

## Term Information

Effective Term Summer 2023

## General Information

Course Bulletin Listing/Subject Area Comparative Studies  
Fiscal Unit/Academic Org Comparative Studies - D0518  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2381  
Course Title Race, Ethnicity and Gender in Spanish-Speaking Film and TV  
Transcript Abbreviation REGD Span Film&TV  
Course Description This course will examine how cinema and television in Latin America, the US, and Spain reflect issues of race, ethnicity, and gender and reveal social attitudes and prejudices.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for SPANISH 2381 or WGSST 2381  
Electronically Enforced No

## Cross-Listings

Cross-Listings Cross-listed in SPANISH and WGSST

## Subject/CIP Code

Subject/CIP Code 30.2301  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

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## Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Recognize racial, ethnic, and gender constructs in Spanish-speaking cultures
- Recognize how racial, ethnic, and gender stereotypes have been historically constructed in Spanish-speaking world
- Explain how racial, ethnic, and gender perceptions and stereotypes can impact the individual and society through film and tv production
- Compare and contrast the social positions of Afro and Indigenous Latin Americans in Latin America and Latino/a and African American communities in the US
- Recognize the intersectionality of race, ethnicity, and gender based on the cultural representations of Afro and Indigenous Latin Americans in Latin America and Latino/a and African American communities in the US
- Apply knowledge gained about racial, ethnic, and gender constructs in Spanish speaking countries and in the US to demonstrate critical self- reflection and critique of their social positions and identities
- Identify and deconstruct the cultural construc of race, ethnicity and gender in films and television series of the Spanish-speaking world

### **Content Topic List**

- Cultural categories of race, ethnicity, and gender
- Cultural constructs: the experiences of Indigenous and Afro-Latin Americans depicted in Cuban, Peruvian, and Mexican films, among others, and of Latina women as represented in popular television in the US
- Spanish films and portrayal of African and Latin-American immigrants in Spain and their racialization and marginalization
- Cinematic concepts and technics: editing, photography, shots, and mise en scène, employed by film directors to create meaning.

### **Sought Concurrence**

Yes

## Attachments

- Theatre Film and Media Arts concurrence for Span\_CompStds\_WGSS 2381.pdf: Concurrence  
*(Concurrence. Owner: Arceno, Mark Anthony)*
- Race Gender and Ethnicity in Spanish-Speaking Film and TV2381.pdf: Syllabus  
*(Syllabus. Owner: Arceno, Mark Anthony)*
- Rationale-Camacho Platero-Cinematic and TV representaion2381.pdf: REGD rationale  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*
- CURRICULUM MAPS FOR CS MAJOR UPDATED 101322.pdf: Updated curriculum map  
*(Other Supporting Documentation. Owner: Arceno, Mark Anthony)*

## Comments

- Returned at dept's request. *(by Vankeerbergen, Bernadette Chantal on 11/05/2022 10:56 AM)*
- This new REGD course is being cross-listed with SPPO and WGSS *(by Arceno, Mark Anthony on 10/13/2022 10:21 AM)*

**COURSE REQUEST**  
2381 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/30/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	10/13/2022 10:21 AM	Submitted for Approval
Approved	Armstrong, Philip Alexander	10/13/2022 10:32 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/13/2022 02:43 PM	College Approval
Submitted	Arceno, Mark Anthony	10/13/2022 02:47 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	10/13/2022 04:07 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/05/2022 10:56 AM	College Approval
Submitted	Arceno, Mark Anthony	11/15/2022 03:38 PM	Submitted for Approval
Approved	Armstrong, Philip Alexander	11/15/2022 03:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2022 05:10 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/30/2022 05:10 PM	ASCCAO Approval

## SYLLABUS

*RACE, ETHNICITY AND GENDER IN SPANISH SPEAKING FILM AND TV.*

### **COMPST 2381/ SPAN 2381/ WGSST 2381**

Lecture, 3 credit hours

## **COURSE OVERVIEW**

### **Instructor**

Instructor: Dr. Luzmila Camacho Platero

Email address: [camacho-platero.2@osu.edu](mailto:camacho-platero.2@osu.edu)

Phone number: 740-725-6370

Office hours: by appt.

Class Schedule: T / Th      Time: TBA

### **Course description**

This course will examine how cinema and television in Latin America, the US, and Spain reflect issues of race, ethnicity, and gender and reveal social attitudes and prejudices. Aided by critical reviews and articles, students will analyze social and cultural issues of “othering” in cinematic and television examples and will learn how the identities of diverse groups are constructed. The cultural categories of race, ethnicity, and gender will be introduced through scholarly readings that will frame the discussion and analysis of films and television series. By studying how identities exist as cultural constructs, the course will explore and compare the experiences of Indigenous and Afro-Latin Americans depicted in Cuban, Peruvian, and Mexican films, among others, and of Latina women as represented in popular television in the US. We will also discuss Spanish films which portray African and Latin-American immigrants in Spain and their racialization and marginalization. Students will also be introduced to cinematic concepts and technics, such as editing, photography, shots, and mise en scène, employed by film directors to create meaning.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Recognize racial, ethnic, and gender constructs in Spanish-speaking cultures.
- Recognize how racial, ethnic, and gender stereotypes have been historically constructed in Spanish-speaking world.
- Explain how racial, ethnic, and gender perceptions and stereotypes can impact the individual and society through film and tv production.
- Compare and contrast the social positions of Afro and Indigenous Latin Americans in Latin America and Latino/a and African American communities in the US.
- Recognize the intersectionality of race, ethnicity, and gender based on the cultural representations of Afro and Indigenous Latin Americans in Latin America and Latino/a and African American communities in the US.
- Apply knowledge gained about racial, ethnic, and gender constructs in Spanish speaking countries and in the US to demonstrate critical self- reflection and critique of their social positions and identities.
- Identify and deconstruct the cultural construc of race, ethnicity and gender in films and television series of the Spanish-speaking world.

## GE FOUNDATIONS: RACE, ETHNICITY AND GENDER DIVERSITY

\*Goal 1: successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

*By learning how identities are constructed cultically, by examining racial, ethnic, gender, and religious discourses and stereotypes of other cultures (Latin America and Spain), and by comparatively appraising how these categories function in the US and in Spanish speaking countries, students are able to evaluate how perceptions and constructs can impact individuals and society. For more detail information on how the course's goals meet the GE REGD's ELOs, please see below.*

1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

*Evaluate the position of racial, ethnic and gender minorities in Latin America and Spain and their relation to power. Identify key concepts and relate them to the life of Latinxs and African Americans in the US. Students will be evaluated on their skills to identify through weekly quizzes and film/media analysis cultural racial constructs in the media examples offered and to interpret them.*

- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

*Recognize how identity (racial, ethnic and gender) and its construction by those in position of power impact lives of individuals who belong to marginalized groups in Latin America, Spain and the U.S. Students will identify social problems in these regions of study and reflect on the impact of these categories in people's lives. In discussion posts, students are asked to identify and explain how systems of power continue to impact lived experiences.*

- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

*Students will analyze how belonging to two social categories, such as Afro-Latin American and women or Indigenous Latin American, women and Latina shape lived experiences. Are these groups integrated in their societies? How their access to social mobility is impacted due to their race, ethnicity, or gender identity?*

*This will be evaluated through group presentations and the final project. Students will be able to analyze how the intersection of categories including race, gender, and ethnicity shape lived experiences.*

- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

*Students will study (and, afterwards, evaluate) how the categories of race, ethnicity and gender are constructed in Latin America and Spain, and they will reflect on parallel constructs in the U.S. This transnational perspective will guide students to learn how to think ethically and reflect on their role as political beings who can contribute to change. Issues such as what is politics and activism or how to change the political discourse to address human rights will be discussed. Assignments, such as discussion posts, group project, and final project, will ask students to relate the knowledge gained from the lectures and course materials to their own experiences and those of their friends and family members. These activities will allow students to evaluate social and ethical implications of studying race, gender, and ethnicity.*

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

2.1 Demonstrate critical self- reflection and critique of their social positions and identities.

*Students will apply knowledge gained about racial, ethnic, and gender constructs in Latin America and Spain to reflect on their own social position and identity as US citizens. Group project will guide students to reflect on their own (and those of their friends and family) social positions.*

2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

*Through the examination of identity studies framework and application of this theoretical framework to film and TV series examples, students will reflect on how the social construction of the Afro and Indigenous Latin Americans and African Americans in the US has shaped their own attitudes and behavior towards the other. Class discussions, discussion posts and final project offer students the opportunity to reflect on their own attitudes, beliefs, or behaviors.*

2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

*Students will be able to explain how the racialization and marginalization of minority communities in Latin America, Spain, and the U.S. affect experiences of Afro and Indigenous Latin Americans, women, and Latinxs in these countries. What is the space that these racial and ethnic groups occupy in their societies and what is the impact of their social position in their everyday life? Class discussions, discussion posts and final project will allow students to describe how these categories influence the experience of others.*

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% in-person.

- You can access to class material in Carmen. This course is divided into weekly modules. All materials are released at the beginning of the semester. Minor changes are possible during the semester.
- This is an in-person course, however, quizzes will be done online.
- Group projects will be presented during class time.
- Films will be watched outside class time. Only two films, which are not available online, will be watched during class time.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example), in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:**

Because this is an in-person course, attendance is mandatory.

**NO late homework will be accepted.** Please refer to Carmen or your syllabus for due dates. If you need an extension, meet with me before or after class in my office. Make-up work will be permitted only when the instructor is presented with acceptable documentation.

Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service.

It is the student's responsibility to notify his/her instructor of any excused absence.

**Work must be made up by the following class session.**

**Documentation for excused absences must be presented the day the student returns to class.**

The following message appears on the "Student Health Services" page. *If you had a visit with a health care provider he/she can provide you with a visit verification form. If the provider cannot give the student a visit verification form, the student can use the **Absence Excuse Form (PDF)**.* This "Explanatory Statement for Absence from Class" is NOT acceptable documentation. You should use your **two "grace days"** to cover these and any other unexcused absences (work, family vacations, long weekends, undocumented illness, transportation problems, weddings, etc.).

