

LATINA/O STUDIES (Div II)

Chair: Professor Nelly Rosario

- Efrain Agosto, Bennett Boskey Distinguished Visiting Professor in Latina/o Studies
- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Kevin W. Cruz Amaya, Assistant Professor of Latina/o Studies
- Jacqueline Hidalgo, Professor of Latina/o/x Studies and Religion; affiliated with: Religion, Latina/o Studies; on leave 2023-2024
- Roger A. Kittleson, Chair and John J. Gibson Professor of History; affiliated with: History, Latina/o Studies
- Carlos Macías Prieto, Assistant Professor of Spanish and Faculty Affiliate in Latina/o Studies; affiliated with: Romance Languages, Latina/o Studies; on leave 2023-2024
- Nelly A. Rosario, Associate Professor of Latina/o Studies; on leave 2023-2024
- Edgar Sandoval, Assistant Professor of Latina/o Studies
- Carmen T. Whalen, Chair of Latina/o Studies Program, Carl W. Vogt '58 Professor of History; affiliated with: Latina/o Studies, History

Latina and Latino Studies is an interdisciplinary, comparative, and relational field of study that examines the histories, representations, and experiences of Latinas, Latinos, and Latinxs in the United States. Latinas, Latinos, and Latinxs 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 migrations from a wide variety of Central and South American countries. Courses, most of which use a comparative and relational 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 study 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, religious and spiritual practices, 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 Race and Ethnic Studies or in Countries of Origin and Transnationalism. The three electives must include two different areas of study, and at least one elective must be at the 300 or 400 level. Additional courses may be approved by the Chair. Students, especially those considering graduate work or professional careers in the field, are encouraged to enroll in Spanish language courses at Williams.

Required course:

One of the following 400-level seminars:

[HIST 470 / LATS 470 / WGSS 470 SEM Latinx Migrations: Stories and Histories](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 410 SEM Arquivistas: An Archival Storytelling Course](#)

Taught by: [Nelly Rosario](#)

[Catalog details](#)

[LATS 421\(F\) SEM Latinx Geographies](#)

Taught by: [Edgar Sandoval](#)

[Catalog details](#)

[LATS 475 / AMST 413 / WGSS 475\(S\) SEM Dreaming Latina/x Feminist Disability Studies](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

Two of the following core electives:

[HIST 385 / LATS 385 SEM Latinx Activism: From the Local to the Transnational](#)

Taught by: [Carmen Whalen](#)

[Catalog details](#)

[LATS 105\(F\) LEC Latina/o Identities: Constructions, Contestations, and Expressions](#)

Taught by: [Maria Elena Cepeda](#), [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 115 / REL 115 / WGSS 115 TUT Latina Feminist Spiritualities](#)

Taught by: TBA
[Catalog details](#)
[LATS 205 / ARTH 201 / AMST 209\(F\) LEC Latinx Visual Arts](#)

Taught by: [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 219 / REL 215 SEM Religion in Latinx Literature, Art & Film](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 222 / ENGL 252\(F\) SEM Ficciones: A Course on Fiction](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 224 / AMST 224 / REL 224\(S\) LEC U.S. Latinx Religions](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 230 / AMST 247 / ENVI 257\(S\) LEC Cities, Suburbs, and Rural Places](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)
[LATS 232 / ENGL 232 SEM We the People in the Stacks: Democracy and Literatures of Archives](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 240 / COMP 210 / AMST 240\(S\) SEM Latinx Language Politics: Hybrid Voices](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 253 / REL 292\(S\) LEC Religion and Politics in Puerto Rico, Cuba and the Diaspora](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 254 / AAS 253 / AMST 253 SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 278 SEM Latinxs and Their Scriptures: Christian, Muslim, & Jewish](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 286 / HIST 286 SEM Conquests and \(Im\)migrations: Latina/o History, 1848 to the Present](#)

Taught by: [Carmen Whalen](#)
[Catalog details](#)
[LATS 313 / AAS 313 / AMST 313 / WGSS 313 / AFR 326\(F\) SEM Gender, Race, and the Power of Personal Aesthetics](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 315 SEM Research Design in Geography: Social Science Perspectives](#)

Taught by: TBA
[Catalog details](#)
[LATS 318 / AMST 318 / REL 318 SEM Myths and the Making of Latine California](#)

Taught by: TBA
[Catalog details](#)
[LATS 322 / ENGL 388\(S\) SEM Fiction Writing Workshop](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 330\(S\) SEM DNA + Latinx: Decoding the "Cosmic Race"](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 332\(F\) SEM Latinx Biography & Memoir](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)
[LATS 335 / AMST 312 / WGSS 321\(S\) SEM Contemporary Immigration Landscapes](#)

Taught by: [Edgar Sandoval](#)
[Catalog details](#)
[LATS 344 / AMST 361 / WGSS 361 SEM Marking Presence: Reading \(Dis\)ability in/to Latinx Media](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)
[LATS 345 / AMST 342\(S\) SEM Central American Visual Cultures](#)

Taught by: [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[LATS 360 / ARTH 361\(S\) SEM Latinx Sculpture Art: From Altares to Sonic Monuments](#)

Taught by: [Kevin Cruz Amaya](#)
[Catalog details](#)
[LATS 397\(F\) IND Independent Study: Latina/o Studies](#)

Taught by: [Nelly Rosario](#)
[Catalog details](#)
[REL 286 / LATS 285\(F\) SEM The Bible & US Borders: Latinx Encounters](#)

Taught by: [Efrain Agosto](#)
[Catalog details](#)

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

Countries of Origin and Transnationalism

[ARTH 210\(S\) LEC Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present](#)

Taught by: [Mari Rodriguez Binnie](#)
[Catalog details](#)

[ENGL 104 SEM Borders, Migration, and the Literatures of Displacement](#)

Taught by: TBA
[Catalog details](#)

[ENGL 279 SEM Introduction to Latinx Literature: From 'I Am Joaquín' to Borderless-Future Dreams](#)

Taught by: TBA
[Catalog details](#)

[HIST 143 SEM Soccer and History in Latin America: Making the Beautiful Game](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)

[HIST 347 SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)
[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)
[Catalog details](#)

[RLSP 209 / LATS 209\(F\) SEM Spanish for Heritage Speakers](#)

Taught by: [Alejandro Castro](#)
[Catalog details](#)

[RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)
[Catalog details](#)

[RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)
[Catalog details](#)

Comparative Race and Ethnic Studies

Students can check with the program chair to see if other courses not listed here might count as electives.

