

# MAS 301: Introduction to Latinx Studies

Fall/Spring 20XX

Unique #: XXXXX

Instructor	Email	Office Hours	Class Time and Location
Javier Rivera	Javierrivera3830@utexas.edu	Xam-Xpm GWB 2.104C	MWF Xam-Xpm

## Course Description:

This course is a survey of the interdisciplinary field of Latinx Studies. As an introduction, this course will highlight the historical and contemporary issues that shape the political, social and cultural practices and experiences of Latinxs in the United States. To do this, we will explore various approaches to the field of Latinx studies, including history, media studies, anthropology, and sociology to name a few. Beginning with a brief introduction that asks “What is Latinx Studies?”, we will examine topics ranging from colonialism, imperialism, race, ethnicity, class, gender, sexuality, feminisms, migration, transnationalism, language, and new/media representations and participation. Students will be asked to engage with written text and various media that will then be used in a critical analysis through writing activities, group projects/presentations, class participation, and an overall classroom environment where there is a collaborative engagement in the learning process.

## Course Goals and Learning Outcomes

By the end of the semester, students should:

- Have grown in their capabilities to think critically about race, ethnicity, class, gender, and sexuality as they intersect with the field of Latinx studies.
- Develop their analytical abilities around topics concerning Latinx Studies by engaging in reading, writing, presenting, and discussing course materials.
- Gain an appreciation for the diversity attributed to Latinidad by acknowledging its complex history, cultural productions, and political legacies.

## Course Materials

### Required Materials

- Vargas, Deborah R., Mirabal, Nancy R., La Fountain-Stokes, Lawrence M. *Keywords for Latina/o Studies*. New York University Press, 2017.
- González, Juan. *Harvest of Empire: A History of Latinos in the America*. Penguin, 2011.
- All other readings for this course will be available on Canvas. *Keywords for Latina/o Studies* is available online through UT Libraries. If you have an issue getting a hand of *Harvest of Empire*, please come speak to me.

### Assignments and Grading

#### Attendance/Participation 10%

You are permitted three absences from class, for any reason, no questions asked. There are no excused absences beyond this, unless you have communicated with me about an issue within a week in advance or if it is related to accessibility, also to be addressed in conversation with me. More than three absences will reduce your Attendance/Participation grade up to five points. Students possess different learning styles and thus I hope to allow various avenues for you to participate. These can

include in-class speaking, in-class writing exercises, participation of small group discussion, or Canvas discussion posts in addition to the assigned weekly posts.

### **Weekly Discussion Posts 10%**

Before every Monday class. Students will submit discussion posts through Canvas that respond to the readings from the previous week and answer any questions posed in the discussion prompt.

### **Co-Curricular Event 10%**

Throughout the semester, you will have the opportunity to attend one UT Latino Studies (or another department's) lecture, event, or film. It must intersect with the class description and you must provide a brief synopsis of the event. Additionally, the write-up should include an explanation on how it connects to course material we have covered in class.

### **Group Presentation 20%**

You will organize, collaborate, and deliver a class panel covering one of the course topics. I organize the groups, but do my best to place you in a preferred group. Still, I may arbitrarily assign you to a group.

### **Critical Essay 25%**

Through a series of prompts, from which you will choose one, students will write a 5-7 page critical essay where you will engage in a close reading of select texts thus far to explore relevant themes in relation to a prompt.

### **Final Project/Paper 25%**

Students will have a choice of the following for the final assignment: 1) A 5-7 page paper that mirrors the critical essay but covers readings assigned weeks 9-15, 2) A 5-7 page analysis of a media text that uses readings assigned from weeks 9-15 or 3) a creative production that has been approved by me. This last option can include, but is not limited to an e-zine, a digital web text, series of blog posts, podcast recording, etc.

### **Grade Scale**

Grades for the course will be determined once assignments have been completed and turned in. The following scale will be used:

A = 93.5-100

A- = 90-93.4

B+ = 87-89.4

B = 84-86.4

B- = 80-83.4

C+ = 77-79.4

C = 74-76.4

C- = 70-73.4

D = 65-69.4

F = <65

## Course Policies and Guidelines

### Academic Integrity:

All work submitted by students is expected to be their own work created specifically for this course. Any breach of academic integrity will not be tolerated and can result in disciplinary action. For more information, [access UT's policies regarding academic misconduct](#).

