- 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, (im)migration, citizenship.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

González, Juan. *Harvest of Empire: A History of Latinos in America*. Updated 2011 version.

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: Race in Contemporary Society

COURSE NUMBER: CLST 1998

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

INSTRUCTOR: Professor Siu

COURSE DESCRIPTION/PRINCIPLE TOPICS:

Although race is a social construct, racism is real and part of our everyday lives. In the US, a person's "race" is often the best predictor of this person's life opportunities, income, wealth, education, health, employment, and other important measurements of well-being. Whether we acknowledge it, or not, we are all socialized to be complicit in unequal race-relations from the moment of our birth. As Dyer said it, race is "never not a factor; never not in play." This course engages the idea of race as a master category shaping the political organization, history, economic structure, and present-day culture of the United States of America. It offers students the critical tools and vocabularies needed to meaningfully engage difficult and often silenced –or disguised– discussion on the topics of race, whiteness, ethnicity, and white supremacy, as these intersect with other socially-stratifying categories shaping the lives of individuals and communities. Through social science scholarship, films, cultural and ethnic studies works, literature, Native ethnography, social media and art, and powerful anti-racist voices in the U.S, this course allows students the opportunity to interrogate the workings of color-blind racism, the centrality of race in U.S. class and gender configurations, the concept of "racism without racists" as coined by scholar Eduardo Bonilla Silva, internalized racism, macroaggressions, stereotyping and *othering*, configurations of white spaces, white fear of bodies of color, Robin DiAngelo's concept of "white fragility", power/knowledge correlations, and white privilege within a variety of institutions and social spaces, including education, US inner cities, the borderlands, and our own subjectivities.

Students' honest engagement with the material and ability to participate in productive dialogue with one another, will bear directly on the quality of the knowledge produced throughout the semester. A desired goal of this course is that students not only understand the complex operations of race, but that they also *challenge* the pervasive cultures of racism in U.S. society, *de-linking* from the matrixes of power that allow for racism's continuance. This course fulfills the University's FDIV requirements.

STUDENT LEARNING OUTCOMES:

1. Analyze and articulate terms such as: race, racism, white supremacy, ethnicity, racist, systemic racism, internalized racism, bigotry, institutional racism, colorblindness, white fragility
2. Identify how we are socialized into racialized systems of power
3. Identify, compare, and distinguish how race, racism, and privilege affect and impact white and non-white communities in the U.S.
4. Understand the centrality of race in U.S. class and gender configurations

5. Understand the complexities of race, ethnicity, white supremacy, and racism in contemporary U.S. social, political, and economic configurations
6. Develop the theoretical foundations and practical everyday tools needed for challenging racism in U.S. society
7. Understand, respect, and value the contributions of anti-racist activists, writers, and scholars
8. Develop and strengthen students' writing, reading, and critical thinking skills

PREREQUISITES/RECOMMENDED BACKGROUND: N/A (This is an introductory course)

REQUIRED TEXTS:

- Eduardo Bonilla-Silva. *Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in America*. Fourth Edition. Rowman & Littlefield Publishers, Inc: Maryland, 2014
- Gaspar de Alba, Alicia. *Desert Blood*, 2005.
- Sherman Alexie. *The Absolutely True Diary of a Part-Time Indian*. Hachette Book Group: New York, 2009
- Tim Wise. *Dear White America: Letter to a New Minority*. City Lights Books: San Francisco, 2012

COURSE WORK/EXPECTATIONS:

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ideas, political, and historical moments discussed in class; offer particular examples to support your main thesis (at least three supportive paragraphs); write coherently and in a structured manner; have a clear conclusion.

FINAL (20%): Various options.

COURSE TITLE: Chicana/o History

COURSE NUMBER: CLST 3360.01/02

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

INSTRUCTOR: Leiva

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

COURSE TITLE: Chicana/o and Latina/o Literature

COURSE NUMBER: CLST 2206.01/02

SECTION TIMES/DAYS: TR 1:00-2:30pm/2:40-4:10pm

INSTRUCTOR: Rodriguez y Gibson

COURSE DESCRIPTION/PRINCIPAL TOPICS

This class is an introduction to contemporary Chicana/o and Latina/o Literature, emphasizing how the world we live in shapes how we read. While the focus of this class is literary, we'll also engage in historical and socially driven analysis. While some of this literature moves between English and Spanish, no prior knowledge of Spanish is required.

This class will explore historical and socio-political context of Chicana/o and Latina/o literature as well as the basics of literary analysis. We will practice close reading and develop critical analyses that explore the relationship between literary form and thematic content. By the end of the semester, you'll be able to use your close reading skills to develop a literary analysis that engages both textual and contextual concerns.

STUDENT LEARNING OUTCOMES

Be familiar with the role of literature in Chicana/o and Latina/o social and cultural movements.

Develop a literary analysis based on close reading of a literary text.

Develop their own critical positions in a sustained piece of writing.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: TBD

COURSE WORK/EXPECTATIONS

Students are responsible for participating actively in small groups and in class discussion, keep a regular reading journal, and write several short pieces of writing and a long final essay.

COURSE TITLE: Media, Race and Representation

COURSE NUMBER: CLST 3380.01

SECTION TIMES/DAYS: TR 1:00-2:30pm

INSTRUCTOR: Vanessa Díaz

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.

Fall 2019

COURSE TITLE:

Politics of Los Angeles

COURSE NUMBER:

POLS 4390/CLST 4390

4 units

SECTION TIMES/DAYS:

Tuesday, 4:20-7:20pm

INSTRUCTOR:

Fernando J. Guerra, Ph.D.

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course examines the politics of the Los Angeles metropolitan region. The region will be placed into the larger American urban context, as well as the exceptionalism that is Los Angeles. The focus in Fall 2019 will be the post-modern condition in Los Angeles. There will be three major sections: 1) theoretical and historical perspectives and formal governmental structures and processes; 2) A lecture series on the future of Los Angeles; and 3) public opinion in LA.

Each class section is divided into three (3) parts. The first revolves around theories, concepts, and the academic literature associated with the topic. This will be presented by Dr. Guerra. The second part of the class is a “case study” of a policy issue to examine the practical elements of the week’s subject or theme. This will be led by guest lecturers or examination of the readings. The third part will be led by students presenting current issues as they appear in the media, with Dr. Guerra or a guest responding and analyzing various subjects.

STUDENT LEARNING OUTCOMES:

By the end of the semester students will understand the unique role of local governments, their relationship to State and Federal government and how local governments can be influenced by civic participation. Students will also understand contemporary opinions about the region from both leaders and residents in the area.

PREREQUISITES/RECOMMENDED BACKGROUND:

Interest in the practical workings of Los Angeles politics

REQUIRED TEXTS:

Mike Davis, City of Quartz

David C. Sloane, Planning Los Angeles

Rudd, et al, The Development of Los Angeles City Government, Volumes 1 & 2

Forecast LA Book

COURSE WORK/EXPECTATIONS:

Coursework includes two term papers that will analyze leader & public opinion data collected by the Center for the Study of Los Angeles in addition to midterm & final exams. Participation in the Forecast LA Lecture Series, the Forecast LA Conference, and LMU Day at City Hall will also be required.

COURSE TITLE: Advanced Critical Methods

COURSE NUMBER: CHST 5002

SECTION TIMES/DAYS: M 4:30-7:00pm

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