[AFR 200\(F, S\) LEC Introduction to Africana Studies](#)

Taught by: [Armond Towns](#)
[Catalog details](#)

[LATS 254 / AAS 253 / AMST 253 SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability](#)

Taught by: [Maria Elena Cepeda](#)
[Catalog details](#)

[WGSS 347 / SOC 340 / LATS 341 / THEA 341 / AMST 358 SEM Performing Masculinity in Global Popular Culture](#)

Taught by: TBA
[Catalog details](#)

HONORS

The Honors Program in Latina/o/x Studies provides a wonderful opportunity for students to explore an area of interest to them in depth. Students work closely with their advisor and two readers to produce a substantial piece of scholarship or another form of presentation (e.g., video, art, theater) in the interdisciplinary field of Latina/o/x Studies. The thesis program provides students with the maximum flexibility to pursue their interests, including a component of original research, interpretations, and/or creative dimensions, while assuring the rigorous standards of excellence required to receive Honors at the successful completion of their project. The final project, completed over one semester and winter study, may be a research thesis of forty to sixty pages, or another form of presentation, or a combination of writing and another medium.

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 the Latinx Studies faculty. In consultation with the advisor and the chair, faculty readers may be from outside the Latina/o Studies Program.

Eligibility:

- Declared Latina/o/x Studies concentrator
- Sufficient Latina/o/x Studies courses, and a grade point average, generally, of 3.3 or higher in LATS courses
- Approval of project proposal by the Latinx Studies faculty in the spring of Junior year
- The honors course and winter study are in addition to the five courses required for the concentration

Application:

- Juniors must submit a thesis proposal to the current chairperson, Professor [Carmen Whalen](#), on Wednesday, April 24, 2024 by 4:00 pm EDT.
- Students should meet with their potential advisor(s) to discuss a draft of their proposal no later than a week prior to the proposal due date.
- The proposal should include the project's aims and methodology, demonstrating what you already know, what you hope to learn, and why it is important. We encourage projects that build on the Latinx Studies seminars or other courses. Your proposal should also include evidence of competence in any relevant media, and indicate which faculty member(s) you have discussed your proposal with and whether you are planning to do your thesis in the fall or spring semester.
- The proposal should be no longer than 5 pages plus a bibliography.

Process and Timeline:

- After your proposal is approved and your advisor assigned, the student should meet with their advisor to discuss your research plan for the summer. You will begin your project over the summer.
- During the first two weeks of the fall semester, all thesis students will submit to the Chair of the Latinx Studies program and to their advisor a 5-8 page summer research report plus an annotated bibliography that reflects the scope of their thesis project.
- For a thesis during the fall semester, a draft of approximately half of the written thesis or equivalent is due to your advisor and readers no later than the beginning of Thanksgiving break.
- For a thesis during the spring semester, a draft of approximately half of the written thesis or equivalent is due to your advisor and readers no later than the second week of the spring semester.
- Additional deadlines are set by your advisor, and your readers may request to see additional work from you.
- The final thesis is due to your advisor and readers at least one full week prior to your oral presentation, the date for which is set early in the semester.
- Acceptance into the Honors program does not mean that a student will receive Honors; this is not automatic. On-going communication with the advisor and readers and meeting all set deadlines is critical. Whether or not to award honors, as well as semester and winter study grades, are determined by the Latina/o/x Studies Program faculty, and includes the advisor and the two readers. A project that does not meet the requirements for Honors is converted into an Independent Study and graded accordingly.
- Students are responsible for meeting the College deadlines and procedures for the submission of your thesis—these are on the Library web page.

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description. Although syllabus and description, including readings and assignments, would be preferable.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

Yes. 1 of 5 for the concentration and can only count as an elective.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Requirements that cannot be fulfilled: Intro Course, Senior Seminar, 2 Core Electives.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:

None to date.

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

What, or who, is a Hispanic or Latina/o/x? How have these shifting terms tried to encompass the identities and experiences of such large and diverse groups of peoples? In this course, we focus on the complex nature of "identity," as we delve into the interdisciplinary field that has emerged to give voice to groups that were too often excluded from or misrepresented in academic disciplines and discourses. Viewing identities as historically and socially constructed, we assess how racial, ethnic, class, and gendered identities take shape within specific contexts in the Hispanic Caribbean and Latin America, as well as in the United States. We examine the impact of (im)migration and the rearticulation of identities in the United States, as we consider that each group has a unique history, settlement pattern, community formation, and transnational activities. 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. We examine these diverse expressions as they relate to questions of class, race, ethnicity, gender, sexual orientation, and national origins.

Class Format: This is a discussion based course.

Requirements/Evaluation: participation and several short papers (1-5 pages) throughout the semester

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Latina/o Studies concentrators or those intending to become concentrators.

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Unit Notes: This is a required course for concentration in Latina/o Studies

Distributions: (D2)

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

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda, Kevin W. Cruz Amaya

LATS 115 (F) Latina Feminist Spiritualities (DPE) (WS)

Cross-listings: WGSS 115 / REL 115

Primary Cross-listing

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft; curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race,

class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

Requirements/Evaluation: Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 115(D2) LATS 115(D2) REL 115(D2)

Writing Skills Notes: Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

Difference, Power, and Equity Notes: This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

Attributes: LATS Core Electives

Not offered current academic year

LATS 205 (F) Latinx Visual Arts

Cross-listings: AMST 209 / ARTH 201

Primary Cross-listing

This course introduces students to Latinx visual arts and the histories of the communities from where this artistic production emerges. Latinx art and artists have gained significant attention and inclusion in the art world. For example, the opening of the Cheech Marin Center for Chicano Art and Culture reignited interest in Chicana/o art and revamped pressure on peer institutions to diversify their collections, exhibitions, and programming. While this renewed interest is positive, this context runs the risk of framing Latinx art as a new and an emergent category, thus dismissing a longer history of visual arts within Latinx communities across the U.S. This course offers an historically grounded introduction to Latinx visual art by placing the artistic production for the groups included under the label "Latinx" in their social, political and historical contexts. The course provides students with the visual arts vocabulary and theoretical skills to analyze visual art forms including sculptures, murals, posters, performances, and altars, while exploring their relevance to Latinx communities and American art. In debunking the notion of Latinx art as a new phenomenon, students will understand the conditions, struggles, and modes of resistance that inspire Latinx visual arts production in the U.S. since the 19th century and into our contemporary moment. Students will deepen their visual art literacy, enrich their understanding of the histories encapsulated by the term "Latinx," and develop their appreciation for the visual arts.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and Art majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 209(D2) LATS 205(D2) ARTH 201(D1)