- **Two day-a-week classes:** **After two unexcused absences** from a class that meets twice weekly, each additional undocumented absence will result in a **2-point reduction of your final grade per absence**. For instance, 5 unexcused absences (beyond the two "grace days" absences) will reduce your final grade by 10 points. That is, if your overall average is 95% and you have five unexcused absences, your final grade will be a 85%.
- **Chronic tardiness** to class will also reduce your grade. Being two days 15 minutes late or leaving class early will be considered an absence.

**It is the student's responsibility to contact a classmate and inquire about class notes or any other information delivered by the instructor on that day.**



# COURSE MATERIALS AND TECHNOLOGIES

## Textbooks

All readings and visual materials are available on your Carmen course or links to online sources are provided.

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## BASELINE TECHNICAL SKILLS

- Basic computer and web-browsing skills.
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).
- A mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication.

## REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).
- **Nextflix and Prime Video:** Films not available in these two streaming platforms will be provided by the instructor. As explained above, all materials for this course will be posted on Carmen; nevertheless, students will have to subscribe to these two streaming platforms to be able to watch the films assigned in this course.

## CARMEN ACCESS

You will need to use **BuckeyePass** multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the **BuckeyePass - Adding a Device** help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the **Duo Mobile application** to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

Detailed instructions on all assignments are provided on Carmen.

ASSIGNMENT CATEGORY	PERCENTAGE
<b>Quizzes (8 x 5%)</b>	40%
<b>Class discussion</b>	10%
<b>Film/media analysis (2 x 10% each)</b>	20%
<b>Group Project (3 x 5% each)</b>	15%
<b>Final project</b>	15%
<b>Total</b>	<b>100%</b>

*See course schedule below for due dates.*

## QUIZZES

There will be **eight quizzes** in the semester, which will cover the course materials (readings, lectures, and films). Each quiz will consist of multiple-choice, true-and-false, and fill-in-the-blank questions. **Students are allowed to consult their class notes**. Accessing material posted on Carmen is not permitted; however, students can summarize their articles in their notebook. Even though this is an in-person class, **quizzes will be done on Carmen**. Your instructor will bring to class hard copies in case a student has difficulties opening Carmen or has forgotten her/his computer.

## CLASS DISCUSSION

Participation is an important aspect of this course. It will be evaluated expected to their engagement in class or group discussions and their answers to the instructor's questions. To participate successfully, students must watch the films and read the course materials carefully and in advance, so they show evidence of preparation, critical reflection, and creative thinking.

### Evaluation criteria

- Participates voluntarily, regularly, and shows preparation: 100% – 80%
- Participates occasionally and shows preparation: 70% – 50%
- Participates only when asked and shows preparation: 40% – 10%
- Never participates and unprepared when called on: 0%

## FILM/MEDIA ANALYSIS

Aided by the Power Points on film/visual media photography, editing, and mise-en-scène posted on the Carmen course (and discussed in class), students will examine how images can create meaning and can be culturally received.

Analyze a 2-3' clip of your choice from the films and media examples studied so far and identify the stereotypical constructs on the basis of race, ethnicity, and gender. In your analysis (300-400 words), provide the following details:

- Point out at least two visual aspects of the clip (form its photography, shots editing, and mise-en-scène) and how these aspects contribute to the construction of the stereotype you deconstruct.
- Comment if the stereotype you are analyzing is understood the same way in your country as it is in the clip.

## GROUP PROJECT PRESENTATIONS

There will be three group project presentations in the semester:

**Presentation #1:** Students will explore how films address the issues of race, ethnicity, and gender. Analysis of conflict, characters, and theme will be the focus of this presentation.

**Presentation #2:** Students will explore how films address the issues of race, ethnicity, and gender. Analysis of conflict, characters, and theme will be the focus of this presentation.

**Presentation #3:** Each student will independently interview 2-3 friends and/or family members and ask their interviewees if they can name a few stereotypes that pertain to racial, ethnic, and gender identities. Working collaboratively, with the other members of the group, each group will prepare a short 3-slide Power Point comparing/contrasting stereotypes they have heard from their friends/family about Latino/a cultural construct in the US.

## FINAL PROJECT

In a well-written and crafted essay (including introduction, an argument with examples from the course materials, and a conclusion; 1350-1500 words), please address one of the following prompts. Make sure to cite at least 3 sources from the course materials.

- 1) How are ethnic and racial differences constructed and perceived in Spanish-speaking countries and the US. Compare the disconnect between state ideology and its implementation, offering examples from the course materials on Spanish speaking countries and US policies of inclusion and equality and their effectiveness.
  - a. Use examples from scholarship we discussed as well as primary sources (film and TV series).
  - b. When crafting your argument focus on answering questions: WHAT did we read/watch and discuss that can help your argument? WHAT were the contextual reasons for such different and, at the same time, similar experiences? WHY were these ethnic and racial differences constructed? And HOW do film/media depict such experiences?
  
- 2) How are racial and gender differences constructed and perceived in Spanish-speaking countries and the US. Compare the disconnect between state ideology and its implementation, offering examples from the course materials on Spanish speaking countries and US policies of inclusion and equality and their effectiveness.
  - a. Use examples from scholarship we discussed as well as primary sources (film and TV series).

- b. When crafting your argument focus on answering questions: WHAT did we read/watch and discuss that can help your argument? WHAT were the contextual reasons for such different and at the same time similar experiences? WHY were these racial and gender differences constructed? And HOW do film/media depict such experiences?

### Resources:

- All materials from the course.
- “How to Write an Essay” guide will be provided.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70 –72.9: C-  
 67 –69.9: D+  
 60 –66.9: D  
 Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

**Grading and feedback:** For large weekly assignments, expect feedback within **7 days**.

### Email Correspondence:

E-mail is the only way of communication between instructor and students. Please, **check your email regularly**. E-mails are answered in a timely fashion. However, students should keep in mind that 24 hours period for reply is most usual. It is unreasonable to expect an immediate answer (for instance, a morning reply to an e-mail sent at 2AM the same night). An e-mail sent on the weekends should be attended to on Monday.

## OTHER COURSE POLICIES

### Discussion, assignments, and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please **remember to be respectful and thoughtful**.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm can be misunderstood.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link).
- **Backing up your work:** Consider backing up your work in a word processor. Always keep all corrected and graded papers till final grades are posted.

### Academic integrity policy

- **Written assignments:** Your written assignments (film analysis and presentations) should be your own original work. In formal assignments, you should follow the MLA style to cite the ideas and words of your research sources. Please share your comments in well-written and clearly articulated sentences and make sure you use the right punctuation and capitalization.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, **please discuss the situation with me**.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience. You should never feel tempted to make your results or your library research look more successful than it was. See university academic integrity policy.
- **Collaboration and informal peer-review:** The course includes opportunities for exchange of ideas with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

OSU Marion Title IX Coordinator, Shawn Jackson ([jackson368@osu.edu](mailto:jackson368@osu.edu)).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

At OSU Marion you can call the Office of Counseling & Wellness at 740-725-6349 or contact Leslie Beary ([beary.4@osu.edu](mailto:beary.4@osu.edu)).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services.



ODS is located in 128 Maynard Hall and can be reached by phone at **740-725-6247** or via email at **marionds@osu.edu**. After registering with ODS, make arrangements with me as soon as possible to discuss your accommodations so they may be implemented in a timely fashion. If you need a room with ODS to take your exam, make your reservation at least 4 days in advance.

## CLASS ETIQUETTE

Eating, using your phones or impolite demeanor is not allowed in the classroom. Unless you feel ill, please avoid leaving the classroom during class time.

## COURSE SCHEDULE

I reserve the right to change the schedule below, if pedagogical goals or health conditions warrant, so we can achieve our learning outcomes.

Each class session consists of a short lecture/presentation, class discussion, and other group activities.

<p><b>WEEK 1</b></p> <p><b>Tuesday</b></p> <p><b>Thursday</b></p>	<p>Introduction Hall: <i>Race, the Floating Signifier</i> (YouTube)</p> <p>Reading: Wade's <i>Race and Ethnicity in Latin America</i>. Chap. 1: "The meaning of 'Race' and 'Ethnicity'" pp. 4-23</p> <p>Davis, Evans &amp; Lorber (Eds.): <i>The SAGE Handbook of Gender and Women's Studies</i>. Chap. 5: "Gendered Cultures" by Griffin, pp. 73-91</p>	<p><b>QUIZZES AND SUBMISSIONS</b></p> <p><b>Quiz 1</b></p>
<p><b>WEEK 2</b></p>		

