



# ETHN 30: INTRO. TO CHICANX/LATINX STUDIES

MW&F 12:00-12:50pm, PCYNH 122

## Instructor Info.

- ✦ Prof. José I. Fusté,  
[jfuste@ucsd.edu](mailto:jfuste@ucsd.edu)
- ✦ Office Hours: **Wed.**  
**11:00AM-12:00pm** @ The Raza  
Resource Centro (upstairs in  
PCYNH)

## TAs & Section Info.

- ✦ **Tirrezz Hudson (sections A01 & A02 on Wed):**  
[thudson@ucsd.edu](mailto:thudson@ucsd.edu)
- ✦ **Antonio Catrileo (sections A03 & A04 on Fri):**  
[acatrileo@ucsd.edu](mailto:acatrileo@ucsd.edu)

## Required Texts

- ✦ All assigned readings and other media will be provided through our designated Canvas website.
- ✦ Please log into Canvas regularly to stay on top of what you will have to read, watch, and listen for this class.

## Course Requirements

- ✦ Discussion posts (x5).....20%
- ✦ Critical Essay #1.....18%
- ✦ Critical Essay #2 (or project + process essay).....18%
- ✦ Take Home Final Exam.....15%
- ✦ Lecture Attendance.....14%
- ✦ Discussion Section Attendance & Contribution.....15%



This lower-division course introduces students to US Chicanx/Latinx history, culture, and activism. Guided by a "relational" Ethnic Studies line of inquiry, we will trace how Chicanx/Latinx identity projects connect to consequential constructs and structures of difference such as blackness, brownness, indigeneity, Asianness, whiteness, citizenship, foreignness, and/or illegality. At the same time that we learn about race, coloniality, and imperialism, we will also examine gender, sexuality, and how they shape Chicanx/Latinx individual and collective lives and struggles. Additionally, we will evaluate critiques of Chicanx nationalist or Latinx pan-ethnic politics and weigh them against alternatives envisioned by activists, artists, and/or intellectuals.. Last but not least: we will consider how both old and new Chicanx/Latinx cultural production and communal organizing and movement inspire us all—regardless of our backgrounds—to reimagine our world and make it a better place.

## ATTENDANCE & CONTRIBUTIONS

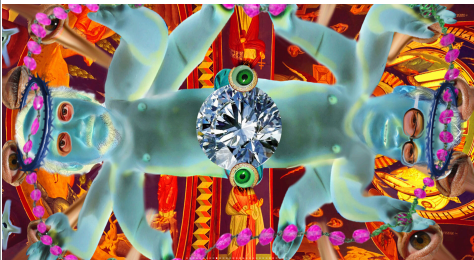
Lecture and discussion section attendance for ETHN 30 is required. We will document your contributions to our class in various ways. Emails to your professor, participation in our synchronous sessions, office hour visits, etc. will count towards your class contribution.

## DISCUSSION POSTS (two-pronged requirement)

**PART A)** Each student will produce **FIVE** discussion posts (*out of six potential turn-in dates*)

consisting of a 250-275 word reflection on the readings and other course media for that unit

**PART B)** Each student will also post a **2-3 sentence long** "reply" to another student's discussion post (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward. Responses should engage with the classmate's ideas critically and function as facilitative of their ideas.



## Basic Ethnic Studies Learning Objectives

There are at least five core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar if not the same learning objectives): **1)** critical and creative thinking, **2)** constructive and self-reflective dialogue and collaboration, **3)** analytical and emotional intelligence about equity and diverse social positionalities and identities, **4)** an appreciation for interdisciplinary research and inquiry, and **5)** the development of incisive, organized, and clear written and oral communication to carry out and convey your critical and creative thinking.

## Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of *chicanidades* and *latinidades* will focus on developing the following skills and outcomes. Students will:

- #1-** Employ contrasting scholarly approaches to study the structures of power and the racializing discourses that shape how people in the US think about each other and how they conceive and grapple with the social structures that shape our lives here
- #2-** Develop a preliminary historical understanding of the evolving ways in which Chicancx/Latinx identities intersect with other racialized ethnic identities and with constructs such as gender, sexuality, class, and citizenship, and indigeneity or other colonial/imperial subalternities
- #3-** Understand the divide and rule nature of historical White supremacy vis-a-vis Latinxs of different backgrounds and social positionalities
- #4-** Examine the factors and mechanisms that lead to the reproduction of racial/ethnic nationalisms or other forms of group-specific politics among Chicancx/Latinxs
- #5-** Analyze how identities and social hierarchies are (re)produced not only in the realms of economics and politics (i.e., thinking of politics as much more than voting or elected representatives) but also through cultural (re)articulations

## CRITICAL ESSAYS

You will have two deadlines for turning in two critical essays, each of which will be 5-5.5 pages in length. We will provide you with a prompt question for each of these that will encourage you to analyze and relate the unit themes we will examine in relation to the assigned readings and the topics we will discuss in class. *For critical essay deadlines, please see course calendar below.*

## PROJECT OPTION

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Instead of submitting critical essay #2, you have the option of doing a creative project that critically engages the course topics. In addition, you will have to turn in a 3pp. "process essay" in which you discuss the process of creating your project and how it relates to the course topic. A prompt explaining the options are for this and what I expect you to reflect on in the process essay will be posted on Canvas.

## TAKE HOME FINAL

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You will have to complete a "take home" electronic final exam for this class. This will be submitted through our Canvas site. The exam will consist of various short and long answer questions and you will have four hours to complete them. It will be live on Canvas on the day of our scheduled Final exam, Wednesday, 6/13 (check Canvas for precise turn in window).

## TIME BANKS

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### **FOR LATE WORK:**

Each student will get an **eight-day** "time bank" for the quarter, which you may use at your discretion to extend a response paper due date without penalty. For example, say you get all your assignments done and handed in on time. That means you wouldn't use any of the **eight days**...OR...say you need two extra days for the 1st essay, and three extra days for the second essay. When the quarter ends, you will have used up five of your eight time bank days. There are no penalties or bonuses for using or not using these days. You do not have to inform your instructor you use your time bank days. If you get sick, have an accident or family crisis, please use these time bank days (but you should still let me know if anything serious is going on that you think we should know about). After you use up your time bank, we will subtract 3% of your total grade per 24hr. period past

### **FOR LECTURE ABSENCES:**

Lecture attendance is required (this constitutes 14% of your grade). Videos of lecture will be posted on our Canvas site's media gallery, but attendance will be taken during lecture (via a clipboard sign-in sheet that will be passed around). You will also have a **"time bank" for two lecture "sick day" absences.** That means that you can miss two lectures without emailing your TA to be excused (it's meant to minimize email traffic in such a large class). If you've already used **these two sick days**, and you miss lecture a third time, then it's time to email your instructor letting them know what's going on.

### **FOR SECTION ABSENCES:**

Section attendance is required (this constitutes 15% of your grade). In addition to the two "sick days" time bank you have for lecture absences, you will also have a **one sick day** time bank for a section absence. That means you can miss one section without asking your TA to excuse you. If you're already missed once and need to miss a second time, it's time to get in touch with your TA to discuss what's going on.

## EMAIL

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Please email us with questions and/or concerns about the course. We will respond within the next 24 hours (except on weekends). If you have an important personal question such as inquiring about a grade or class discussion, please visit your instructor or TAs during office hours or contact us to schedule an appointment.