Attributes: LATS Core Electives

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Kevin W. Cruz Amaya

LATS 209 (F) Spanish for Heritage Speakers

Cross-listings: RLSP 209

Secondary Cross-listing

This course is intended for students of Latino/a heritage. It will address the unique needs of students whose knowledge of Spanish comes primarily from informal and family situations rather than a conventional classroom experience. The goal of the course is to build on and expand students' existing knowledge of Spanish while developing skills for using the language in more formal/academic contexts. *Conducted in Spanish.*

Requirements/Evaluation: homework, class participation, and a series of communicative projects

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Potential Spanish majors/certificate students and LATS concentrators

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RLSP 209(D1) LATS 209(D2)

Attributes: LATS Countries of Origin + Transnationalism Elect

Fall 2024

SEM Section: 01 MWF 12:00 pm - 12:50 pm Alejandro Castro

LATS 219 (F) Religion in Latinx Literature, Art & Film

Cross-listings: REL 215

Primary Cross-listing

LATS 219--Religion in Latinx Literature, Art & Film This course will examine how a selective range of US Latinx writers, artists, and filmmakers--particularly in fiction, memoir, visual arts and films by and about Latinidad--depict, describe, and discuss religious themes, broadly considered. Latinx-authored novels and memoirs, artwork by Latina/o/x visual artists, and films depicting Latinx life through the lens of Latinx film-makers will be read, viewed, and studied to facilitate discussion about what it means to be Latina/o/x *and* religious. How do fictional, autobiographical and artistic depictions of Latinx people, communities, and their religiosity/spiritualities promote or deter understanding of *Latinidad* in the U.S.A.?

Requirements/Evaluation: In this course, students will read and write short essays about novels and/or memoirs (4-5 pages), critically analyze film and artwork in short papers (3-4 pages), and write a research paper (8-10 pages) that analyzes the nexus of Latinx religion and art, whether fiction, film, memoir, or the visual arts. Attendance, participation, Glow discussion forums, and written assignments will all constitute assessment tools for this course.

Prerequisites: No prerequisites.

Enrollment Limit: 20

Enrollment Preferences: Students with at least one prior LATS or Religion course will be given preference if an enrollment overload. Also sophomores, juniors, and seniors will be given preference over first year students.

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 219(D2) REL 215(D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 222 (F) Ficciones: A Course on Fiction (DPE)

Cross-listings: ENGL 252

Primary Cross-listing

This seminar is focused on the study of published fiction by Latina/o, Latin American, Afro-Diasporic, and other writers of the Global South, paying close attention to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed.

Requirements/Evaluation: attendance and class participation, occasional creative responses, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 222(D2) ENGL 252(D1)

Difference, Power, and Equity Notes: Student work will encourage personal and cultural expression, with the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change.

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 224 (S) U.S. Latinx Religions

Cross-listings: AMST 224 / REL 224

Primary Cross-listing

In this course, we will engage aspects of Latina/o/x/e religious beliefs, experiences, practices, and expressions in the United States of America. Given the diversity of Latinx communities and religious lives in the U.S.A., we consider select contexts that help us understand the challenges of studying and defining the "religious" and its hybridity in Latinx contexts. We will survey certain selected religious traditions and practices in Latinidad -- such as popular devotions to La Virgen de Guadalupe, healing traditions and *curanderismo*, home altar traditions, Latinx Pentecostalism, crypto-Judaism, Latinx Muslims, and African-rooted spiritualities such as Santería. In addition, we will study Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. By focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, film, we will seek to garner a greater understanding of how Latinx communities express and practice their religious traditions and spiritualities.

Class Format: discussion

Requirements/Evaluation: class participation, discussion forum posts, a 3-4 short essay on the nature of Latinx spirituality; a 5-page essay on a religious tradition previously unfamiliar to the student, and an 8-10-page final research paper doing comparative religious study.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and AMST and REL majors

Expected Class Size: 15-20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 224(D2) LATS 224(D2) REL 224(D2)

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

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

LATS 230 (S) Cities, Suburbs, and Rural Places (DPE)

Cross-listings: ENVI 257 / AMST 247

Primary Cross-listing

Long associated with cities in the scholarly and popular imagination, transnational migrants have increasingly settled in U.S. suburbs and rural localities and have made these places home. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places. We ask how geographically specific forces and actors shape migrants' living conditions, as well as consider the spatially uneven outcomes of complex processes like globalization. We analyze how different actors discursively and materially demarcate who belongs and who does not, and how these boundaries shape migrants' everyday practices. This interdisciplinary course highlights the legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new destinations. Through a range of textual materials (academic, literary, popular, visual), we explore the construction of landscapes, how people shape space at local and regional scales, and where people do life's work and come together to build cultural space. Rooted in critical race geographies, case studies are comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. This course will be mostly discussion-based, grading based on participation, short writing exercises, four assignments, and a final project.

Class Format: This is also a discussion course. While I will spend some time at the beginning of the class lecturing, most of the time will be spent in class discussions.

Requirements/Evaluation: Grading based on participation, short writing exercises, four assignments, and a final project. All writing materials and exams are based on coursework.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 257(D2) AMST 247(D2) LATS 230(D2)

Difference, Power, and Equity Notes: Students examine how race, gender, sexuality, class, and documentation status also impact how immigrants 'transition' to new migration destinations. We consider how the exercise of unequal power affects migration, settlement, and place-making. Students analyze representations and demographic data to determine how people are portrayed and what their material conditions are.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Edgar Sandoval

LATS 232 (S) We the People in the Stacks: Democracy and Literatures of Archives (DPE)

Cross-listings: ENGL 232

Primary Cross-listing

"Archives have never been neutral they are the creation of human beings, who have politics in their nature. Centering the goals of liberation is at the heart of the issue" (Jarrett Drake, former digital archivist at Mudd Manuscript Library, Princeton University). In this generative writing and critical-practice course, students examine the concept of archives through the lens of democratic ideals. A primary focus is on how Latinidades and works of Global South literatures engage archives--their creation and deletions, their contents and omissions, their revelations and concealments.

Drawing from the values explored in class, students have opportunities to contribute to existing archival collections and/or to curate their own.

