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(S) SEM Latinx Migrations: Stories and Histories**
  
  Taught by: Carmen Whalen
  
  Catalog details

- **LATS 409 / WGSS 409 / AMST 411 SEM Transnationalism and Difference: Comparative Perspectives**
  
  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, Edgar Sandoval
  
  Catalog details
LATS 115 / REL 115 / WGSS 115(F) TUT Latina Feminist Spiritualities
   Taught by: TBA
   Catalog details
LATS 219 / REL 215(F) SEM Religion in Latinx Literature, Art & Film
   Taught by: Efrain Agosto
   Catalog details
LATS 222 / ENGL 252 LEC 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 SEM Latina/o/x Language Politics: Hybrid Voices
   Taught by: Maria Elena Cepeda
   Catalog details
LATS 253 / REL 292(F) LEC Religion and Politics in the Caribbean and the Diaspora
   Taught by: Efrain Agosto
   Catalog details
LATS 254 / AAS 253 / AMST 253(F) SEM Embodied Knowledges: Latinx, Asian American, and Black American Writing on Invisible Disability
   Taught by: Maria Elena Cepeda
   Catalog details
LATS 278(S) SEM Latinxs and Their Scriptures: Christian, Muslim, & Jewish
   Taught by: Efrain Agosto
   Catalog details
LATS 286 / HIST 286(F) 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(S) SEM Gender, Race, and the Power of Personal Aesthetics
   Taught by: Maria Elena Cepeda
   Catalog details
LATS 315(S) SEM Research Design in Geography: Social Science Perspectives
   Taught by: TBA
   Catalog details
LATS 318 / AMST 318 / ENVI 318 / REL 318 / COMP 328(S) SEM Myths and the Making of Latine California
   Taught by: TBA
   Catalog details
LATS 330 SEM DNA + Latinx: Decoding the "Cosmic Race"
   Taught by: Nelly Rosario
   Catalog details
LATS 335 / AMST 312 / WGSS 321(S) LEC Contemporary Immigration Landscapes: Producing Difference and Value in Migration
   Taught by: Edgar Sandoval
   Catalog details
LATS 344 / AMST 361 / WGSS 361(S) SEM Marking Presence: Reading Disability in/to Latina/o/x Media
   Taught by: Maria Elena Cepeda
   Catalog details
LATS 346 / AMST 346 SEM Latinas/os and the Media: From Production to Consumption
   Taught by: Maria Elena Cepeda
   Catalog details
LATS 348 / AMST 348 / COMP 348 SEM Drawing Democracy: Graphic Narratives as Democratic Ideals
   Taught by: Nelly Rosario
   Catalog details
LATS 397(F) IND Independent Study: Latina/o Studies
   Taught by: Carmen Whalen
   Catalog details
LATS 398 IND Independent Study: Latina/o Studies
   Taught by: Nelly Rosario
   Catalog details
REL 286 / LATS 285 SEM The Bible and Migration: Latinx Perspectives
   Taught by: Efrain Agosto
   Catalog details
RLSP 209 / LATS 209(F) SEM Spanish for Heritage Speakers

Taught by: Sahai Couso Diaz
Catalog details

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

Countries of Origin and Transnationalism

AFR 234 / AMST 234 / ENVI 247 / HIST 274 STU Race, Land and Settler (Racial) Capitalism: Ongoing Topics in (Dis)/Repossession

Taught by: Allison Guess
Catalog details

AFR 235 / AMST 235 / GBST 235 / ENVI 253 / HIST 275 SEM Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies

Taught by: Allison Guess
Catalog details

ARTH 210(F) LEC Intro to Latin American and Latinx Art: Contradictions & Continuities, Postcolonial to the Present

Taught by: Mari Rodriguez Binnie
Catalog details

ENGL 104(F) SEM Borders, Migration, and the Literatures of Displacement

Taught by: TBA
Catalog details

ENGL 155 / COMP 155 SEM Contemporary Mexican Cinema and the World

Taught by: Ricardo A Wilson
Catalog details

ENGL 279(S) SEM Introduction to Latinx Literature: From 'I Am Joaquin' to Borderless-Future Dreams

Taught by: TBA
Catalog details

ENGL 392 SEM Acción Poética: Poetic Art's Critiques of an Americas of Conquest

Taught by: Matthew Gonzales
Catalog details

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

Taught by: Roger Kittleson
Catalog details

HIST 346 / AFR 346 LEC Modern Brazil

Taught by: Roger Kittleson
Catalog details

HIST 347 SEM Democracy and Dictatorship in Latin America

Taught by: Roger Kittleson
Catalog details

PSCI 266 LEC The United States and Latin America

Taught by: James Mahon
Catalog details

PSCI 349(S) TUT Cuba and the United States

Taught by: James Mahon
Catalog details

PSCI 352 / GBST 352 LEC Politics in Mexico

Taught by: James Mahon
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

WGSS 337 / ANTH 337 SEM Race, Sex & Gender in Brazil

Taught by: Gregory Mitchell
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: VanNatta Ford
Catalog details

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

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.