<b>Tuesday</b>	Davis, Evans & Lorber (Eds.): <i>The SAGE Handbook of Gender and Women's Studies</i> . Chap. 6: "The crisis in Masculinity" by Morgan, pp. 109-124	
<b>Thursday</b>	<p><b>LATIN AMERICA</b></p> <p>Reading: Wade's <i>Race and Ethnicity in Latin America</i>. Chap. 2: "Black and Indigenous People in Latin America" pp. 24-40</p> <p>Reading: Wades' <i>Race and Sex in Latin America</i>: Chap. 2: "Explaining the articulation of Race and Sex" pp. 15-60</p>	<b>Quiz 2</b>
<b>WEEK 3</b>		
<b>Tuesday</b>	Film: <i>Raíces de mi corazón</i> (2001) Group work and class discussion	
<b>Thursday</b>	Reading: Watson's "Teaching Afro-Latin American Culture through Film: <i>Raíces de mi corazón</i> and Cuba's <i>Guerrita de los Negros</i> " pp. 71-80.	<b>Quiz 3</b>
<b>WEEK 4</b>		
<b>Tuesday</b>	Film: <i>Roma</i> (2018) Group work and discussion	
<b>Thursday</b>	Reading: Cerrillo Garnica's " <i>Roma</i> , a portrait of Mexican Segregational Society" pp.25-34 (1)	<b>Quiz 4</b>
<b>WEEK 5</b>		
<b>Tuesday</b>	<b>Group presentations 1 (see instructions in Carmen)</b>	
<b>Thursday</b>	Introduction to film concepts and technics:	

	editing, photography, shots, and mise en scene.	
<b>WEEK 6</b>		
<b>Tuesday</b>	Film: <i>Madeinusa</i> Group work and discussion	
<b>Thursday</b>	Reading: Palaversich's "Cultural Dyslexia and the Politics of Cross-cultural Excursion in Claudia Llosa's <i>Madeinusa</i> " pp. 489-503 Class discussion	<b>Film Analysis 1 (see instructions in Carmen)</b>
<b>WEEK 7</b>	<b>UNITED STATES</b>	
<b>Tuesday</b>	Reading: <i>The Oxford Handbook of Latino Studies</i> . Chap. 1: "North-South, East-West: Topographies of Latinidad" by Stavans, pp. 3-11	
<b>Thursday</b>	Reading: <i>The Oxford Handbook of Latino Studies</i> . Chap. 2: "Latinos/as and Race" by Torres-Saillant, pp. 12-61	<b>Quiz 5</b>
<b>WEEK 8</b>		
<b>Tuesday</b>	TV series: <i>Jane, the Virgen</i> Reading: Galarza's <i>American Jane?: Jane the Virgen's Political Imagination of Gendered and Transnational Latino/a Citizenship</i> , Chap. 5.a, pp. 43-63	
<b>Thursday</b>	Reading: Galarza's <i>American Jane?: Jane the Virgen's Political Imagination of Gendered and Transnational Latino/a Citizenship</i> , Chap. 5.b, pp. 64-85	
<b>WEEK 9</b>		
	TV series: <i>Ugly Betty</i> Group work and discussion	

<b>Tuesday</b>	Reading: Katzew's "Shut up! Representation of the Latino/a body in <i>Ugly Betty</i> and their educational implications" pp. 300-320	<b>TV series analysis (see instructions in Carmen)</b>
<b>Thursday</b>		
<b>WEEK 10</b>		
<b>Tuesday</b>	<b>Group presentations 2 (see instructions in Carmen)</b>	
<b>Thursday</b>	<b>SPAIN</b>  Reading: Flesler's "New Racism, Intercultural Romance, and Immigration Question in Spanish Contemporary Cinema" pp. 103-118(16) Group work and discussion	<b>Quiz 6</b>
<b>WEEK 11</b>		
<b>Tuesday</b>	Film: <i>Flores de otro mundo</i> (1991) Group work and class discussion	
<b>Thursday</b>	Reading: Guillén's "Exoticization and Sexualization of the Caribbean Migrants" pp. 63-78 Class discussion	<b>Quiz 7</b>
<b>WEEK 12</b>		
<b>Tuesday</b>	Film: <i>Princesas</i> (2015) Group work and class discussion	
<b>Thursday</b>	Reading: Murray's "The politics of looking in Fernando León de Aranoa's <i>Princesas</i> (2005)" pp. 241-53	<b>Quiz 8</b>
<b>WEEK 13</b>		
<b>Tuesday</b>	Film: <i>El traje</i> (2002) Group work and class discussion	
<b>Thursday</b>	Reading: Ballesteros's "Foreign and racial	

	masculinities in contemporary Spanish film” pp. 169-185	
<b>WEEK 14</b>		
<b>Tuesday</b>	<b>Group presentation 3 (see instructions in Carmen)</b>	
<b>Thursday</b>	<b>Group presentation 3 (see instructions in Carmen)</b>	<b>Film analysis 2 (see instructions in Carmen)</b>
<b>WEEK 15</b>		
<b>Tuesday</b>	Review and Conclusions	
<b>Thursday</b>	Review and Conclusions	

## FILMOGRAPHY (Tentative)

### LATIN AMERICA

- *Raíces de mi corazón* (2001) – Gloria Rolando – Cuba
- *Roma* (2018) – Alfonso Cuarón – Mexico (Netflix)
- *Madeinusa* (2003) – Claudia Llosa – Peru (Prime Video)

### UNITED STATES

- *Jane, the virgin* (US) & *Juana, la virgen* – Venezuela (Netflix)
- *Ugly Betty* (US) & *Yo soy Betty, la fea* – Colombia (Prime Video)

### SPAIN

- *Flores de otro mundo* (1991) – Iciar Bollain
- *Princesas* (2005) - Fernando León de Aranoa (Prime Video)
- *El traje* (2002) – Alberto Rodríguez

## BIBLIOGRAPHY (Tentative)

### INTRODUCTION:

- **Kathy Davis, Mary Evans & Judith Lorber (Eds.):** *Handbook of Gender and Women’s Studies*. SAGE Publications Ltd, 2006. Chap. 3: The shadow and the substance: The sex and gender debate, Chap. 5: “Gendered Cultures”, and Chap. 11: Gender in a Global World.

- **Wade, Peter.** *Race and Ethnicity in Latin America*. Pluto Press, 2010 Chap. 1: “The meaning of ‘Race’ and ‘Ethnicity’” pp. 4-23.
- **Ilan Stavans.** *The Oxford Handbook of Latino Studies*. Oxford U. Press, March 17, 2020. Chap. 1: “North-South, East-West: Topographies of Latinidad” pp. 3-11 and Chap 2: “Latino/a Race” pp. 12-61.
- **Hall, Stuart:** *Race, the Floating Signifier* (YouTube).

#### REPRESENTATION OF RACE, ETHNICITY AND GENDER IN LATIN AMERICA’S CINEMA:

- **Watson, Sonja.** “Teaching Afro-Latin American Culture through Film: *Raíces de mi corazón* and Cuba’s *Guerrita de los Negros*.” *Hispania*, Vo 96, N. 1 (Marzo 2013), pp. 71-80.
- **Cerrillo Garnica, Omar.** “Roma, a portrait of Mexican Segregational Society.” In *Art Style: Art and Culture International Magazine*: 1 pp.25-34 (1).
- **Palaversich, Diana.** “Cultural Dyslexia and the Politics of Cross-cultural Excursion in Claudia Llosa’s *Madeinusa*.” *Bulletin of Hispanic Studies* (2013), 90, (4), 489-503.
- **Wade, Peter.** *Race and Sex in Latin America*. Pluto Press, 2010. Chap. 2: “Black and Indigenous People in Latin America” pp. 22-40 and Chap. 2: “Explaining the articulation of Race and Sex” pp. 15-60 and Chap. 4: “Making nations through race and sex” (recommended).

#### REPRESENTATION OF LATINX WOMEN CHARACTERS IN US TELEVISION

- **Stavans, Ilan.** *The Oxford Handbook of Latino Studies*. Oxford U. Press, 2020. Chap. 1: Roots, Identities, and Connections and Chap. 2: Latina/o and Race.
- **Galarza, Litzzy:** *American Jane?: Jane the Virgin’s Political Imagination of Gendered and Transnational Latino/a Citizenship*. Doctoral Dissertation, 2020. Ch. 5, pp. 43-85.
- **Katzew, A.** “Shut up! Representation of the Latino/a body in *Ugly Betty* and their educational implications”. *Latino Studies*, 9 (2-3), 300-320.
- **Aldama, Frederik.** *Reel Latinxs: Representation in US Film and TV (Latinx Pop Culture)*. University of Arizona Press, 2019. Chap. 1: Reel Markers of Latinidad and Chap. 5: Let’s Talk Gender and Sexuality. Recommended reading.

#### REPRESENTATION OF RACE AND GENDER IN SPAIN’S CINEMA:

- **Guillén Marín, Clara.** “Female Migrant Identities, Rural Space, and Consensus in *Folres de otro mundo*” in *Migrants in Contemporary Spanish Film*. Routledge, 2017. Pp. 63-78
- **Murray, Michelle:** “The politics of looking in Fernando León de Aranoa’s *Princesas* (2005)” *Studies in Spanish and Latin American Cinema*, Vo. 11, N. 3,1 September 2014, pp. 241-53.
- **Flesler, Daniela.** “New Racism, Intercultural Romance, and Immigration Question in Spanish Contemporary Cinema.” *Studies in Hispanic Cinemas (new title: Studies in Spanish and Latin American Cinemas)*. Vo. 1, No. 2 (2004): pp. 103-118(16), Intellect.
- **Ballesteros, Isolina.** “Foreign and racial masculinities in contemporary Spanish film.” *Studies in Hispanic Cinemas (new title: Studies in Spanish & Latin American Cinemas)*, Vo. 3, N. 3, November 2007, pp. 169-185.



**Subject:** Re: Seeking concurrence for cross listed course  
**Date:** Friday, September 30, 2022 at 12:28:19 PM Eastern Daylight Time  
**From:** Romero, Eugenia  
**To:** Westlake, E.J.  
**CC:** Arceno, Mark Anthony, Shank, Barry, Stotlar, Jackson, Sanabria, Rachel  
**Attachments:** image002.png, Outlook-eh51bnv3.jpg, image001.png

Thank you so much!

Appreciated,

Eugenia



**Dr. Eugenia R. Romero, PhD**

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

**Department of Spanish and Portuguese**

244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

614-247-6179 Office / 614 292-7726 Fax

[romero.25@osu.edu](mailto:romero.25@osu.edu)

**Website:** <https://u.osu.edu/romero.25/>

Pronouns: she/her/hers

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**From:** Westlake, E.J. <westlake.35@osu.edu>  
**Date:** Friday, September 30, 2022 at 12:27 PM  
**To:** Romero, Eugenia <romero.25@osu.edu>  
**Cc:** Arceno, Mark Anthony <arceno.1@osu.edu>, Shank, Barry <shank.46@osu.edu>, Stotlar, Jackson <stotlar.1@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>  
**Subject:** Re: Seeking concurrence for cross listed course

We concur!