## GENDER PRONOUNS

If you feel comfortable doing so, please let us know what your preferred pronouns are. Prof. Fusté's pronouns are he/him/his

## COURSE CALENDAR

WEEK	THEMATIC UNITS	DEADLINES FOR DISCUSSION POSTS (MUST SUBMIT 5 TOTAL)	MAIN ASSIGNMENTS DUE
1	<b>Unit I. Keywords</b>		
2	<b>Unit I. Keywords (cont...)</b> <b>Unit II. Empires</b>	PART A due: Fri. <b>4/12</b> @11:59pm; PART B due Wed. <b>4/17</b>	
3	<b>Unit III. Nationhoods</b> <b>Unit IV. Mestizajes</b>	PART A due: Fri. <b>4/19</b> @11:59pm; PART B due Wed. <b>4/24</b>	
4	<b>Unit V. Migrations</b> <b>Unit VI. Racializations</b>	PART A due: Fri. <b>4/26</b> @11:59pm; PART B due Wed. <b>5/1</b>	
5	<b>Unit VII. Borderlands</b> <b>Unit VIII. Movimientos</b>		
			<b>Essay #1 due on Sunday 5/5 11:59pm</b>
6	<b>Unit IX. Feminisms, Genders, Sexualities</b> <b>Unit X. Whitenesses</b>	PART A due: Fri. <b>5/10</b> @11:59pm; PART B due Wed. <b>5/15</b>	
7	<b>Unit XI. Indigeneities</b>	PART A due: Fri. <b>5/17</b> @11:59pm; PART B due Wed. <b>5/22</b>	
8	<b>Unit XI. Indigeneities (cont...)</b> <b>Unit XII. Afro-Latinidades</b>	PART A due: Fri. <b>5/24</b> @11:59pm; PART B due Tues. <b>5/29</b>	
9	<b>Unit XIII. Centroamerican Latinidades</b> <b>Unit XIV. LatinAsiannesses</b>		
10	<b>Unit XV. Futurities</b>		
Finals	<b>No class meetings on finals week.</b>		<b>Take home final on Thursday 6/13 (check Canvas for time window)</b>

## INTEGRITY

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PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references).

As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will be using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

## GUIDELINES FOR USING GenAI (e.g, ChatGPT) FOR WRITING IN ETHN130

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Using an AI-chat engine, such as Chat GPT, to write your paper is generally not a good idea. First, if you do it **without disclosing it to Prof. Fusté, it constitutes academic dishonesty** subject to point reductions and a potential Academic Integrity complaint. Secondly, if you get permission from the instructor, it's still a bad idea because: 1) it writes corny, overly superficial papers that may be of passing grade in High School but not at the UC college level; 2) GenAI also notoriously makes up "facts" or "sources," which goes against any academic ethics which requires us to pursue truth as tenaciously and collaboratively as we possibly can; 3) it prevents you from exercising your critical and creative thinking and writing capacities; 4) ChatGPT and other GenAI engines are especially bad at Ethnic Studies analytical writing; 5) Prof. Fusté tests the paper prompts with GenAI engines to make sure that they're not answerable through those AI writers, or even through paid-for internet paper mills; and lastly 6) GenAI cannot write from personal experience. Some prompts will require you to do that in this class (e.g., Week 2 Space and Power Journal entry and Discussion Posts).

If you read each of these six warnings and still cannot resist the temptation of using a GenAI chat engine like ChatGPT to generate content (spell and grammar check is fine), you will have the option of using it to generate a first draft of your response to whatever paper prompt you choose, if and only if: 1) the heart of your submission consists of a "critique" of whatever that GenAI chat engine produced, in which you add your own analysis based on the content of this course, and 2) you get prior authorization in writing from Prof. Fusté, and you reiterate in your submission that's what you did [stay tuned for more about this in Essay #1 and Essay #2 prompts].

**NOTE:** This requirement applies to anything you submit as work for this class.

## RESPECT

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Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to: (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status; (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings,

presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

## CONTENT HEADS-UP

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While this class emphasizes the tremendous resilience, immense creativity and healing practices of differently racialized and colonized people of color, it may include depictions of individuals and communities dealing with difficult and traumatic experiences. Please exercise self-care as you see fit.

## ACCESS AND ACCOMMODATIONS

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Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email [osd@ucsd.edu](mailto:osd@ucsd.edu). For more information, visit: <http://disabilities.ucsd.edu>.