Requirements/Evaluation: attendance and class participation, short writing exercises, midterm project, final creative project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 232(D1) LATS 232(D2)

Difference, Power, and Equity Notes: This course examines the relationship between archives and power--creation and deletion, contents and omissions, revelations and concealments--taking into account the diverse affective roles and responsibilities of the archivist, records creator, records subject, and to community engagement.

Attributes: LATS Core Electives

Not offered current academic year

LATS 240 (S) Latinx Language Politics: Hybrid Voices

Cross-listings: AMST 240 / COMP 210

Primary Cross-listing

In this interdisciplinary course we focus on questions of language and identity in the contemporary cultural production and lived experience of various Latinx communities. We consider the following questions and more: In what ways does Spanish shift as it crosses over to the US from Latin America and the Caribbean? How does Latinx identity challenge traditional notions of the relationship between language, culture, and nation? How does careful attention to language elucidate the dynamics of gender and sexuality in the Latinx community? How are cultural values and material conditions expressed through Latinx linguistic practices? In what ways might Latinx literary and linguistic practices serve as tools for social change? Departing from an overview of common linguistic ideologies, we will examine code-switching or Spanglish, bilingual education, linguistic public policy, the English Only movement, and Latinx linguistic attitudes and creative responses to linguistic colonialism. In addition to a consideration of language and identity grounded in sociolinguistics, anthropological linguistics, Latinx studies, and cultural studies, we will survey a variety of literary genres including memoir, novel, and poetry. Both directly and/or indirectly, these texts address Latinx language politics, as well as the broader themes of power, difference, and hybridity.

Requirements/Evaluation: participation, two essays, final written reflection

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 240(D2) AMST 240(D2) COMP 210(D1)

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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

LATS 253 (S) Religion and Politics in Puerto Rico, Cuba and the Diaspora

Cross-listings: REL 292

Primary Cross-listing

This course analyzes the role of religion in Caribbean history and politics, with a focus on Puerto Rico and Cuba. These Caribbean Islands have lived out contested colonized histories and experiences, as well as diasporic realities in several key US communities, such as New York City and Miami. Since 1898, the US government and military have played a significant role in both Islands, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise after the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will analyze the role and impact of Protestant religion in these historically indigenous, African descendent, and Roman Catholic religious spaces, as well as how these religious engagements and theologies impacted migration and the creation of diasporic communities in the US. Both the role of religion in the imperialist endeavor and in the solidarity movements that responded will occupy our time in this course, with special attention to key figures in both sides of such efforts. With some enhanced understanding of the intertwining of religion and politics in Puerto Rico, Cuba and their diasporic communities, participants in this class will also consider implications for other Caribbean nations, such as the Dominican Republic, as well as, selectively, Latin American countries that have experienced US interventions and the creation of diasporic communities.

Class Format: This course will follow a lecture-discussion format, in which students are expected to come to class prepared to address the assigned readings, to have completed short assignments in preparation for discussions, to make presentations to the class, and/or to lead discussions.

Requirements/Evaluation: Evaluation in this course will be based on class participation, online discussion forum posts based on readings, two short 5-6 page essays on an aspect of Puerto Rican or Cuban political/religious reality discussed in class, and a final 8-10 page research essay on a theme in the course agreed upon by student and professor.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators and Religion majors, and those with expressed interest in these fields

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 253(D2) REL 292(D2)

Attributes: LATS Core Electives

Spring 2025

LEC Section: 01 W 1:10 pm - 3:50 pm Efrain Agosto

LATS 254 (F) Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability (DPE)

Cross-listings: AMST 253 / AAS 253

Primary Cross-listing

This interdisciplinary course assumes an expansive approach towards disability, defining it not exclusively as a legible identity that one can lay claim to, but rather as an identity grounded in one's relationship to power (Kim and Schalk, 2020). This course centers on the critical role of lived experience as a key site of everyday theorization for the multiply marginalized, and specifically on the ways in which invisibly disabled Latinx, Asian American, and Black American individuals write the self. As scholars in disability studies argue, self-representations of disabled individuals carry the potential for us as a society to move beyond the binary narratives of "tragedy or inspiration" so often associated with disability. Rather, the self-produced narratives of US disabled writers of color offer a much more nuanced portrayal of everyday life with disability/ies for the multiply marginalized. Much like invisible disability itself, these self-representations ultimately refute traditional depictions of disability, and underscore the ways in which the bodymind serves as a rich, albeit often overlooked, site of knowledge. Embodied Knowledges draws on the insights of disability studies, crip studies, anthropology, literary studies, medicine, psychology, education, cultural studies, ethnic studies, American studies, gender and sexuality studies, sociology, and trauma studies. We will examine the works of Latinx, Asian American, and Black American writers and scholars others in relationship to one another, and as points of departure for examining issues such as the relationship between immigration and disability; intergenerational trauma; the impacts of paradigms such as the Model Minority Myth and notions of cultural deficit; passing; the politics of disability disclosure, the paradoxes of invisible disability; invisible disability in academic spaces; the role of culture and categories of difference such as race, gender, class and immigration status in societal approaches to and understandings of invisible disability; and future visions in the realm of disability justice and care work.

Requirements/Evaluation: Two 5-6 page essays; One group question assignment; Final reflection document

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to majors or concentrators in LATS, AMST, and AAST, in order of seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 253(D2) LATS 254(D2) AAS 253(D2)

Difference, Power, and Equity Notes: This course takes up issues of difference and power in every one of its readings and materials. In particular, we examine the intersection of race, ethnicity, dis/ability, gender, sexuality and nation in our discussions of how disability helps to define our understanding of US identity and citizenship, particularly for US communities of color.

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Comparative Race + Ethnic Studies Electives LATS Core Electives

Not offered current academic year

LATS 278 (S) Latinxs and Their Scriptures: Christian, Muslim, & Jewish

This course studies the nature of authorized religious writings--"Scriptures"--among Latinx communities in the US in three major religious traditions--Christianity, Islam, and Judaism. Beginning with an understanding of the nature and function of "scriptures" in religion as a whole, this course will turn to a brief history and current status of Latinidad in the US, including its religious traditions, and how scriptures have functioned in those traditions, especially among Latina/o/x adherents. Then we will do close readings of major texts in Latinx Christianity, Islam, and Judaism, both the scriptures of those communities and interpretative readings of them by adherents and scholars alike. Our goal will be a more thorough understanding of Latinx religious reading practices, interpretations, and implications on the life and overall well-being of Latinx communities in the US.