**E.J. Westlake**

(she/her or they/them)

Professor and Chair

**Department of Theatre, Film, and Media Arts**

614-247-8776





**From:** Romero, Eugenia <romero.25@osu.edu>  
**Sent:** Friday, September 30, 2022 11:49 AM  
**To:** Westlake, E.J. <westlake.35@osu.edu>  
**Cc:** Arceno, Mark Anthony <arceno.1@osu.edu>; Shank, Barry <shank.46@osu.edu>; Stotlar, Jackson <stotlar.1@osu.edu>; Sanabria, Rachel <sanabria.3@osu.edu>  
**Subject:** Re: Seeking concurrence for cross listed course

Hello E.J.

I'm following up on this request for concurrence for this new course for SPPO, CompStds and WGSS. We appreciate your help in moving this forward.

Best,

Eugenia



**Dr. Eugenia R. Romero, PhD**

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

Department of Spanish and Portuguese

244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

614-247-6179 Office / 614 292-7726 Fax

[romero.25@osu.edu](mailto:romero.25@osu.edu)

Website: <https://u.osu.edu/romero.25/>

Pronouns: she/her/hers

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**From:** Romero, Eugenia <romero.25@osu.edu>  
**Date:** Friday, September 23, 2022 at 10:58 AM  
**To:** Westlake, E.J. <westlake.35@osu.edu>  
**Cc:** Arceno, Mark Anthony <arceno.1@osu.edu>, Shank, Barry <shank.46@osu.edu>, Stotlar, Jackson <stotlar.1@osu.edu>, Sanabria, Rachel <sanabria.3@osu.edu>  
**Subject:** Seeking concurrence for cross listed course

Dear E.J.

Hope all is well. I'm the Director of Undergraduate Studies for the Department of Spanish and Portuguese, and I'm writing to seek concurrence for a course entitled *RACE, ETHNICITY AND GENDER IN SPANISH SPEAKING FILM AND TV*. This is a cross-listed course with Comp Studies and Women's Gender and Sexuality Studies for the Race, Ethnicity and Gender Diversity GE. I'm including the syllabus and the rationale for the course.

We thank you in advance for your support.

Best,

Eugenia



**Dr. Eugenia R. Romero, PhD**

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

Department of Spanish and Portuguese

244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

614-247-6179 Office / 614 292-7726 Fax

[romero.25@osu.edu](mailto:romero.25@osu.edu)

Website: <https://u.osu.edu/romero.25/>

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# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

*Cinematic and TV Representation of Race, Ethnicity and Gender in Spanish Speaking Countries and the US* will examine how cinema and television in Latin America, the US, and Spain reflect issues of race, ethnicity, and gender and reveal social attitudes and prejudices. This course does not require previous study of race, ethnicity, and gender theories. The cultural categories of race, ethnicity, and gender will be introduced through accessible scholarly readings that will frame the discussion of films and television series. The secondary readings will guide students to appraise the artistic representations and the life experience of the other and themselves. Students will also learn how identities of diverse groups are constructed in art production. By studying how identities exist as cultural constructs, the course will explore and compare the experiences of Indigenous and Afro-Latin Americans depicted in Cuban, Peruvian, and Mexican films, among others, and of Latina women as represented in popular television in the US. We will also discuss Spanish films which portray African and Latin-American immigrants in Spain and their racialization and marginalization. At the end of the course, students will be able to recognize the fundamental cultural constructs of race, ethnicity, and gender, as they apply not only to others studied in the course and mentioned above but to compare how such constructs relate to their own experiences.

## **B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO is tied to the course goal of describing and evaluating the position of racial, ethnic and gender minorities in Latin America, the US, and Spain and their relation to power.

The reading of *Race and Gender in Latin America*. Pluto Press, 2010 Chap. 1: "The meaning of 'Race' and 'Ethnicity,'" Davids's, Evans's, Lorber's chapter 3: "The shadow and the substance: The sex and gender debate" in *The Handbook of Gender and Women's Studies*, and Stavans's *The Oxford Handbook of Latino Studies* (Chap. 1, 1: "North-South, East-West: Topographies of Latinidad" and Chap. 2: "Latino/a and Race") will provide the framework to carry class discussions and will help students to identify key concepts which they will apply to evaluate the position of racial, ethnic and gender minorities in Latin America, the US, and Spain. For instance, these readings will aid students to describe the representation of class, gender, and ethnicity in Cuarón's *Roma*, to mention just one of the films that will be watched during the semester. Students will be evaluated on their skills to describe social positions and their representation through quizzes, film/TV series analysis of cultural racial, ethnic, and gender constructs and through class presentations.

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO is tied to the course goal of recognizing how racial, ethnic and gender identities and their construction by those in position of power impact lives of individuals who belong to marginalized groups in Spanish speaking countries and the US. Students will also analyze how the political discourse of different societies and cultures has constructed categories of race, ethnicity and gender through history. Reading Wade's *Gender in Latin America*, Chap. 3: "Race and Sex in Colonial Latin America", Katzew's "Shut up! Representation of the Latino/a body in *Ugly Betty* and their educational implications" or Murray's "The politics of looking in Fernando Leon de Aranoa's *Princesas*" and watching the films and TV series discussed in these readings, students will learn to identify and reflect on the impact of construction of gender category in women's lives. Students will reflect on the objectification of women and how contemporary male dominated cinema and TV industry defines women's beauty and impacts them.

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO is tied to the class goal of how belonging to two social categories, such as Afro-Latin American and women or Indigenous Latin American and women shape lived experiences. Are these groups integrated in their societies? How their access to social mobility is impacted due to their race, ethnicity, and gender identity?

Through the theoretical framework of Wade's *Race and Ethnicity in Latin America*, Chap. 1: "The meaning of Race and Ethnicity" and Wade's *Race and Sex in Latin America*, Chap. 2: "Explaining the articulation of Race and Sex" and Chap. 4: "Making nations through race and sex", students will hold class discussions and analyze the intersection of race, ethnicity, and gender in the creation of societies and the development of individuals. Students will reflect on the questions posed above in connection to the lives of women in Latin American and Spain.

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

This ELO is tied to the course goal of studying and evaluating how the categories of race, ethnicity and gender are constructed in Latin America and Spain. Students will also reflect on parallel constructs in the US. This transnational perspective will guide students to learn how to think ethically and reflect on their role as political beings who can contribute to change. Issues such as what is politics and activism or how to change the political discourse to address human rights will be discussed. Assignments, such as class discussions, group projects, and final project, will ask students to relate the knowledge gained from the lectures and course materials to their own experiences and those of their friends and family members. These activities accompanied by theoretical material mentioned previously and other such as Watson's "Teaching Afro-Latin American culture through Film" and Aldama's "Let's talk about Gender and Sexuality" will allow students to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This ELO is tied to the course's general theme but, more specifically, to the goal that asks students to apply knowledge gained about racial, ethnic, and gender constructs in Latin America and Spain and to reflect on their own social position and identity as US citizens. Through the semester students will be encouraged to recognize their social positions and their own identities and how they have conditioned them as members of society. Through secondary readings, artistic representations, class assignments, and, specifically, their final project, students will be asked 1) to explain how gender, racial and ethnic differences are constructed in Spanish speaking countries, 2) to evaluate how minority members of these societies understand themselves and articulate their social positions and racial, ethnic, and gender identities, and 3) to reflect on US policies of inclusion and equality and their effectiveness.

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

These ELO is tied to the goal that examines identity studies framework and applies this theoretical framework to film and TV series examples. Students will be asked to reflect on how the social construction of the Afro and Indigenous Latin Americans (and African Americans) in the US has shaped their own attitudes and behavior towards the other. The readings of Davis's, Evans's and Lorber's Chap. 11: "Gender in a Global World" or Litzy's "American Jane?: Jane the Virgin's Political Imagination of Gendered and Transnational Latino/a Citizenship" will provide the framework to hold constructive class discussions, create presentations and a final project that will offer students the opportunity to reflect on their own attitudes, beliefs, or behaviors towards the other and how they have evolved through the semester.

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

This ELO is tied to the course goal of explaining how the racialization and marginalization of minority communities in Latin America, Spain, and the US affect experiences of Afro and Indigenous Latin Americans, women, and Latinx in these countries. What is the space that these racial and ethnic groups occupy in their societies and what is the impact of their social positions on their everyday life? Through cultural production artists expose societies' challenges and failures, as well as invite the public to appreciate the aesthetic quality of their art. Films such as *Princesas* (Princesses), *Raíces de mi corazón* (Roots of my heart), *Roma* (Rome), *Madeinusa*, *Flores de otro mundo* (Flowers of another world), and *El traje* (The suit), and TV productions, such as *Jane*, *The Virgin*, and *Ugly Betty* contextualized by theoretical framework of gender, race and ethnic identities, will aid students to understand the categories of race, ethnicity, and gender, as well as to describe how these categories influence the experiences not only of fictional characters but also of Afro and Indigenous Latin Americans in their respective societies and in other societies (Spain and the US) where they are minorities. Class discussions and the final project will allow students to reflect and describe how these categories impact the experience of others.

## CURRICULUM MAPS FOR COMPARATIVE STUDIES MAJOR

Comparative Cultural Studies	2
Comparative Ethnic and American Studies	8
Comparative Literature	14
Folklore	20
Science and Technology Studies	24



**Curriculum Map for Comparative Cultural Studies Specialization (Subplan)**

Program Learning Goals\*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

Specialization-Specific Learning Goals\*:

- Goal 1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

\*Beg=Beginning; Int=Intermediate; Adv=Advanced

<p align="center"><b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b>  <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE CULTURAL STUDIES</b>  <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO SPECIALIZATION-SPECIFIC GOALS ONLY</i></p>						
Program Learning Goals				Concentration-specific Learning Goals		
Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.	
<b>REQUIRED COURSES (10 CREDITS):</b>						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv
<p align="center"><b>CONCENTRATION CORE—MAJOR FOCUS (15 CREDITS):</b> This core requirement is fulfilled by the development of an individualized Major Focus. This focus is determined by each student in</p>						

consultation with her or his advisor. It consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems.