### Late Assignment Policy:

It is expected that students turn in assignments on time. If you are having difficulty completing assignments by their due date, please communicate with me as soon as possible. Late assignments will decrease by half a letter grade (5 points) for every day that it is late.

### Accessibility:

Students who have disabilities, permanent or temporary, may find themselves having to navigate completing course requirements in ways that may come in conflict with things such as due dates, participation or attendance. I recognize that not all disabilities are documented with Services for Students with Disabilities (SSD). Regardless, I will work with you to establish accommodations that can facilitate a more equitable class experience for those in need. I highly encourage students who may need such accommodations to visit me during office hours or during a scheduled face-to-face meeting so that we can work something out.

### Disability Accommodations with SSD:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 512-471-6259, or visit their website: <http://www.utexas.edu/diversity/ddce/ssd>.

### Community Agreements:

At times, you may find the content and/or discussion of this course fascinating, exciting, upsetting, or uncomfortable. To be expounded on early in semester, we will operate under a set of agreed-upon community agreements so that we may strive to maintain a respectful class between myself and students. Some agreements that are to serve as a base include a social justice ethic, respect, the openness to grow, collaborative learning, and a community-based ethics of care (we can talk more about what this looks like).

### Communication:

Email is the best form of communication with me on a one-on-one basis. Always refer to Canvas announcements page before sending a question over, as you may find you answer there. Please check this Canvas announcements page regularly as it is my main source of communication to the entire class. Email etiquette: Please refer to me as either Instructor or Professor in class and in your email correspondence with me. Email serves as a form of professional communications and now should be the time that you solidify these practices and conventions.

### Religious Holy Days:

In accordance with UT policy, you must notify me of an expected absence at least 14 days before the date of observance of a religious holy day. If this results in a missed assignment, I will work with you on an appropriate opportunity to complete any missed work or assignment.

### Technology Use:

This use of devices such as laptops, tablets, mobile phones is discouraged in class. If you seek to use these devices for note taking purposes in class please see me, otherwise please keep these devices stowed away during class.

### Office Hours:

Office hours are a time set aside where you can meet with me with questions in regards to course materials, assignments, becoming a Latinx Studies/MALS major, continuing class discussion, etc. If the established office hours do not work with your schedule, please let me know and we can schedule accordingly.

### Title IX:

Per UT Austin policy, all instructional staff (including faculty and graduate AIs/TAs) are Title IX mandatory reporters, meaning we are obligated to report to the Title IX office any instances of gender discrimination or sexual misconduct, including harassment and assault.

### Course Schedule (The reading schedule may be subject to change).

Week	Topic	Day	Reading
Week 1	Latinidades and Latinx Studies	W	Introduction
		F	Latinidades, Afro-Latinas/os, Chicano/a/@/x (Keywords)
Week 2	Latinidades and Latinx Studies	M	Labor Day, No Class
		W	Frances R. Aparicio, “(Re)constructing Latinidad: The Challenge of Latina/o Studies” (Canvas)
		F	Nicole Trujillo-Pagán, “Crossed out by LatinX” and Salvador Vidal-Oritz and Juliana Martínez, “Latinx Thoughts” (Canvas)
Week 3	Colonialism, Conquest, and Contact	M	Juan González, <i>Harvest of Empire</i> , Chapter 1
		W	Jack D. Forbes, “Columbus Cannibal Hero of Genocide” (Canvas)
		F	Marilyn Espitia, “The Other ‘Other Hispanics’: South American-Origin Latinos in the United States” (Canvas)
Week 4	Imperialism and War I	M	Americas, Diaspora, Empire, and Decolonial (Keywords)
		W	Juan González, <i>Harvest of Empire</i> , Chapter 3
		F	Juan González, <i>Harvest of Empire</i> , Chapters 4 and 5
Week 5	Imperialism and War II	M	Juan González, <i>Harvest of Empire</i> , Chapters 6 and 7
		W	Juan González, <i>Harvest of Empire</i> , Chapter 8
		F	Group Presentations
Week 6	Imperialism and War III	M	Juan González, <i>Harvest of Empire</i> , Chapter 9
		W	Juan González, <i>Harvest of Empire</i> , Chapter 2
		F	Group Presentations