The final project, completed over one semester and winter study, may be a research thesis of 30–50 pages, or another form of presentation, or combine a shorter research thesis with another medium.

Eligibility:

- Declared concentrator
- Grade point average, generally, of 3.3 in LATS courses
- Approval of project proposal in 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 Professor Carmen Whalen by 4:00 pm EDT on Monday, May 8, 2023.
- 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. It should also identify your proposed LATS faculty advisor for the project, and include evidence of competence in the relevant media for non-thesis forms.
- The proposal should be no longer than 5 pages plus a bibliography.

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
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

LATS 115 (F) Latina Feminist Spiritualities (DPE) (WS)
Cross-listings: LATS 115 REL 115 WGSS 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/Lukumi 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, Buddhist, 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
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:
**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

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**LATS 209 (F) Spanish for Heritage Speakers**

**Cross-listings:** LATS 209 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:**

LATS 209(D2) RLSP 209(D1)

**Attributes:** LATS Core Electives

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

**Cross-listings:** LATS 219 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

Fall 2023

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

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

Cross-listings: LATS 222 ENGL 252

Primary Cross-listing

This course is focused on the art and practice of writing fiction. We will study 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. Regular assignments and in-class exercises will help students strengthen their own narrative skills.

Requirements/Evaluation: attendance and class participation, writing exercises, 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

Not offered current academic year

LATS 224 (S) U.S. Latinx Religions

Cross-listings: REL 224 AMST 224 LATS 224

Primary Cross-listing

In this course, we will engage aspects of Latinx religious experiences, practices, and expressions in the United States of America. Given the plurality of Latinx communities and religious lives in the U.S.A., we can only consider select contexts that help us understand the challenges of studying and defining the "religious" and "hybridity" in Latinx contexts. We will survey certain selected religious traditions and practices—such as popular Catholic devotions to Guadalupe, crypto-Judaism, curanderismo, Latinx Pentecostalism, Latinx Muslims, and Santeria, as well as Latinx approaches to traditional US religious expressions of Roman Catholicism and Protestantism. We will do so by focusing on particular moments of religious expression as elucidated in specific historiographies, ethnographies, art, literature, and film.

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:** 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:**

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

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

Spring 2024

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 LATS 230

**Primary Cross-listing**

Long associated with cities in the scholarly and popular imagination, immigrants have increasingly settled in U.S. suburbs. Through the lens of new destinations for im/migrants, this course introduces spatial methods, perspectives, and concepts to understand cities, suburbs, and rural places and the relationships between these various spaces. We ask how geographically specific forces and actors shape these trends, as well as the spatially uneven outcomes of complex processes like globalization. This interdisciplinary course highlights racial, legal, economic, political, environmental, social, and cultural dimensions of how transnational migrants become part of and create homes in new places. Through a range of textual materials (academic, technical, popular, visual), we explore why people migrate, the origin of the "illegal alien" figure, economic restructuring and local immigration policies, environmental justice, place-making and community development. Rooted in critical race geographies, case studies are often comparative across different racial and ethnic groups in the U.S. West, South, Midwest, and Northeast. We analyze how documentation status and perceptions of illegality affect the lived experiences of Latines. This course will be mostly discussion-based, with grading based on participation, short writing exercises, three assignments, a midterm examination, and a final exam.

**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:** Class participation, weekly in-class writing, three 3-6 page essays, a midterm, and a final examination. 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:** 20

**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 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Edgar Sandoval
LATS 232  (S)  We the People in the Stacks: Democracy and Literatures of Archives  (DPE)

Cross-listings: LATS 232 ENGL 232

"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:

LATS 232(D2) ENGL 232(D1)

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)  Latina/o/x Language Politics: Hybrid Voices

Cross-listings: COMP 210 AMST 240 LATS 240

In this interdisciplinary course we will focus on issues of language and identity in the contemporary cultural production and lived experience of various Latina/o/x communities. As such, how are cultural values and material conditions expressed through Latina/o/x language and literature? How does Latina/o/x identity challenge traditional notions of the relationship between language, culture, and nation? In what ways might Latina/o/x 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 Latina/o/x linguistic attitudes and creative responses. In addition to a consideration of language and identity grounded in sociolinguistics, anthropopolitical 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 Latina/o/x language politics, as well as the broader themes of power, community, ethno-racial identity, gender, sexuality, class, and hybridity.