## STUDENT SUPPORT SERVICES

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**OASIS (Office of Academic Support and Instructional Services):** <http://oasis.ucsd.edu>, 858.534.2230

**The Writing + Critical Expression Hub:** <https://commons.ucsd.edu/academic-support/writing/>, 858.246.2177

**Student Promoted Access Center for Education and Service (SPACES):** <http://spaces.ucsd.edu>, 858.534.7330

**Cross Cultural Center (CCC):** <http://ccc.ucsd.edu>, 858.534.2230

**Intertribal Resource Center (ITRC):** <https://itrc.ucsd.edu/>, 858.822.0048

**Black Resource Center (BRC):** <https://brc.ucsd.edu>, 858.534.0471

**Raza Resource Centro:** <https://raza.ucsd.edu>, 858.822.0072

**LGBT Resource Center:** <https://lgbt.ucsd.edu/>, 858.534.2230

**Women's Center:** <https://women.ucsd.edu>, 858.822.0074

## TRITON FOOD PANTRY (@ the Old Student Center, aka Student Center A)

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Food insecurity is a huge issue across all college campuses. Surveys suggest that an estimated 20% to 33% of students at four year colleges experience food insecurity. The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week. For more information, visit <https://basicneeds.ucsd.edu/food-security/pantry/index.html>

## DACA AND UNDOCUMENTED STUDENT RESOURCES

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If you are an undocumented student, please know that I am your ally. Anything that you reveal to your instructor or your TAs about your immigration status will remain strictly confidential.

Also, please know that UCSD has an office that assists undocumented students called the **Undocumented Student Services Center**. For more information, go to: <https://students.ucsd.edu/sponsor/undoc/>, or call 858.822.6916.

## THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

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If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit <http://care.ucsd.edu/get-help/>, or contact 858.534.5793 during business hours Monday–Friday, 8:30 a.m. – 4:30 p.m. or visit SARC’s location at the Student Services Center, Suite 500 for immediate support.

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

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CAPS provides FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

## PARENTING RESOURCES

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As a parent and student you have many responsibilities. UC San Diego supports your academic achievement amidst the unique challenges and additional responsibilities you face as a student-parent. For more information on services and resources that are available to you as a student-parent, please visit: <https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>.

## LAND ACKNOWLEDGEMENT

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It bears repeating and thus reminding ourselves that UC San Diego sits on unceded colonized lands. Today, the Kumeyaay, Payómkawichum, Cahuilla, and Cupeño peoples of the San Diego-Tijuana border region continue to assert their political and cultural sovereignty in the face of unabating colonization and erasure. We honor their presence and struggles while also acknowledging indigenous peoples displaced from other homelands who now reside here. UC San Diego’s Department of Ethnic Studies pledges to continue working on decolonizing our university in tangible ways that include and serve these and all other first nations. We also remind ourselves that decolonization is not a metaphor and land acknowledgments don’t absolve settlers of the responsibility of decolonization, reparations and land rematriation. (For more information, go to <https://sctca.net> and <https://itrc.ucsd.edu>).

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## READING SCHEDULE

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*This schedule is subject to changes. The official schedule will be in the "modules" section of our Canvas website (the page you see as a home page). There, you will see links to all assigned readings, videos, podcasts, etc.*

### Unit I. Keywords

**Session 1A- Monday, 4/1:** *No readings assigned.*

**Session 1B- Wednesday, 4/3 (33pp. of reading):**

**READ:** Mize, Ronald L. (2019). "What's in a Name? Hispanic, Latino: Labels, Identities." *Latina/o Studies: Short Introductions*. Cambridge: Polity Press (20pp.)

**Session 1C- Friday, 4/5:** *Catch up and discuss Monday and Wednesday readings.*

**Session 2A- Monday, 4/8 (20pp. of reading):**

**READ:** Beltrán, Cristina (2013). "Crossings and Correspondences: Rethinking Intersectionality and the Category 'Latino.'" *Critical Perspectives* 9:4, 479-483 (4pp.)

**ALSO READ:** Salinas, Cristóbal Jr. (2020). "The Complexity of the "x" in Latinx: How Latinx/a/o Students Relate to, Identify With, and Understand the Term Latinx." *Journal of Hispanic Higher Education* 19(2): 149-165 (16pp.)