Requirements/Evaluation: Class participation; Glow Discussion Forum posts based on readings; two short essays and one longer research paper.

Prerequisites: No prerequisites

Enrollment Limit: 20

Enrollment Preferences: Students should have at least one previous LATS course or one previous Religion course.

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Not offered current academic year

LATS 285 (F) The Bible & US Borders: Latinx Encounters

Cross-listings: REL 286

Secondary Cross-listing

This course seeks to understand migration in the current historical, social and political moment, especially on the US-Mexico border. We will explore migration and borders through the lenses of history, politics, and religion, with particular focus on the Christian Bible and its influence, both positively and negatively, in the understanding of recent migration experiences on the USA-Mexico border. For example, we analyze instances of and reflections on migration in the Bible, in light of various interpretations and applications emerging today in debates over migration, including by politicians and "Christian nationalists." The perspectives of Latinx communities in the USA with regard to border politics and policies will be front and center in this course. The Bible, monographs and essays on Bible, borders, migration, and religion, especially from Latinx authors and thinkers, will constitute the readings for the course, along with recent data, policies, and reports on the border and "border security." Who is coming to the US-Mexico border and why, and what does religion and biblical interpretation have to do with how the US government and US people think and act on the border?

Requirements/Evaluation: Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final research paper (8-10 pages) on an aspect of Bible and Migration of interest to the student defined in consultation with the professor.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Religion majors and Latinx Studies concentrators, and those interested in these areas of study

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 286(D2) LATS 285(D2)

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Efrain Agosto

LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings: HIST 286

Primary Cross-listing

The first Latinx communities were formed in 1848 when the United States conquered half of Mexico's territory. In 1898 the United States annexed Puerto Rico and has retained sovereignty to this day. These early conquests and continuing im/migrations created Mexican and Puerto Rican communities in the United States. U.S. imperialism continued to shape the im/migrations that created Cuban, Dominican, Salvadoran, Guatemalan and other Latinx communities in the United States. This course explores U.S. military, political, and economic interventions and their impact on im/migrations and the making of Latinx communities. We also explore the impact of U.S. employers' and the U.S. government's recruitment of low wage workers in shaping im/migrations, destinations, and the formation of Latinx working-class communities. Im/migration and refugee policies have long defined who is eligible to enter and how, as well as who is deemed eligible for citizenship and belonging. Within this context, Latinas and Latinos have developed survival and family reunification strategies for themselves, their families, and their communities.

Class Format: This course is a discussion format.

Requirements/Evaluation: Class participation, short 1-2 page writing assignments, two 4-5 page essays, and a final 5-7 page essay. All writing assignments are based on course materials.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators, History majors, or those intending to become concentrators or majors, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 286(D2) HIST 286(D2)

Difference, Power, and Equity Notes: This Difference, Power, and Equity course explores racialized dimensions of U.S. imperialism and U.S. labor recruitment, encouraging critical analysis. The course considers the impact on the formation of Latinx communities in the U.S. and on Latinas' and Latinos' lived experiences in the United States, as well as on Latina/o/x strategies of community building and political activism.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

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

Cross-listings: WGSS 313 / AFR 326 / AMST 313 / AAS 313

Primary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x,

Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered, raced, and sexualized aesthetic forms? How might the belief in personal style as an activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our comprehension of gendered Asian American, Arab American, Black, and Latina/x bodies?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

Prerequisites: LATS 105, AMST 201, AFR 200, WGSS 101 or permission of instructor; first year students are not permitted to take this course.

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(D2)

Attributes: AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

LATS 314 (F) Social Geographies: Bridging Theory and Praxis in New England

How do we define a community? How do people create community spaces? What tools do we use to explain and understand what a community is? Building on the praxis of Black sociologist Patricia Hill Collin's notion of the "Insider/Outsider," this course focuses on the social life of community spaces. It analyzes the construction of community by individuals, groups, and societies, and how these various actors participate in the production of space. In doing so, comparisons will be made with case studies across space and time, and we will apply these theories and research methods to understand our lives in New England. This seminar asks students to take on the role of a researcher, one that must navigate the line between being part of a group and maintaining a methodological distance. Students in this course will become familiar with how people come together to create and contest community, community-based approaches to understand social problems, and structural conditions that produce social inequities. We will consider issues of difference, identification, and access via race, ethnicity, gender, sexuality, and disability and examine relational ways to understand poverty, family dynamics, and fear. Readings and course materials will be highly interdisciplinary drawing from disciplines such as ethnic studies, sociology, and geography; course readings will be supplemented by films and an experiential learning component. As part of this component students will meet outside class hours to work with a local community-based organization over the semester and write a 10-page final paper that connects course readings with their fieldwork experience.

Requirements/Evaluation: Students are evaluated on regular assignments, active class participation, completion of service learning hours, and a final paper.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Fall 2024

SEM Section: 01 MWF 11:00 am - 12:15 pm Edgar Sandoval

LATS 315 (S) Research Design in Geography: Social Science Perspectives (WS)

How do you design a research project? Which methods of data collection and analysis are appropriate for research questions in Latinx Studies? This course provides an introduction to the process of designing and carrying out a research project, including related to Latinidades, or a plurality of Latinx identities. It introduces students to how social science knowledge is produced to understand the research process, how research emerges, and how we affect research. Course objectives for students are: 1) to design social science research effectively; 2) to critically evaluate the research design of others; 3) to strengthen their academic research and writing skills; and 4) to develop an appreciation for how knowledge is acquired, organized, and communicated. Students will iteratively develop an original research proposal involving several pieces of synthesis. Through applying different research methods to case studies in Latinx Studies, students will understand that the complexity of the issues affecting Latinx communities requires thoughtful research. Students will receive practical training in research protocols, organization methods, project management, and analytical approaches.

Class Format: This class will have short lectures with most of the time dedicated to group discussions. Students should expect to carry out research methods outside of class.

Requirements/Evaluation: Class participation. Assignments where students carry out research methods. Five writing assignments of various page lengths (1-10 pgs) compose students' research proposal project. Each component of the project will be revised by students after professor feedback. These revisions will culminate into a final paper (~20 pages). There will be a final exam.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators or those intending to become LATS concentrators; juniors interested in a senior honors thesis.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will have five writing assignments that build upon each other, from the statement of research topic, initial research questions, annotated bib, draft lit review, and proposed methodology. Students receive critical feedback on grammar, style, and argument and submit revised versions of their assignments. Students submit a completed research project proposal as their final paper.