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

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, 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:

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

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

Not offered current academic year
LATS 253 (F) Religion and Politics in the Caribbean and the Diaspora

Cross-listings: REL 292 LATS 253

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. The US government and military have played a significant role in both since the turn of the last century, forcibly shaping their economies and politics. Religion, particularly the Protestant missionary enterprise since the US invasions in 1898, has also shaped histories and politics on the islands and throughout their diasporas. We will explicate 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 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 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-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:
REL 292(D2) LATS 253(D2)

Attributes: LATS Core Electives

Fall 2023

LEC Section: 01 TR 9:55 am - 11:10 am Efrain Agosto

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

Cross-listings: AAS 253 AMST 253 LATS 254

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:**

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

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**Fall 2023**

SEM Section: 01    TR 11:20 am - 12:35 pm    Maria Elena Cepeda

**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

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**Spring 2024**

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

**LATS 285  (F)  The Bible and Migration: Latinx Perspectives**

**Cross-listings:** REL 286 LATS 285

**Secondary Cross-listing**

This course seeks to understand migration in the current historical moment, around the globe but especially on the US border. The lenses through which we will explore migration include Religion, with special focus on the Christian Bible. We will explore instances of and reflections on migration in the Bible, as well as various interpretations of the Bible emerging today in debates over migration. The course will approach US migration from the perspective of Latinx communities in the US - historically, culturally, politically, and religiously. Readings will include: The Bible, monographs and essays on the Bible and Migration, especially from the perspectives of Latinx authors and thinkers.

**Requirements/Evaluation:** Participation in class discussions; two to three short essays (3-5 pages each) analyzing selected readings; a longer final
LATS 286 (F) Conquests and (Im)migrations: Latina/o History, 1848 to the Present (DPE)

Cross-listings:  HIST 286 LATS 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)

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

HIST 286(D2) LATS 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

Fall 2023

SEM Section: 01  TR 8:30 am - 9:45 am  Carmen T. Whalen

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

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

Primary Cross-listing

This course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways
in which gender, sexuality, ethno-racial identity, neoliberal capitalism and class inform standards of beauty and ideas about the body, we will examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will 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 female aesthetics reflect the specific circumstances of their creation? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity?

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-7 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:

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

Spring 2024

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

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

Cross-listings: REL 318 AMST 318 LATS 318 COMP 328 ENVI 318

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 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:
REL 318(D2) AMST 318(D2) LATS 318(D2) COMP 328(D1) ENVI 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
**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

Not offered current academic year

**LATS 335  (S)  Contemporary Immigration Landscapes: Producing Difference and Value in Migration**

**Cross-listings:** LATS 335 AMST 312 WGSS 321

**Primary Cross-listing**

What is the relationship between racial formations, transnational migrations, and power? How do geometries of power shape our relationship to place? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, Indigenous studies, and postcolonial theories to enrich our understanding of human geography. We will look at the use of ethnic and racial formations as a bridge between cultural and political geography in the contemporary US immigration landscape. Through an interdisciplinary exploration of ‘migration,’ we will examine the depth and range of migrants’ experiences and how these communities’ lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will consider how gender and sexuality structure racial formations and determine notions of value. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and environmental justice, among others. Through materials that embrace both historical and contemporary perspectives, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities’ cultural place-making practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of transnational racial formations to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

**Requirements/Evaluation:** Class Participation (20%): Preparation for, and active participation in, class discussions. Short writing assignments weekly around class readings. Pair share (10%): Two engage class with thoughts for one 30 minute class segment. Essays (20% each): Two 4-5 page essays. Final Paper (30%): An examination of the articulation of Latinx migrations and belonging in a case study that interrogates and builds on a major course theme, approximately 12 pages double-spaced, plus references / endnotes / images.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators or those intending to concentrate

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

LATS 335(D2) AMST 312(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 2024

LEC Section: 01    TF 2:35 pm - 3:50 pm    Edgar Sandoval

**LATS 341  (F)  Performing Masculinity in Global Popular Culture** (DPE)
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:
LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(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