### Unit II. Empires

**Session 2A- Wednesday, 4/10 (33pp. of reading):**

**READ:** Gutierrez, Ramón A. (2016) "The Latino Crucible: Its Origins in Nineteenth-Century Wars, Revolutions, and Empire." *The New Latino Studies Reader*. Oakland: UC Press, 89-106 (17pp.).

**ALSO READ:** McGuinness, Aims (2003). "Searching for 'Latin America.' Race and Sovereignty in the Americas in the 1850s." *Race & Nation in Modern Latin America*. Chapel Hill: UNC Press, 87-103 (16pp.)

**Session 2C- Friday, 4/12** *Catch up and discuss Monday and Wednesday readings.*

### Unit III. Nationhoods

**Session 3A- Monday 4/15 (37pp. of reading)**

**READ:** García, Fernando, Antonio Sérgio Guimarães, Emiko Saldivar, and Mara Viveros-Vigoya (2022). "The Formation of Mestizo Nations." *Against Racism: Organizing for Social Change in Latin America*. Pittsburg: UPP, 1-37 (37pp.).

### Unit IV. Mestizajes

**Session 3B- Wednesday 4/17 (25pp. of reading)**



**READ:** Arrizón, Alicia (2017). "Mestizaje." *Keywords for Latina/o Studies*. Deborah R. Vargas, Nancy Raquel Mirabal, and Lawrence La Fountain-Stokes, eds. New York: NYU Press, 133-136 (3pp.).

**ALSO READ:** Burke, John Francis (2008). "The Three Paradigms of Mestizaje: Realizing Democracy in a Transnational World of Crossing Borders." *Portularia* VIII:2, 33-47 (14pp.)

**AND (TRY TO) READ:** Anzaldúa, Gloria (1987). "La conciencia mestiza: Towards a New Consciousness" (excerpt). *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 77-85 (8pp.).

**(OR IF YOU CAN'T) LISTEN TO:** <https://youtu.be/bSXh8-a8H4M>

**Session 3C- Friday 4/19** *Catch up and discuss Monday and Wednesday readings.*

## Unit V. Migrations

### Session 4A- Monday, 4/22 (36pp. of reading)

**READ:** Gutiérrez, David (2016). "Historic Overview of Latino Immigration and the Demographic Transformation of the United States." *The New Latino Studies Reader*. Oakland: UC Press, 108-121 (13pp.)

**ALSO READ:** Guerra, Lillian (2016). "Late Twentieth-Century Immigration and U.S. Foreign Policy." *The New Latino Studies Reader*. Oakland: UC Press, 121-144 (23pp.)

## Unit VI. Racializations

### Session 4B- Wednesday 4/24 (33pp. of reading)

**READ:** Almaguer, Tomás (2016). "Race, Racialization, and Latino Populations in the United States." *The New Latino Studies Reader*. Oakland: UC Press, 210-223 (13pp.)

**ALSO READ:** Chávez, Leo (2021). "Fear of White Replacement: Latina Fertility, White Demographic Decline, and Immigration Reform." *A Field Guide to White Supremacy*. Kathleen Belew and Ramón A. Gutiérrez, eds. Berkeley: UC Press, 177-197 (20pp).

**Session 4C- Friday 4/26** *Catch up and discuss Monday and Wednesday readings.*

## Unit VII. Borderlands

### Session 5A- Monday 4/29 (39pp. of reading)

**READ:** McCaughan, Edward J. (2020). "We Didn't Cross the Border, the Border Crossed Us" Artists' Images of the US-Mexico Border and Immigration." *Latin American and Latinx Visual Culture* 2(0): 6-30 (24pp).

**ALSO READ:** Tabuneca, María Socorro (2019). "Discourses of Violence and Peace: about and on the U.S.-Mexico Border." *Routledge Handbook of Chicana/o Studies*. Francisco A. Lomelí, Denise A. Segura, and Elyette Benjamin-Labarthe, eds. Routledge: New York, 138-152 (14pp).