Attributes: LATS Core Electives

Not offered current academic year

LATS 318 (S) Myths and the Making of Latine California (WS)

Cross-listings: AMST 318 / REL 318

Primary Cross-listing

California is home not only to the largest ethnic Mexican population in the USA but also to the largest Central American population, while also being home to long-standing Latine communities hailing from Chile to Cuba. Since the era of Spanish colonization, especially starting in 1769, California has been woven into fantastic imaginations among many peoples in the Americas. Whether imagined as Paradise or Hell, as environmental disaster or agricultural wonderland, as a land of all nations or a land of multiracial enmity, many myths have been inscribed onto and pursued within the space we call California. In a state whose name comes from an early modern Spanish novel, how did certain narratives of California come to be, who has imagined California in certain ways, and why? What impact have these myths had on different Latine populations in the history of California, and how have different Latines shaped, contested, and remade these myths as well as the California landscape that they share with other peoples? In this course, we consider "myth" as a category of socially powerful narratives and not just a simple term that refers to an "untrue story." We examine myths by focusing on a few specific moments of interaction between the Latine peoples who have come to make California home and the specific places in which they have interacted with each other. Of special interest are select creation stories (found in Jewish, Christian, and Indigenous traditions), imaginations of the Spanish missions, the Gold Rush, agricultural California, wilderness California, California as part of Greater México, California as "sprawling, multicultural dystopia," and California as "west of the west," including its imagination as a technological and spiritual "frontier."

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

Enrollment Preferences: Latina/o Studies concentrators, Religion majors, American Studies majors, Environmental Studies majors and concentrators, Comparative Literature majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 318(D2) AMST 318(D2) REL 318(D2)

Writing Skills Notes: The students are expected to engage in regular writing of response papers, a mandatory revision of their first essay after receiving instructor feedback, a second essay, and a scaffolded final project with instructor and peer feedback at different stages. Attention to writing and the ways that writing interacts with myths, peoples, and place-making is part of the practice and the theoretical orientation of the course.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS Core Electives

Not offered current academic year

LATS 322 (S) Fiction Writing Workshop (DPE) (WS)

Cross-listings: ENGL 388

Primary Cross-listing

This workshop is focused on the art and practice of writing fiction and geared toward students interested in working on creative honors theses. Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to how each author employs narrative elements--characterization, plotting, structure, dialogue mechanics, setting, tone, theme--as well as the values and visions expressed. Students will present short fiction or novel excerpts for peer critique and the editorial advice of the instructor. Regular in-class exercises and take-home assignments will help students expand their narrative skills.

Requirements/Evaluation: Attendance and class participation, regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Prerequisites: LATS 222- Ficciones

Enrollment Limit: 15

Enrollment Preferences: LATS concentrators, honors theses

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 388(D1) LATS 322(D2)

Writing Skills Notes: Regular writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page final creative paper (close-reading a text and creative-writing response)

Difference, Power, and Equity Notes: Readings include published fiction by primarily Latine and other writers who center Global South experiences, with attention paid to the values and visions expressed by each author.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 330 (S) DNA + Latinx: Decoding the "Cosmic Race" (DPE)

Scientists working to assemble maps of the human genome have found a goldmine in the DNA of Latinx, Latin American, and other populations that derive ancestry from multiple continents. This interdisciplinary course explores Latinidades through a genealogical lens: What culture-specific issues emerge around history, identity, ethics, forensics, immigration, commerce, surveillance, art, science, and medicine? Through discussion, materials, and activities that engage personal, historical, and scientific perspectives, this course offers students the opportunity to explore the many codes embedded in the double-helix. Readings include scholarship out of Stanford University's Bustamante Lab, *The Cosmic Race* by José Vasconcelos, *The Cosmic Serpent* by Jeremy Narby, *Bird of Paradise: How I Became Latina* by Raquel Cepeda, and *The Social Life of DNA: Race, Reparations, and Reconciliation After the Genome* by Alondra Nelson.

Requirements/Evaluation: attendance and class participation, writing exercises, 4- to 5-page midterm paper (close-reading a text), 10- to 15-page

final writing portfolio

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Latina/o Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Readings and class discussion offer students the opportunity to analyze the shaping of social differences, dynamics of unequal power, and processes of change

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 W 7:00 pm - 9:40 pm Nelly A. Rosario

LATS 332 (F) Latinx Biography & Memoir

This course reads widely and deeply in the art and practice of biography and memoir by Latinx authors and historical figures. We shall learn and revisit important historical moments and cultural experiences through the lens of well-known and lesser known figures in Latinx history, art, culture, and religiosity. Our readings will include memoirs by such key figures as Piri Thomas, Esmeralda Santiago, Julia Alvarez, Reyna Grande, Octavio Solis and recent critical biographies about Sor Juana Ines de La Cruz, Jose Marti, and Roberto Clemente. The goal in these and/or other selected readings will be to understand Latinx culture, the search for identity and self-actualization, and spiritual/religious dimensions of individual growth and development in US Latinx communities, especially in the 20th and 21st centuries.

Requirements/Evaluation: Attendance, participation, online discussion forums, two short essays and a longer research paper, plus oral presentations are expected in this intense reading course.

Prerequisites: A previous course in LATS is preferred.

Enrollment Limit: 20

Enrollment Preferences: Latina/o/x Studies concentrators; if still overenrolled, seniors, then juniors, then sophomores

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2024

SEM Section: 01 W 7:00 pm - 9:40 pm Efrain Agosto

LATS 335 (S) Contemporary Immigration Landscapes

Cross-listings: AMST 312 / WGSS 321

Primary Cross-listing

What is the relationship between racial formations, transnational migrations, and power in the United States? How do geometries of power shape our relationship to place? How do people navigate and resist the exercise of unequal power relations? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, and postcolonial theories to enrich our understanding of human geography. Theories on belonging, identity, and power will serve as a bridge between the state's role in structuring the lives of transnational migrants and the politics of conceiving futures as alternatives to current political geographic imaginations in the U.S. immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences (such as through Javier Zamora's *Solito: A Memoir*) and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and incarceration, among others. Through materials that embrace both social science and humanities approaches, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' political practices

throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of identity and power to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Requirements/Evaluation: Your learning is evaluated through class participation (discussion, responses, & in-class worksheets), three assignments, and a final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to concentrate

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 312(D2) LATS 335(D2) WGSS 321(D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST Space and Place Electives LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Edgar Sandoval

LATS 341 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / WGSS 347 / SOC 340 / THEA 341

Secondary Cross-listing

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, hip hop masculinities, 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.