**ELECTIVES (12 CREDITS)**—Should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

**COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES**

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104 Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2381 Race, Ethnicity, and Gender in Spanish Speaking Film and TV	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350 Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3689 Transnationalism and Culture in the Americas	Int	Int	Int	Int	Int	Int
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv

CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 4871 Religion and American Politics (Religion and Politics)	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 (3874) New Age and New Religious Movements	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

**COURSES FROM OTHER DEPARTMENTS THAT FULFILL EITHER MAJOR FOCUS OR ELECTIVES**

Department and Course	Goal #1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.	Department and Course	Goal #1 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.	Goal #2 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.
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**AFRICAN AMERICAN AND AFRICAN STUDIES**

2201 Major Readings in African American and African Studies	Beg	Beg	3440 Theorizing Race	Int	Int
2218 Black Urban Experience	Int	Int	3451 Themes in Francophone African and Caribbean Literature	Int	Int
2270 Introduction to Black Popular Culture	Beg	Beg	4378 History of Jazz	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4460 Topics in Africana Literature	Adv	Adv
2288 Bebop to Doowop to Hip-hop: The Rhythm and Blues Tradition	Beg	Beg	4535 Topics in Black Masculinity Studies	Adv	Adv
2290 Black Youth	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4570 Theorizing Colonialism in the Postcolonial	Adv	Adv
3230 Black Women: Culture and Society	Int	Int	4571 Black Visual Culture and Popular Media	Adv	Adv
3310 Global Perspectives on the African Diaspora	Int	Int	4582 Special Topics in African American Literature	Adv	Adv
3342H Magic, Religion, and Ritual in Africa	Int	Int	H4584 Literature and Modern Experience in Africa	Adv	Adv
3376 Arts and Cultures of Africa and the Diaspora	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv

**ANTHROPOLOGY**

2202 Peoples & Cultures: Intro to Cultural Anthropology	Beg	Beg	3400 Contemporary Views of the Ancient Near East: Orientalism, Archeology, and Nationalism	Int	Int
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2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
3334 Zombies: Anthropology of the Undead	Int	Int	3525 History of Anthropological Theory	Int	Int
<b>CHINESE</b>					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Adv	
<b>EAST ASIAN</b>					
3446 Asian American Film	Int	Int		Int	Int
<b>ENGLISH</b>					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore Genres: Form, Meaning and Use	Adv	Adv
2270 Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folk Groups and Communities	Adv	Adv	4593 Literature and Law	Adv	Adv
<b>FRENCH</b>					
2801 Classics of French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Int	Int	3701 Intro to French Cinema	Int	Int
<b>GEOGRAPHY</b>					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World	Int	Int
<b>GERMAN</b>					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	H4670 Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
<b>HEBREW</b>					
3275 The Holocaust in Literature and Film	Int	Int			
<b>HISTORY</b>					
2002 Making America Modern	Beg	Beg	2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro to the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 <sup>th</sup> -Century American Ideas	Int	Int

2080 African American History to 1877	Beg	Beg	3021 20 <sup>th</sup> -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 <sup>th</sup> Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 <sup>th</sup> Cent	Beg		3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
<b>HISTORY OF ART</b>					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
<b>ITALIAN</b>					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
<b>JAPANESE</b>					
4400 Japanese Film and Visual Media	Adv	Adv			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
2244 Films of the Middle East	Beg	Beg	3703 Middle Eastern Literature and Post Colonial Theory	Adv	Adv
3205 Women in the Muslim Middle East	Int	Int	4597 Islamic revival and Social Justice: Utopian Ideals and Lived Realities	Adv	Adv
3801 Everyday Life in South Asia	Int	Int		Adv	Adv
<b>PHILOSOPHY</b>					
2400 Political and Social Philosophy	Beg	Beg	H2470 Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int
<b>RUSSIAN (Quarter courses are listed here. Their successor courses will be included when conversion is complete.)</b>					
3460 Modern Russian Experience through Film (successor)	Int	Int			
<b>SOCIOLOGY</b>					

2340 Sex and Love in Modern Society	Beg	Beg	2382 Sociology of Asian American Life	Beg	Beg
2380 Racial and Ethnic Relations in America	Beg	Beg	3210 Sociology of Culture and Popular Culture	Int	Int
<b>SPANISH</b>					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	H4565 Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
<b>THEATRE</b>					
H2341 Moving Image Art	Beg	Beg	3731 Theatre Histories and Literatures	Int	Int
<b>WOMEN'S, GENDER, AND SEXUALITY STUDIES</b>					
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
H2296 Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 Gender and Sexuality in Global Perspective	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2340 Latina Experiences in the U.S.	Beg	Beg	4524 Women and Work	Adv	Adv
2550 History of Western Feminist Thought	Beg	Beg	4527 Studies in Gender and Cinema	Adv	Adv
3317 Hollywood, Women, and Film	Int	Int	4560 Chicana Feminism	Adv	Adv
3320 Topics in Women's Studies	Int	Int	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3370 Sexualities and Citizenship	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv
3505 Feminist perspectives on Globalization	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
4375 Women and Visual Culture	Adv	Adv			
<b>YIDDISH</b>					
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			

## Curriculum Map for Comparative Ethnic and American Studies Specialization

### Program Learning Goals\*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

### Concentration-Specific Learning Goals\*:

- Goal 1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.
- Goal 2 Students develop the ability to understand different ethnic communities and their histories in the U.S.

\*Beg=Beginning; Int=Intermediate; Adv=Advanced

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE ETHNIC AND AMERICAN STUDIES</b> <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN OTHER DEPARTMENTS ARE CATEGORIZED IN REGARD TO SPECIALIZATION-SPECIFIC GOALS ONLY</i>						
	Program Learning Goals				Concentration-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships between disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.	Goal #2 Students develop the ability to understand different ethnic communities and their histories in the U.S.
<b>REQUIRED COURSES (10 CREDITS):</b>						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990	Int	Int	Int	Int	Int	Int
CS 4990	Adv	Adv	Adv	Adv	Adv	Adv
<p><b>CONCENTRATION CORE COURSES (15 CREDITS):</b> This core requirement consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. Core courses must be drawn from the following list or have the approval of faculty advisor.</p>						

CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 3686 Cultural Studies of American Musics	Int	Int	Int	Int	Int	Int
CS 3689 Transnationalism and Culture in the Americas	Int	Int	Int	Int	Int	Int
CS 4658 (will become 3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4685 Comparative Ethnic and American Studies	Adv	Adv	Adv	Adv	Adv	Adv
CS 4692 Comparative Social Movements	Av	Adv	Adv	Adv	Adv	Adv
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv

**ELECTIVES (12 CREDITS):** Electives should complement the Concentration Core, but can add additional knowledge bases or theoretical/methodological approaches.

**COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL ELECTIVES**

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104 Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350 Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int



CS 3686 Cultural Studies of American Musics	Int	Int	Int	Int	Int	Int
CS 3689 Transnationalism and Culture in the Americas	Int	Int	Int	Int	Int	Int
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 The City and Culture (3661)	Int	Int	Int	Int	Int	Int
CS 4685 Comparative Ethnic and American Studies	Adv	Adv	Adv	Adv	Adv	Adv
CS 4692 Comparative Social Movements	Adv	Adv	Adv	Adv	Adv	Adv
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latina/a Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 Utopia and Anti-Utopia (CS 3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 4871 Religion and American Politics (Religion and Politics)	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 (3874) New Age and New Religious Movements	Int	Int	Int	Int	Int	Int
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

**COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES**

Department and Course	Goal #1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.	Goal #2 Students develop the ability to understand different ethnic communities and their histories in the U.S.	Department and Course	Goal #1 Students develop the ability to analyze interrelationships among cultural differences, including race, gender, class, and sexuality in the U.S.	Goal #2 Students develop the ability to understand different ethnic communities and their histories in the U.S.

**AFRICAN AMERICAN AND AFRICAN STUDIES**

2080 History of African Americans in the Age of Slavery	Beg	Beg	3086 Black Women in Slavery and Freedom	Int	Int
2081 History of African Americans from Emancipation to the Present	Beg	Beg	3089 Studies in African American History	Int	Int

2201 Major Readings in African American and African Studies	Beg	Beg	3230 Black Women: Culture and Society	Int	Int
2218 Black Urban Experience	Beg	Beg	3310 Global Perspectives on the African Diaspora	Int	Int
2218 Intro to African Literature	Beg	Beg	3361 Psychology of the Black Experience	Adv	Adv
2270 Intro to Black Popular Culture	Beg	Beg	3376 Arts and Cultures of Africa and the Diaspora	Int	Int
2281 Intro to African American Literature	Beg	Beg	3440 Theorizing Race	Int	Int
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg	3451 Themes in Francophone African and Caribbean Literature	Int	Int
2290 Black Youth	Beg	Beg	4378 History of Jazz	Adv	Adv
2367.01 African American Voices in US Lit	Beg	Beg	4570 Theorizing Colonialism and the Postcolonial	Adv	Adv
2367.02 African American Women's Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
<b>ARABIC</b>					
2367 Issues in Arab-American Society, Culture, and Language	Beg	Beg			
<b>EAST ASIAN LANGUAGES AND LITERATURES</b>					
3446 Asian American Film	Int	Int			
<b>ENGLISH</b>					
2281 Introduction to African American Lit	Beg	Beg	4586 American Indian Literature & Culture	Adv	Adv
2367.05 The U.S. Folk Experience	Beg	Beg	4587 Asian American Literature and Culture	Adv	Adv
4577.01 Folk Groups and Folk Communities	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.02 Folklore Genres	Adv	Adv		Adv	Adv
<b>HISTORY</b>					
2001 Launching America	Beg	Beg	3014 Gilded Age to the Progressive Era	Int	Int
2002 Making America Modern	Beg	Beg	3015 From the New Ear to the New Frontier	Int	Int
2045 History of American Religion to the Civil War	Beg	Beg	3016 Contemporary US since 1963	Int	Int
2070 Intro to Native American History	Beg	Beg	3017 The Sixties	Int	Int
2071 American Indian History of the Midwest	Beg	Beg	3020 19 <sup>th</sup> -Century American Ideas	Int	Int
2075 Intro to U.S. Latino/Latina History	Beg	Beg	3021 20 <sup>th</sup> -Century American Ideas	Int	Int
2079 Intro to Asian American History	Beg	Beg	3040 The American City	Int	Int
2080 African American History to 1877	Beg	Beg	3045 American Religious History	Int	Int
2081 African American History from 1877	Beg	Beg	3070 Native American History from European Contact to Removal 1560-1820	Int	Int
2110 Intro to Native American Peoples from Mesoamerica	Beg	Beg	3071 Native American History from Removal to the Present	Int	Int
2111 Intro to Native American Peoples of the Andes	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int