**(OPTIONAL) ALSO READ:** Stavans, Ilán. (2020). "North-South, East-West: Topographies of Latinidad." *The Oxford Handbook of Latino Studies*, Ilan Stavans, ed. Oxford UP (9pp.).

**(OR IF YOU CAN'T) LISTEN TO THIS VIDEO** of : "To Live in the Borderlands" by Gloria Anzaldúa (recorded in 2021). Available in: <https://youtu.be/bSXh8-a8H4M>.

## Unit VIII. Movimientos

### Session 5B- Wednesday 5/1 (23pp. of reading)

**READ:** García, Mario T. (2020). "The Chicano Movement in the New America." *The Oxford Handbook of Latino Studies*, Ilan Stavans, ed. Oxford UP (17pp.).

**ALSO READ:** Fernández, Johanna (2008). "The Young Lords and the Social and Structural Roots of Late Sixties Urban Radicalism" *Diálogo* 11(1): 26-32 (6pp.) or alternative:

**OR IF YOU CAN'T, LISTEN TO:** Listen to: <https://www.latinousa.org/2015/09/11/the-young-lords-from-revolutionaries-to-journalists/>

**Session 5C- Friday 5/3** *Catch up and discuss Monday and Wednesday readings.*

## Unit IX. Feminisms, Genders, Sexualities

### Session 6A- Monday 5/6 (38pp. of reading)

**READ:** Arrizón, Alicia (2020). "Women, Gender, and Sexuality in Latina/o Culture." *The Oxford Handbook of Latino Studies*, Ilan Stavans, ed. Oxford UP (20pp.).

**ALSO READ:** Moraga, Cherrie (orig., from 1993). *Queer Aztlán: The Reformation of Chicano Tribe.* *Latino/a Thought Culture, Politics, and Society* (2nd Ed). 18pp.

### Session 6B- Wednesday 5/8 (19pp. of reading)

**READ:** Vargas, Deb (2010). "Representations of Latina/o Sexuality in Popular Culture." *Latina/o Sexualities Probing Powers, Passions, Practices, and Policies*. New Brunswick: Rutgers UP, 117-136 (19pp.)

**Session 6C- Friday 5/10** *Catch up and discuss Monday and Wednesday readings.*

## Unit X. Whitenesses

### Session 7A- Monday, 5/13 (44pp. of reading)

**READ:** Gómez, Laura E. (2020). "The Elusive Quest for Whiteness" *Inventing Latinos*. New York: The New Press, 95-124 (29pp.)

**ALSO READ:** Bonilla-Silva, Eduardo, and David G. Embrick (2006). "Black, honorary white, white: The future of race in the United States?." *Mixed messages: Multiracial identities in the "color-blind" era*. David L. Brunsma, ed. Boulder: Lynne Rienner, 33-48 (15pp.)

## Unit XI. Indigeneities

### Session 7B- Wednesday 5/15 (22pp. of reading)

**READ:** Pérez, Domino Renee (2017). "New tribalism and Chicana/o Indigeneity in the work of Gloria Anzaldúa." *Routledge Handbook of Chicana/o Studies*. Francisco A. Lomelí, Denise A. Segura, and Elyette Benjamin-Labarthe, eds. Routledge: New York, 242-253 (11pp.)

**ALSO READ:** Priewe, Marc (2017). "'Aztlán es una fábula': navigating postnational spaces in Chicana/o culture." *Routledge Handbook of Chicana/o Studies*. Francisco A. Lomelí, Denise A. Segura, and Elyette Benjamin-Labarthe, eds. Routledge: New York, 255-266 (11pp.)

**Session 7C- Friday 5/17** *Catch up and discuss Monday and Wednesday readings.*

### Session 8A- Monday, 5/20 (34pp. of reading)

**READ:** Blackwell, Maylei, Floridalma Boj Lopez, and Luis Urrieta (2017). "Critical latinx indigeneities." *Latino Studies* 15(2): 126-135 (9pp.)