Requirements/Evaluation: masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

LATS 344 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)

Cross-listings: WGSS 361 / AMST 361

Primary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

Requirements/Evaluation: Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 361(D2) LATS 344(D2) AMST 361(D2)

Difference, Power, and Equity Notes: At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

Attributes: LATS Core Electives

Not offered current academic year

LATS 345 (S) Central American Visual Cultures (DPE)

Cross-listings: AMST 342

Primary Cross-listing

This course explores who U.S.-Central Americans are through their visual cultural production, as well as how US-Central Americans have been portrayed by others. Recently, Central Americans have gained visibility in the U.S. public sphere as mainstream media coverage of the "crisis at the border" has sensationalized the arrival of migrant caravans. The images and visuals resulting from mainstream coverage has led to monolithic representations of Central Americans framing them as "illegal aliens," violent gang members, or agentless victims. By engaging with visual culture ranging from social media, films, and zines, we challenge these monolithic perceptions and representations of Central Americans by pursuing the following set of questions: How have others visualized Central Americans and what has been the effect on lived experiences of U.S. Central Americans? How do U.S.-Central American communities visualize their identity formation in the U.S.? What is the role of visual culture in their resistance to racism, classism, sexism, and other structures of marginalization in the U.S.? As part of this course, we explore the range of social, political, economic, and historical forces that have pushed migration from each of the countries in the isthmus and the formation of their respective diasporas in the U.S.

Requirements/Evaluation: Discussion participation, weekly reading responses, two 3-6-page essays, and a final 8-10 page paper.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Latina/o Studies concentrators and AMST majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 345(D2) AMST 342(D2)

Difference, Power, and Equity Notes: The course critically reflects on how others have visualized Central Americans and how Central American communities use visual culture to assert their differences and contest the power dynamics that shape their lived experiences.

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Kevin W. Cruz Amaya

LATS 348 (S) Drawing Democracy: Graphic Narratives as Democratic Ideals

Cross-listings: COMP 348 / AMST 348

Primary Cross-listing

This course examines the graphic narrative in terms of how each author/illustrator employs narrative elements (plotting, structure, characterization, text, and visuals) to express social realities within the context of democratic ideals. Regular assignments and in-class exercises throughout the course offer students the opportunity to create their own graphic narratives.

Requirements/Evaluation: attendance and class participation, short writing exercises, 4-5 page midterm paper (close-reading a text), 10-15 page final creative paper

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 348(D1) AMST 348(D2) LATS 348(D2)

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

Not offered current academic year

LATS 360 (S) Latinx Sculpture Art: From Altares to Sonic Monuments

Cross-listings: ARTH 361

Primary Cross-listing

What constitutes Latinx sculpture? While the study of Latinx art has revolved around two dimensional art forms, this course tackles the question of three-dimensional art and examines the development of Latinx sculpture, its socio-political impact, and its aesthetic complexity. This interdisciplinary and hybrid course consists of studying Latinx sculpture art and how Latinx artists have engaged and rearticulated popular cultural traditions like altares, lowriders, and santería in their sculptural works by engaging varying disciplines. This course also includes a studio component. We will dissect the ways Latinx communities conceive of their identity, politics, and manifest resistance and belonging in the U.S. differently through the art form of sculpture, as we study artists like Amalia Mesa-Bains, Gilbert "Magu" Luján, Beatriz Cortez, Pepón Osorio, and Guadalupe Maravilla. Sculpture offers a new lens to expand our study of Latinx identity, politics, and aesthetics, via historical and contemporary theoretical frameworks in the disciplines of Latinx Studies, Chicana/o and Central American Studies, art history, museum studies, and urban studies. As a hybrid course with a studio component, students will also complete a term-long sculpture project, which will be accompanied by a research-based artist statement. In their research based artist statements, students will situate and contextualize their sculpture projects in relation to topics and aesthetic frameworks covered in the class.

Requirements/Evaluation: Class participation and on-going work on their final art project. Students will write two 5 page essays related to course material and one final 3 page research-based artist statement that will contextualize a final sculpture art project in relation to course content.

Prerequisites: None

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, especially those who have taken LATS 105 and/or Latinx Visual Arts, as well as Art majors, especially those who have taken some Latinx Studies courses.

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: \$150 for art materials

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 361(D1) LATS 360(D2)

Attributes: LATS Core Electives

Spring 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Kevin W. Cruz Amaya

LATS 385 (F) Latinx Activism: From the Local to the Transnational (DPE) (WS)

Cross-listings: HIST 385

Secondary Cross-listing

Latinas/os/x's have long sought inclusion in the U.S. polity and society, while the meanings of inclusion and the means to achieve it have shifted historically. For Latinxs, activism is often shaped by the specific dynamics of each group's migration to the United States and by their arrival into a particular context. Home country politics and transnational connections can remain important. Yet local activism to meet immediate needs and to address critical issues becomes important as well. Working within existing structures, Latinx communities have at times questioned and challenged those existing structures, as activists have addressed a wide variety of often intersecting issues. This course roots itself in the historical progression of Puerto Rican and Mexican-American activism, before turning to the social and political movements of the late 1960s and 1970s, as shaped by Puerto Ricans, Chicanos/as, Cubans, and Dominicans. The 1980s witnessed increased immigration from several Central and South American countries, arriving in the context of reactions to those political and social movements, as well as increased U.S. intervention in their countries of origin--a context that again shaped both local and transnational activism. Students' final projects will be anchored within this historical framing and within the lens of local and transnational activism, while moving forward in time to consider more contemporary dimensions of Latinx activism.

Class Format: This is a discussion-based and writing intensive course, so reading and full participation is important. Students will be expected to read each other's work and to provide thoughtful and constructive feedback.

Requirements/Evaluation: Class participation and presentations; several 3-4 page essays; final paper of 12-15 pages, as well as proposal, bibliography, and drafts

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 385(D2) HIST 385(D2)

Writing Skills Notes: Several writing assignments of 3-4 pages provide the foundation for 12-15 page final papers. In consultation with the professor, students select a topic and submit a 3-4 page proposal with a bibliography. Students submit a draft for a workshop session with other students. A final presentation is another opportunity to hone arguments and use of evidence, as well as to receive feedback on revised drafts from the professor.