2455 Jews in American Film	Beg	Beg	3080 Slavery in the U.S.	Int	Int
2610 Intro to Women and Gender in the U.S.	Beg	Beg	3082 Black Americans during the Progressive Era	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2750 Natives and Newcomers: Immigration and Migration in U.S. History	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2752 Social Reform Movements in U.S. History	Beg	Beg	3100 Colonial Latin America	Int	Int
3005 US Constitution and American Society to 1877	Int	Int	3101 South America since Independence	Int	Int
3006 US Constitution and American Society since 1877	Int	Int	3465 American Jewish History	Int	Int
3010 Colonial North America to 1763	Int	Int	3612 Asian American Women: Race, Sex, and Representation	Int	Int
3011 American Revolution and the New Nation	Int	Int	3630 Same-Sex Sexuality in Global Context	Int	Int
3012 Antebellum America	Int	Int	3700 American Environmental History	Int	Int
3013 Civil War and Reconstruction	Int	Int			
<b>MUSIC</b>					
2244 African American Musical Traditions	Beg	Beg	2288 Bebop and Doowop to Hiphop: The Rhythm and Blues Tradition	Beg	Beg
2253 Intro to Jazz	Beg	Beg			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
3401 Islam in the United States	Int	Int			
<b>SOCIOLOGY</b>					
2380 Racial and Ethnic Relations in America	Beg	Beg	3435 Sociology of Gender	Int	Int
2382 Sociology of Asian American Life	Beg	Beg	3462 Social Stratification: Race, Class and Gender	Ind	Ind
2391 Social Organization of Communities	Beg	Beg	4666 Power and Society	Adv	Adv
<b>SPANISH AND PORTUGUESE</b>					
2242 Intro to Latino Studies	Beg	Beg	4557.10 Intro to Latino Lit in the US	Adv	Adv
2330 Reinventing America	Beg	Beg	4557.02 Intro to Other Latino Lit in the US	Adv	Adv
2367 US Experience: Hispanics, Language, and Literacy	Beg	Beg	4560 Intro to Spanish American Cultures	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Adv	Adv	4580 Latin American Film	Adv	Adv
4555 Indigenous, Colonial, and National Literatures and Cultures of Spanish America	Adv	Adv		Adv	Adv
<b>WOMEN'S, GENDER, AND SEXUALITY STUDIES</b>					
2215 Reading Women Writers	Beg	Beg	3370 Sexualities and Citizenship	Int	Int
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	3505 Feminist Perspectives on Globalization	Int	Int
2300 Appr to Feminist Inquiry	Beg	Beg	4375 Women and Visual Culture	Adv	Adv

2305 Gender and Sexuality in Global Perspective	Beg	Beg	<u>4401 Asian American Women: Race, Sex and Representations</u>	Adv	Adv
2340 Latina Experience in the U.S.	Beg	Beg	4402 Black Women: representations, Politics , and Power	Adv	Adv
2367.02 Latina Writers: Texts and Contexts	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2367.04 African American Women Writers: Texts and Contexts	Beg	Beg	4510 American Women's Movements	Adv	Adv
2550 History of Feminist Thought	Int	Int	4520 Women of Color and Social Activism	Adv	Adv
2750H Natives and Newcomers: US Immigration and Migration	Int	Int	4524 Women and Work	Adv	Adv
3306 Gender, Media, and New Technologies	Int	Int	4527 Studies in Gender and Cinema	Adv	Adv
3317 Hollywood, Women, and Film	Int	Int	4560 Chicana Feminism	Adv	Adv
3320 Topics in Women's Studies	Int	Int			

## Curriculum Map for Comparative Literature Specialization

### Program Learning Goals\*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

### Concentration-Specific Learning Goals\*:

- Goal 1 Students develop the ability to interpret literary texts and to understand issues related to the translation of literary texts.
- Goal 2 Students develop the ability to understand how literature shapes and is shaped by its cultural and historical contexts.

\*Beg=Beginning; Int=Intermediate; Adv=Advanced

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): COMPARATIVE LITERATURE</b> <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO <u>SPECIALIZATION-SPECIFIC GOALS ONLY</u></i>						
	Program Learning Goals				Specialization-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the ability to interpret literary texts and to understand issues related to the translation of literary texts.	Goal #2 Students develop the ability to understand how literature shapes and is shaped by its cultural and historical contexts.
<b>REQUIRED COURSES (10 CREDITS)</b>						
CS 2099	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Literature	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990	Int	Int	Int	Int	Int	Int
CS 4990	Adv	Adv	Adv	Adv	Adv	Adv
<b>CONCENTRATION CORE (15 CREDITS)</b> -- The core requirement consists of a set of five courses (at least three of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that encompass two different literary traditions, only one of which may be in the English language. At least 6 credit hours in a non-English literary tradition at the 3000-level or above must be taken in the original language. The remaining credit hours may be in English, in the original or in translation. These must be focused in a particular area and must include 3 credits in related non-European and non-North American literatures (e.g., African, Caribbean, East Asian).						

**ELECTIVES (12 CREDITS)--** Electives should complement the Concentration Core, but can add additional knowledge bases or theoretical/methodological approaches

**COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER THE CORE OR ELECTIVES**

CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2102.01 Literature and Religion	Beg	Beg	Beg	Beg	Beg	Beg
CS 2103 Literature and the Self	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104 Literature, Science, and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS H2864 Modernity & Postmodernity: Issues and Concepts	Beg	Beg	Beg	Beg	Beg	Beg
CS 3603 Love in World Literature	Int	Int	Int	Int	Int	Int
CS 3604 Women in East Asian and Asian-American Literature	Int	Int	Int	Int	Int	Int
CS 3606 The Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature as Narrative Art	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literature of the Americas	Adv	Adv	Adv	Adv	Adv	Adv
CS 4808 Utopia and Anti-Utopia (3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4809 The Twentieth-Century Novel: Transnational Contexts	Adv	Adv	Adv	Adv	Adv	Adv
RS 4877 (3877) Myth and Ritual	Int	NA	Int	Int	Int	Int
CS 4903 World Literature: Theory and Practice	Adv	Adv	Adv	Adv	Adv	Adv
RS 4972 (3972) Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
CS 5602 Poetry & Politics 20 <sup>th</sup> century Mediterranean	Adv	Adv	Adv	Adv	Adv	Adv
CS 5864 Modernity & Postmodernity: Concepts and Theories	Adv	Adv	Adv	Adv	Adv	Adv
CS 5691 Topics in Comparative Studies (subject to adviser's approval)	Adv	Adv	Adv	Adv	Adv	Adv

**COURSES IN OTHER DEPARTMENTS THAT FULFILL EITHER THE CORE OR ELECTIVES**

Department and Course	Goal #1 Students develop the ability to interpret literary texts and to understand issues related to the	Goal #2 Students develop the ability to understand how literature shapes and is shaped by its cultural and	Department and Course	Goal #1 Students develop the ability to interpret literary texts and to understand issues related to the	Goal #2 Students develop the ability to understand how literature shapes and is shaped by its cultural and

	translation of literary texts.	historical contexts.		translation of literary texts.	historical contexts.
<b>AFRICAN AMERICAN AND AFRICAN STUDIES</b>					
2251 Introduction to African Literature	Beg	Beg	4453 Swahili Literature II	Adv	Adv
2253 Introduction to Caribbean Literature	Beg	Beg	4460 Theories in Africana Literature	Adv	Adv
3451 Themes in Francophone African and Caribbean Literature	Int	Int	4551 Topics in Africana Literature	Adv	Adv
4452 Swahili Literature I	Adv	Adv	H4584 Literature and the Modern Experience in Africa	Adv	Adv
<b>ARABIC</b>					
3105 Intermediate Literary Arabic Reading	Int	Int	5628 Classical Arabic Prose	Adv	Adv
4626 Intro to the Arabic Quor'an	Adv	Adv	5651 Contemporary Arabic Prose Fiction	Adv	Adv
5627 Classical Arabic Poetry	Adv	Adv	5652 Contemporary Arabic Poetry and Drama	Adv	Adv
<b>CHINESE</b>					
4404 Chinese Drama	Adv	Adv	4407 Eco-Literature in China	Adv	Adv
5411 Selected Readings in Classical Chinese Literature	Adv	Adv	5490 Chinese Translation Workshop	Adv	Adv
<b>CLASSICS</b>					
2222 Classical Mythology	Beg	Beg	3103 Comic Spirit in Antiquity	Int	Int
2401 Intro to the New Testament: History and Literature	Beg	Beg	3104 The Ancient Novel: Narrative Fiction in Greece and Rome	Int	Int
3100 Topics in Ancient Literature and Culture	Int	Int	3203 War in Ancient Greek and Roman Literature	Int	Int
3101 Greek and Roman Epic	Int	Int	3403 The Hero in Classical Mythology	Int	Int
3102 Greek and Roman Drama	Int	Int	5101 Classical Literature: Theoretical Perspectives and Critical Readings	Adv	Adv
<b>ENGLISH</b>					
2201 Selected Works of British Lit: Med. through 1800	Beg	Beg	4562 Studies in Literature and the Other Arts	Adv	Adv
2202 Selected Works of Brit Lit: 1800 to the Present	Beg	Beg	4563 Contemporary Literature	Adv	Adv
2220 Introduction to Shakespeare	Beg	Beg	4564.01 Major Author Med Renaiss Brit Lit	Adv	Adv
2275 Thematic Approaches to Literature	Beg	Beg	4564.02 Major Author 18 <sup>th</sup> & 19 <sup>th</sup> Century Brit Lit	Adv	Adv
2280 The English Bible	Beg	Beg	4564.03 Major Author American Lit to 1900	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4564.04 Major Author 20 <sup>th</sup> Century Lit	Adv	Adv
2291 U.S. Literature: 1865 to Present	Beg	Beg	4569 Digital Media and English Studies	Adv	Adv
H2296 Honors Seminar: Literature and Intellectual Movements	Beg	Beg	4575 Special Topics Literary Forms & Themes	Adv	Adv
3372 Science Fiction and/or Fantasy	Int	Int	4576.01 History of Critical Theory: Plato to Aestheticism	Adv	Adv
4513 Intro to Medieval Literature	Adv	Adv	4576.02 History of Critical Theory: 1900 to Present	Adv	Adv