Week	Topic	Day	Reading
Week 7	Race, Ethnicity, and Latinidad	M	Brown, Indigeneity, Mestizaje, Race, Raza, and White (Keywords)
		W	Silvio Torres-Saillant, “Problematic Paradigms: Racial Diversity and Corporate Identity in the Latino Community” and Nicholas Vargas, “Latina/o Whitening?: Which Latinas/os Self-Classify as White and Report Being Perceived as White by Other Americans” (Canvas)
		F	Group Presentations
Week 8	Linguistic Subversion and Education	M	Assimilation, Education, Language, and Spanglish (Keywords)
		W	Gloria Anzaldúa, “How to Tame a Wild Tongue” and Sameer Rao, “5 Things You Should Know About Arizona’s Ethnic Studies Program Battle” (Canvas)
		F	Group Presentations
Week 9	Afro-Latinidades	M	Vielka Cecilia Hoy, “Negotiating Among Invisibilities: Tales of Afro-Latinidades in the United States” and María Rosario Jackson, “Profile of an Afro-Latina: Black, Mexican, Both” (Canvas)
		W	No Class, Critical Essay Due
		F	Marta I. Cruz-Janzen, “Latinegras: Desired Women - Undesirable Mothers, Daughters, Sisters and Wives” and Carlos Flores, “Desde el Mero Medio: Race Discrimination Within the Latin@ Community” (Canvas)
Week 10	Latina Feminisms	M	Feminisms (Keywords), Gloria Anzaldúa, “La Conciencia de la Mesitza” (Canvas)
		W	Iris Morales “Women Organizing Women” and Angela Jorge “The Black Puerto Rican Woman in Contemporary American Society” (Canvas)
		F	Group Presentations
Week 11	Queer and Trans Latinidades	M	Gender and Sexualities (Keywords), Marcia Ochoa, “Pasarelas y Perolones: Transformista Mediations on Avenida Libertador in Caracas” (Canvas)
		W	Film Screening: Mala Mala (watch before class), Class Discussion
		F	Lorena Garcia, “Studying the ‘Other Girls’ and “The (Mis)Education of Latina Girls” (Canvas)
Week 12	Movimiento and Fights for Liberation	M	Politics and Social Movements (Keywords), “El Plan Espiritual de Aztlán (Canvas)
		W	Amanda Alcántara, “Student Group MEChA Holds Vote to Change Name, Prompting Strong Reactions”

Week	Topic	Day	Reading
			and Vicki L. Ruiz, “Una Mujer Sin Fronteras” (Canvas)
		F	Darrel Enck-Wanzer, “Introduction” and “The Origin and History of the Young Lords” (Canvas)
<b>Week 13</b>	Latinx Media and Representation	M	Media and Music (Keywords) and Américo Paredes, “The Corrido on the Border” (Canvas)
		W	Radio, Television, and Film (Keywords)
		F	Domino Perez, “The Politics of Taking: La Llorona in the Cultural Mainstream” (Canvas)
<b>Week 14</b>	Digitizing Race	M	Lisa Nakamura, “Introduction” to Digitizing Race (Canvas)
		W	No Class - Holiday
		F	No Class - Holiday
<b>Week 15</b>	Race and Digital/New Media	M	María Elena Cepeda, “Putting a ‘Good Face on the Nation’: Beauty, Memes, and the Gendered Rebranding of Global Colombianidad” and Tiera Tanksley, “Education, Representation, and Resistance: Black Girls and Popular Instagram Memes” (Canvas)
		W	André Brock, “From the Blackhand Side: Twitter as a Cultural Conversation” (Canvas)
		F	Ruha Benjamin, “Retooling Solidarity, Reimagining Justice” from Race After Technology (Canvas)
<b>Week 16</b>	Course Conclusion and Evaluations	M	Conclusion and Course Evaluations, Final Project/Paper Due