Difference, Power, and Equity Notes: This course examines how Latinx communities have sought inclusion in U.S. society and polity, in the face of marginalization based on race, ethnicity, class, gender, sexuality, and/or political perspective, as well as other intersecting markers of difference. Questions of difference, power, and equity are analyzed at the structural, community, and individual levels.

Attributes: HIST Group F Electives - U.S. + Canada LATS Core Electives

Not offered current academic year

LATS 397 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Attributes: LATS Core Electives

Fall 2024

IND Section: 01 TBA Nelly A. Rosario

LATS 410 (F) Arquivistas: An Archival Storytelling Course (DPE) (WS)

Archival storytelling: the "creative practice of resurfacing hidden, untapped, and untold historical treasures and reimagining that content in various storytelling presentations that speak to modern-day audiences" (Arbo Radiko). In this generative writing and critical-practice course, students explore/inhabit the role of writers and storytellers as preservers of history and culture. With a focus on documenting and/or reimagining Latinidades, the course invites students to address: the unique narrative forms archives may take beyond collections of artifacts; how archives can inform the creation--and definition--of literary work; the relationship between archives and power; information the archivist/storyteller may choose to include or omit, reveal or conceal; how the archivist/storyteller might practice what scholars Michelle Caswell and Marika Cifor call "radical empathy," one that takes into account the diverse affective roles and responsibilities of the: archivist, records creator, records subject, records user, and community member. The course is designed to help students address the above through assignments that build towards final projects. Through the creative process, students learn to: research, compile, and analyze materials from various open-access repositories; identify and write emergent stories from collected material; and present these stories to the public using narrative elements and tools in the digital humanities. Projects may include virtual exhibits, data stories, annotated maps, historical fiction, ekphrastic poetry, finding aids, and interactive timelines. Projects may also examine the Latinx experience on campus, building on archival efforts initiated by students for the LATS Program 15th Anniversary Exhibit at Williams College Library.

Requirements/Evaluation: Assignments and in-class exercises; attendance; participation; peer review

Prerequisites: n/a

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; students who haven't taken creative-writing courses but are interested in the topic; students interested in the digital humanities; students who have met their other curricular requirements

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: Two five-page papers (each receiving critical feedback from professor on grammar, style, and argument); a midterm project proposal with critical feedback from professor and peers; one taxonomy glossary based on course readings and proposed project; one annotated bibliography; artist statement and notes on craft; one final paper submitted with corresponding creative project.

Difference, Power, and Equity Notes: This course examines various forms of difference, power, and equity related to creating and engaging archives. In exploring and creating archives themselves, students pay close attention to any omissions and concealments in the documentation of historical memory, particularly in relation to diverse Latinx experiences.

Attributes: LATS 400-level Seminars

Not offered current academic year

LATS 421 (F) Latinx Geographies (WS)

This research seminar examines the history, framework, and scholarship of the growing field of Latinx Geographies within the context of interdisciplinary Latine Studies. This course explores the perspectives, experiences, spatial politics, and place-making practices of Latines to consider their relationship to the built environment. We will examine recent theories regarding space, place, and race; explore them through various Latinx positionalities, such as gender, sexuality, class, and citizenship status; and apply them to literary and media representations of Latine spaces and places, such as the US-Mexico borderlands, barrios, and rural fields. We will consider how undocumented queer and trans migrants have become prominent political actors in social movements, how migration, race, and the environment interact in pollution and activism, how undocumented women negotiate motherhood, how non-profit organizations market Latinidad for infrastructural development, and more. In this interdisciplinary and comparative course, students will be exposed to the genealogy of Latinx Geography, which finds its genesis embedded in Black Geography, Queer (Women) of Color Critique, Latinx Studies, and Ethnic Studies. Students will learn a geographical vernacular to think and articulate spatially in the social sciences and humanities, as they develop their own research projects. Collectively, we will interrogate case studies of Latines in the built

environment to make visible how race and space are fundamental tenets of a Latinx geographical analysis. Students will select a research topic and develop their own research project independently and through coursework. Evaluation will be based on class participation, leading discussion, presentations, research proposal, annotated bibliography, short writing assignments, writing workshop participation, and a final 20-page research paper.

Requirements/Evaluation: Class participation, leading class discussion, proposal, annotated bibliography, short writing assignments, writing workshop participation, presentation, drafts of final paper, and final 15-20 page research paper.

Prerequisites: N/A

Enrollment Limit: 19

Enrollment Preferences: LATS concentrators; seniors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final research paper. Several short writing assignments focus on interpretations of primary sources and on key arguments in secondary sources. The final paper is written in stages, including a proposal, an annotated bibliography, a draft for workshoping with other students and faculty feedback, and a final presentation along with a revised draft.

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives LATS 400-level Seminars

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Edgar Sandoval

LATS 470 (S) Latinx Migrations: Stories and Histories (WS)

Cross-listings: HIST 470 / WGSS 470

Secondary Cross-listing

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

Requirements/Evaluation: class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: History majors, WGSS majors, and Latina/o Studies concentrators, seniors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 470(D2) HIST 470(D2) WGSS 470(D2)

Writing Skills Notes: This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

Attributes: HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

LATS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: WGSS 475 / AMST 413

Primary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Maria Elena Cepeda

LATS 493 (F) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in the fall must register for this course and subsequently for LATS 31 during Winter Study.

Prerequisites: approval of program chair; limited to senior honors candidates

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

HON Section: 01 TBA Nelly A. Rosario

LATS 494 (S) Senior Honors Thesis: Latina/o Studies

Students beginning their thesis work in Winter Study must register for this course.

Prerequisites: approval of program chair; limited to senior honors candidates

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

HON Section: 01 TBA Nelly A. Rosario

LATS 497 (F) Independent Study: Latina/o Studies

Latina/o Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Nelly A. Rosario

LATS 498 (S) Indep Study:Latina/o Studies

Independent Study:Latina/o Studies

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Nelly A. Rosario

Winter Study -----

LATS 31 (W) Senior Thesis: Latina/o Studies

Students must register for this course to complete an honors project begun in the fall or begin one to be finished in the spring.

Class Format: thesis

Prerequisites: approval of program chair

Enrollment Preferences: limited to senior honors candidates

Grading: pass/fail only

Not offered current academic year

LATS 99 (W) Independent Study: Latina/o Studies

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study

Grading: pass/fail only

Not offered current academic year