4514 Middle English Literature	Adv	Adv	4576.03 Issues & Movements in Critical Theory	Adv	Adv
4515 Chaucer	Adv	Adv	44579 Special Topics in Non-Fiction	Adv	Adv
4520.01 Shakespeare	Adv	Adv	4580 Special Topics in LGBTQ Literatures and Cultures	Adv	Adv
4520.02 Special Topics in Shakespeare	Adv	Adv	4581 Special Topics in U.S. Ethnic Literatures	Adv	Adv
4521 Renaissance Drama	Adv	Adv	4582 Studies in African American Literature	Adv	Adv
4522 Renaissance Poetry and Prose	Adv	Adv	4584 Spec Topics in Literacy Studies	Adv	Adv
4523 Spec Topics in Renaissance Literature and Culture	Adv	Adv	4585 History of Literacy	Adv	Adv
4531 Restoration and 18th-Century Literature	Adv	Adv	4586 American Indian Literature and Culture	Adv	Adv
4533 Early British Novel	Adv	Adv	4587 Asian American Literature and Culture	Adv	Adv
4535 Spec Topics in 18 <sup>th</sup> -C Literature	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4540 19 <sup>th</sup> -C British Poetry	Adv	Adv	H4590.01 Honors Seminar: The Middle Ages	Adv	Adv
4542 19 <sup>th</sup> -C British Novel	Adv	Adv	H4590.02 Honors Seminar: The Renaissance	Adv	Adv
4543 20th-Century British Fiction	Adv	Adv	H4590.03 Honors Seminar: 18 <sup>th</sup> -century	Adv	Adv
4547 20th-Century Poetry	Adv	Adv	H4590.04 Honors Seminar: Romanticism	Adv	Adv
4549 Modern Drama	Adv	Adv	H4590.05 Honors Seminar: Later 19 <sup>th</sup> Century	Adv	Adv
4550 Spec Topics in Colonial and Early Nat'l Literature of the U.S.	Adv	Adv	H4590.06 Honors Seminar: Modern Period	Adv	Adv
4551 Spec Topics in 19 <sup>th</sup> -C U.S. Literature	Adv	Adv	H4590.07 Honors Seminar: Literature in English after 1945	Adv	Adv
4552 Spec Topics in American Poetry through 1915	Adv	Adv	H4590.08 Honors Seminar: U.S. and Colonial Literature	Adv	Adv
4553 20th-Century U.S. Fiction	Adv	Adv	H4590.09 Honors Seminar: Selected Topics in Literature and Literary Interpretation	Adv	Adv
4559 Intro to Narrative and Narrative Theory	Adv	Adv	4592 Special Topics in Women in Literature and Culture	Adv	Adv
4560 Special Topics in Poetry	Adv	Adv	4595 Literature and Law	Adv	Adv
4561 Special Topics in Fictional and Nonfictional Narrative	Adv	Adv			
<b>FRENCH</b>					
*3201 French Literary and Visual Texts	Int	Int	*5205 Black Africa and Diaspora: Texts and Contexts	Adv	Adv
*3202 Literary and Visual Texts of the Francophone World	Int	Int	*5206 North Africa: Texts and Contexts	Adv	Adv
*5201 Gothic to Renaissance: Texts and Contexts	Adv	Adv	*5207 Quebec: Texts and Contexts	Adv	Adv
*5202 Versailles to the Enlightenment: Texts and Contexts	Adv	Adv	*5401 Louis XIV to World War I	Adv	Adv
*5203 Romanicism to Surrealism: Texts and Contexts	Adv	Adv	*5402 The Roaring '20s to the 21 <sup>st</sup> Century	Adv	Adv
*5204 World Wars and Beyond: Texts and Contexts	Adv	Adv	*5403 Topics in French Speaking Cultures and Literatures	Adv	Adv
<b>GERMAN</b>					
*3200 Topics in German Literature, Art, and Film	Int	Int	3451H Religion in Modern German Literature and Philosophy	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	*3600 Topics in German Linguistics/Language	Int	Int



*3300 Topics in German Culture Studies, Social and Intellectual History	Int	Int		Int	Int
<b>GREEK</b>					
*2101 Attic Prose	Beg	Beg	*5012 Greek Lyric, Iambos, Elegy	Adv	Adv
*2102 Homer	Beg	Beg	*5013 Greek Historians	Adv	Adv
*2103 The Greek Historians	Beg	Beg	*5014 Greek Drama	Adv	Adv
*2104 Greek Tragedy	Beg	Beg	*5016 Readings in Greek Philosophy	Adv	Adv
*5011 Greek Epic	Adv	Adv	*5030 Special Topics in Greek Literature	Adv	Adv
<b>HEBREW</b>					
2703 Prophecy in the Bible and Post-Biblical Literature	Beg	Beg	*4602 Modern Hebrew Poetry	Adv	Adv
2704 Women in Biblical and Post-Biblical Hebrew Literature	Beg	Beg	*5601 Intro to Hebrew Literary & Cultural Texts	Adv	Adv
2705 The Holocaust in Lit and Film	Beg	Beg	*5602 The Bible as Literature: Selected Readings	Adv	Adv
*4601 Modern Hebrew Short Story	Adv	Adv	*5603 Readings in Rabbinic Literature	Adv	Adv
<b>ITALIAN</b>					
2054 Dante in Translation	Beg	Beg	*3221 Reading Italy: Italian Literature and Culture	Int	Int
*3220 Italian Culture Through the Ages	Int	Int	*4224 Survey of Italian Literature	Adv	Adv
<b>JAPANESE</b>					
*5454 Japanese Lit: Classical Period	Adv	Adv	5456 Japanese Lit: Modern Period	Adv	Adv
*5455 Japanese Lit: Medieval and Edo Periods	Adv	Adv			
<b>KOREAN</b>					
5400 Performance Traditions of Korea	Beg	Beg	5405 Korean Drama in Translation	Adv	Adv
<b>LATIN</b>					
*2101 Cicero	Beg	Beg	*2105 Latin Lyric	Beg	Beg
*2102 Vergil	Beg	Beg	*2106 Roman Comedy	Beg	Beg
*2104 Ovid	Beg	Beg			
<b>MODERN GREEK</b>					
*5000 Modern Greek Language and Literature	Adv	Adv	*5520 Contemporary Greek Poetry	Adv	Adv
*5510 Contemporary Greek Prose	Adv	Adv			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
3703 Middle Eastern Literature and Post Colonial Theory	Beg	Beg	5568 Studies in Orality and Literacy	Adv	Adv
3704 The Novel in the Middle East	Beg	Beg	5571 Canon and Communities in the Near East	Adv	Adv
4601 Israeli and Palestinian Literature	Adv	Adv	5572 Poetry and Politics in the 20 <sup>th</sup> -century Mediterranean	Adv	Adv

<b>PERSIAN</b>					
*5601 Persian Prose	Adv	Adv	*5602 Persian Poetry	Adv	Adv
<b>PHILOSOPHY</b>					
2450 Philosophical Problems in the Arts	Beg	Beg	5460 Philosophy in Literature	Adv	Adv
<b>PORTUGUESE</b>					
*3450 Intro to the Study of Literatures and Cultures	Int	Int	*4560 Cultural Experiences of Portugal and Lusophone Africa	Adv	Adv
*4551 Literatures from Middle Ages to Neo-Classicism	Adv	Adv	*4561 Cultural Expressions of Brazil	Adv	Adv
*4551 Literatures from Middle Ages to Neo-Classicism	Adv	Adv	*5650 Topics in Literature of the Portuguese-Speaking World	Adv	Adv
*4552 Literatures from Romanticism to the Present	Adv	Adv		Adv	Adv
<b>SPANISH</b>					
*3450 Introduction to the Study of Literature and Culture in Spanish	Int	Int	*4557.10 Intro to Latino/a Literature in the US	Adv	Adv
*4551 Spanish Golden Age Lit	Adv	Adv	*4557.20 Intro to Other Latino/a Literature in the U.S.	Adv	Adv
*4552 Modern Spanish Lit	Adv	Adv	*H4565 Latin American Indigenous Literatures and Cultures	Adv	Adv
*4555 Indigenous and Colonial Literatures of Spanish America	Adv	Adv	*H4590 Interdisciplinary Protocols: Identity and National Formation in Latin America: Perspectives from Literature, Culture and History	Adv	Adv
*4556 Modern Spanish American Literature	Adv	Adv			
<b>TURKISH</b>					
*5627 Classical Turkish Poetry	Adv	Adv	*5651 Modern Turkish Poetry and Prose	Adv	Adv
<b>YIDDISH</b>					
*4721 Studies in Yiddish Literature	Adv	Adv	*5651 Modern Yiddish Prose	Adv	Adv

## Curriculum Map for Folklore Specialization

### Program Learning Goals\*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

### Specialization-Specific Learning Goals\*:

- Goal 1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural forms.
- Goal 2 Students develop the ability to analyze issues related to ethnography and fieldwork.