**ALSO READ:** Urrieta Jr, Luis, and Dolores Calderón (2019). "Critical Latinx indigeneities: Unpacking indigeneity from within and outside of Latinized entanglements." *Association of Mexican American Educators Journal* 13(2): 145-170 (25pp.)

## Unit XII. Afro-Latinidades

### Session 8B- Wednesday 5/22 (26pp. of reading)

**READ:** Flores, Juan, and Miriam Jiménez Román (2009). "Triple-consciousness? Approaches to Afro-Latino culture in the united states." *Latin American and Caribbean Ethnic Studies* 4(3): 319-327 (8pp.)

**ALSO READ:** Jones, Jennifer A (2021). "Blackness, Latinidad, and Minority Linked Fate." *Critical Dialogues in Latinx Studies: A Reader*. Ana Y. Ramos-Zayas and Mérida M. Rúa, eds. New York: NYU Press, 425-435 (10pp.)

**AND:** Hernández, Tanya Katerí (2021). "Latino Anti-Black Bias and the Census Categorization of Latinos Race, Ethnicity, or Other?." *Critical Dialogues in Latinx Studies: A Reader*. Ana Y. Ramos-Zayas and Mérida M. Rúa, eds. New York: NYU Press, 361-369 (8pp.)

**Session 8C- Friday 5/24** *Catch up and discuss Monday and Wednesday readings.*

## Unit XIII. Central American Latinidades

### Session 9A- Monday 5/27 (31pp. of reading)

**READ:** Cárdenas, Maritza (2013). "From epicentros to fault lines: rewriting Central America from the diaspora." *Studies in 20th & 21st Century Literature* 37(2): 111-127 (16pp.)

**ALSO READ:** Arias, Arturo (2013). "Centroamericanidades: Imaginative Reformulation and New Configurations of Central Americanness." *Studies in 20th & 21st Century Literature* 37(2): 11-26 (15pp.)

## Unit XIV. Latin Asiannesses

### Session 9B- Wednesday 5/29 (15pp. of reading)

**READ:** Ng'weno, Bettina, and Lok Siu (2018). "Comparative Raciality: Erasure and Hypervisibility of Asian and Afro Mexicans" *Global Raciality: Empire, PostColoniality, DeColoniality*. New York: Routledge, 62-79 (15pp).

**ALSO WATCH:** "Latin Asians | Asian American Life." CUNY TV (2017, 7 mins.). <https://youtu.be/ixioStiQmOM>

**AND:** "What It's Like Being Asian-Latino." PeroLike (2018, 2 mins.). [https://youtu.be/x7ku\\_Ga4xwQ](https://youtu.be/x7ku_Ga4xwQ)

**(OPTIONAL) LISTEN TO:** "#1444 - Hyphen-Americans." LatinoUSA (2014). <https://www.latinousa.org/2014/10/31/1444-hyphen-american/>

**Session 9C- Friday 5/31** *Catch up and discuss Monday and Wednesday readings.*

## Unit XV. Futurities

### Session 10A- Monday 6/3 (42pp. of reading)

**READ:** Mize, Ronald L. (2019). "Conclusion: The Future of the Latina/o Studies Field." *Latina/o Studies: Short Introductions*. Cambridge: Polity Press. 8pp.

**ALSO READ:** Irizarry, Jason G. and Nichole M. Garcia (2022). "Listening to Our Antepasados: Toward a Futurity of Chicanx/a/o and Puerto Rican Studies." *Handbook of Latinos and Education: Theory, Research, and Practice*. 2nd ed, edited by Enrique Murillo. New York, Routledge: 46-55 (9pp.)

**AND:** Aparicio, Frances (2019). "Introduction." *Negotiating Latinidad*. Champaign: University of Illinois Press, 1-25 (25pp.)

### Session 10B- Wednesday 6/5

*Readings TBD (check Canvas)*

**Session 10C- Friday 6/7** *Catch up and discuss Monday and Wednesday readings.*