Grading: yes pass/fail option, no fifth course option
This course is cross-listed and the prefixes carry the following divisional credit:

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

**Differences, 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, ability/disability, 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

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### Spring 2024

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

**LATS 346 (F) Latinas/os and the Media: From Production to Consumption**

**Cross-listings:** LATS 346 AMST 346

**Primary Cross-listing**

This interdisciplinary course focuses on the areas of Latina/o media production, policy, content, and consumption in an attempt to answer the following questions, among others: How do Latinas/os construct identity (and have their identities constructed for them) through the media? How can we best understand the complex relationship between consumer, producer, and media text? How are Latina/o stereotypes constructed and circulated in mass media? Where do issues of Latina/o consumer agency come into play? In what ways does popular media impact our understanding of ethno-racial identities, gender, sexuality, class, language, and nation?

**Requirements/Evaluation:** student participation, one 2- to 3-page close reading exercise, and an original 10- to 12 page research paper conducted in stages

**Prerequisites:** LATS 105 or permission of the instructor; no first-year students are permitted to take this course

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators or American Studies 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 346(D2) AMST 346(D2)

**Attributes:** AMST Arts in Context Electives  AMST Comp Studies in Race, Ethnicity, Diaspora  FMST Core Courses  FMST Related Courses  LATS Core Electives

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### Not offered current academic year

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

**Cross-listings:** COMP 348 AMST 348 LATS 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
Not offered current academic year

LATS 385  (F)  Latinx Activism: From the Local to the Transnational  (DPE) (WS)
Cross-listings:  HIST 385 LATS 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:
HIST 385(D2) LATS 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
Latina/o Studies independent study.

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

**Distributions:** (D2)

**Attributes:** LATS Core Electives

Not offered current academic year

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LATS 409  (F)  Transnationalism and Difference: Comparative Perspectives

**Cross-listings:** WGSS 409 LATS 409 AMST 411

**Primary Cross-listing**

In the age of digital communications and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to "be transnational"? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of "American" identity in the local, national, and global contexts? In this interdisciplinary seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics.

The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

**Class Format:** This course will follow a discussion format.

**Requirements/Evaluation:** student participation, an original 12-15 page semester-long research paper conducted in stages, and student presentation

**Prerequisites:** LATS 105, WGSS 101 or AMST 201; junior or senior standing

**Enrollment Limit:** 12

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

**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:

WGSS 409(D2) LATS 409(D2) AMST 411(D2)

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Not offered current academic year

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

Cross-listings:  HIST 470 LATS 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:

HIST 470(D2) LATS 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 workshop 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

Spring 2024

SEM Section: 01  TR 9:55 am - 11:10 am  Carmen T. Whalen

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

Students beginning their thesis work in the fall must register for this course and subsequentially 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 2023

HON Section: 01  TBA  Carmen T. Whalen
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 2024
HON Section: 01  TBA  Carmen T. Whalen

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 2023
IND Section: 01  TBA  Carmen T. Whalen

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 2024
IND Section: 01  TBA  Carmen T. Whalen

Winter Study -----------------------------------------------

LATS 27  (W) Special Projects in Latina/o/x/e Studies
This course will introduce some key readings of the field of Latinx Studies, with a focus on interdisciplinary perspectives and various methodological approaches. The class will be situated in 1960s and 1970s social movement organizing. Students will reflect on critical dialogues and debates through in-class discussions of selected readings. Students should expect to bring or develop a project in Latinx Studies. This can look like an annotated bibliography, a thesis proposal, a video, a poem with reflection, a thesis chapter draft, etc., or a 10-page final paper or other equivalent product. There will be two rounds of sharing. Students will present their final project idea during the first half of the course. Students will also present their works in progress of their project in Latinx Studies near the end of the course.

Class Format: We will meet twice a week for three hours each.

Requirements/Evaluation: Students will come to class prepared to engage in discussion. Students will be evaluated through their participation, weekly activities, two presentations, and a final product of 10 pages or equivalent.

Prerequisites: One class in Latina/o Studies or a related class. Please email the instructor if you have any questions.

Enrollment Limit: 20

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

Expected Class Size: 12

Grading: pass/fail only

Attributes: LATS Core Electives

Winter 2024
**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

Winter 2024

HON Section: 01 TBA Edgar Sandoval

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**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

Winter 2024

IND Section: 01 TBA Carmen T. Whalen