\*Beg=Beginning; Int=Intermediate; Adv=Advanced

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION): FOLKLORE</b> <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO SPECIALIZATION-SPECIFIC GOALS ONLY</i>						
	Program Learning Goals				Specialization-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural forms.	Goal #2 Students develop the ability to analyze issues related to ethnography and fieldwork.
<b>REQUIRED COURSES (10 CREDITS):</b>						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350 Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990	Int	Int	Int	Int	Int	Int
CS 4990	Adv	Adv	Adv	Adv	Adv	Adv
<p>1) <b>CONCENTRATION CORE COURSES (15 CREDITS):</b> This core requirement consists of a set of five courses (at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. Core courses must be drawn from the following list or have the approval of faculty advisor.</p>						
CS 3657 Contemporary Folklore in the Arab World	Int	Int	Int	Int	Int	Int

CS 4577.01 Folklore I: Groups and Communities	Adv	Adv	Adv	Adv	Adv	Adv
CS 4577.02 Folklore II: Genre, Form, Meaning and Use	Adv	Adv	Adv	Adv	Adv	Adv
CS 4577.03 Folklore III: Issues and Methods	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4598 American Regional Cultures in Transition	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 5957.01 Comparative Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 5857.02 Folklore in Circulation	Adv	Adv	Adv	Adv	Adv	Adv
East Asian 5477 Performance Traditions in Contemporary East Asia	Adv	Adv	Adv	Adv	Adv	Adv
International Studies 4800 Cultural Diplomacy	Adv	Adv	Adv	Adv	Adv	Adv
Linguistics 3602 Language and Social Identity in the US	Int	Int	Int	Int	Int	Int
NELC 5568 Orality and Literacy	Adv	Adv	Adv	Adv	Adv	Adv
Scandinavian 3350 Norse Mythology and Medieval Culture	Int	Int	Int	Int	Int	Int

**ELECTIVES (12 CREDITS):** Electives should complement the Concentration Core, but can add additional knowledge bases or theoretical/methodological approaches.

**COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL ELECTIVES**

CS 2105 Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	
CS 2264 Intro to Reading Popular Culture	Beg	Beg	Beg	Beg	Beg	
CS 2301 Intro to World Literature	Beg	Beg	Beg	Beg	Beg	
CS 2360 Intro to Comparative Cultural Studies						
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	
CS 3657 Contemporary Folklore in the Arab World	Int	Int	Int	Int	Int	
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	
CS 3689 Transnationalism and the Americas	Int	Int	Int	Int	Int	
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	
CS 4661 (3661) The City and Culture	Adv	Adv	Adv	Adv	Adv	
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	
CS 4803 Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	
CS 4804 Latino/a Literature and Culture	Adv	Adv	Adv	Adv	Adv	
CS 5668 Studies in Orality and Literacy	Adv	Adv	Adv	Adv	Adv	
RS 4871 Religion and American Politics (Religion and Politics)	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 (3874) New Age and New Religious Movements	Int	Int	Int	Int	Int	Int

RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

<b>COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES</b> Courses are to be chosen depending on individual interests, e.g., in verbal arts, a geographical region, material culture.					
Department and Course	Goal #1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural form.	Goal #2 Students develop the ability to analyze issues related to ethnography and fieldwork.	Department and Course	Goal #1 Students gain familiarity with folklore genres and with the history of scholarly attention to vernacular cultural form.	Goal #2 Students develop the ability to analyze issues related to ethnography and fieldwork.
<b>ANTHROPOLOGY</b>					
3334 Zombies, the Anthropology of the Undead	Int	Int	5625 The Anthropology of Religion	NA	Adv
5624 The Anthropology of Food: Culture, Society and Eating	Int	Adv	5650 Research Design and Ethnographic Methods	NA	Adv
<b>ARABIC</b>					
2241 Culture of the Contemporary Arab World	Beg	Beg	3301 Contemporary Folklore in the Arab World	Int	Int
2704 The Arabian Nights	Beg	Beg	5702 Arabic Folk Narrative in Translation	Adv	Adv
<b>CHINESE</b>					
5400 Performance Traditions of China	Adv	Adv			
<b>CLASSICS</b>					
2220 Classical Mythology	Beg	Beg	3404 Magic in the Ancient World	Int	Int
2220H Honors Classical Mythology	Beg	Beg		Int	Int
<b>EAST ASIAN</b>					
1231 East Asian Humanities	Beg	Beg	5477 Performance Traditions in East Asia	Adv	Adv
3457 East Asian Folklore	Int	Int			
<b>ENGLISH</b>					
2367.05 The U.S. Folk Experience	Beg	Beg	4571 Studies in the English Language	Int	Int
4554 English Studies and Global Human Rights	Int	Adv	4597.01 The Disability Experience in the Contemporary World	Adv	Adv
4559 Introduction to Narrative and Narrative Theory	Int	Int	4597.02 American Regional Cultures in Transition	Adv	Adv
<b>KOREAN</b>					
5400 Performance Traditions of Korea	Adv	Adv			

<b>MEDIEVAL AND RENAISSANCE STUDIES</b>					
2666 Magic and Witchcraft in the Middle Ages and Renaissance	Beg	Beg	4504 Arthurian Legends	Adv	Adv
<b>MODERN GREEK</b>					
2680 Folklore of Contemporary Greece	Beg	Beg		Beg	Beg
<b>MUSIC</b>					
5675 Music in the Russian Folk Tradition	Adv	Adv			
<b>NEAR EASTERN LANGUAGES AND CULTURES</b>					
3280 Everyday Life in South Asia	Int	Int	5568 Studies in Orality and Literacy	Adv	Adv
3700 Mythology of Ancient Egypt and Mesopotamia	Int	Int	5572 Poetry and Politics in the Mediterranean	Adv	Adv
<b>PERSIAN</b>					
2301 Persian Mythology and Folk	Beg	Beg	2704 Intro to Persian Epic	Beg	Beg
<b>RUSSIAN</b>					
3644 Russian Fairy Tales and Folklore	Int	Int			
<b>SCANDINAVIAN</b>					
3350 Nordic Mythology and Medieval Culture	Beg	Beg	5151 Topics in Scandinavian Studies (with appropriate topic)	Adv	Adv
5150 Introduction to Old Norse-Icelandic	Int	NA	5251 The Icelandic Saga		
<b>SLAVIC</b>					
2230 Vampires, Monstrosity, and Evil: from Slavic Myth to <i>Twilight</i>	Beg	Beg			

## Curriculum Map for Science and Technology Studies Specialization

### Program Learning Goals\*:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships among disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.

### Concentration-Specific Learning Goals\*:

- Goal 1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.
- Goal 2 Students develop the ability to analyze how culture influences scientific and technological development.

\*Beg=Beginning; Int=Intermediate; Adv=Advanced

<b>CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR</b> <b>SPECIALIZATION (SUBPLAN OR AREA OF CONCENTRATION: SCIENCE AND TECHNOLOGY STUDIES</b> <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO</i> <b><i>SPECIALIZATION-SPECIFIC GOALS ONLY</i></b>						
	Program Learning Goals				Concentration-specific Learning Goals	
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.	Goal #1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.	Goal #2 Students develop the ability to analyze how culture influences scientific and technological development.
<b>REQUIRED COURSES (10 CREDITS)</b>						
CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4990 Senior Seminar	Adv	Adv	Adv	Adv	Adv	Adv
<b>COURSES THAT FULFILL THE CONCENTRATION CORE (15 CREDITS):</b> This core requirement consists of a set of five courses (at least four of which must be from Comparative Studies or Religious Studies courses, and no more than two at the 2000 level) that is centered on a particular set of discourses, objects, cultural practices, or problems. Core courses must be drawn from the following list or be approved by the faculty advisor.						
CS 2104 Literature, Science, and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg

RS 2670 Science and Religion	Beg	Beg	Beg	Beg	Beg	Beg
CS 2677 Religion and Environmentalism	Beg	Beg	Beg	Beg	Beg	Beg
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Natures, Cultures, Technologies	Int	Int	Int	Int	Int	Int
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4808 Utopia and Anti-Utopia (3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4845 Gender, Sexuality, and Science	Adv	Int	Adv	Adv	Adv	Adv
CS 4846 Social Studies of Objects and Networks	Adv	Adv	Adv	Adv	Adv	Adv
CS 5691 Topics in Comparative Studies (repeatable with appropriate topics)	Adv	Adv	Adv	Adv	Adv	Adv
Philosophy 3650 Philosophy of Science	Int	Int	Int	Int	Int	Int
History 2700 Global Environmental History	Beg	Beg	Beg	Beg	Beg	Beg
History 2701 History of Technology	Beg	Beg	Beg	Beg	Beg	Beg
History 3700 American Environmental History	Int	Int	Int	Int	Int	Int
History 3701 History of American Medicine	Int	Int	Int	Int	Int	Int

**ELECTIVES (12 CREDITS):** Electives should complement the Major Focus, but can add additional knowledge bases or theoretical/methodological approaches.

**COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL ELECTIVES**

CS 2104 Literature, Science, and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Introduction to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2340 Introduction to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
RS 2670 Science and Religion	Beg	Beg	Beg	Beg	Beg	Beg
RS 2677 Religion and Environmentalism	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864H Modernity and Postmodernity: Issues and Ideas	Beg	Beg	Beg	Beg	Beg	Beg
CS 3645 Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4808 Utopia and Anti-Utopia (3808 Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4845 Gender, Sexuality, and Science	Adv	Adv	Adv	Adv	Adv	Adv
RS 4874 New Age and New Religious Movements	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv



CS 5681 Topics in Comparative Studies (repeatable with appropriate topic)	Adv	Adv	Adv	Adv	Adv	Adv
CS 5864 Modernity and Postmodernity: Concepts and Theories	Adv	Adv	Adv	Adv	Adv	Adv

<b>COURSES IN OTHER DEPARTMENTS THAT FULFILL ELECTIVES</b>					
Department and Course	Goal #1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.	Goal #2 Students develop the ability to analyze how culture influences scientific and technological development.	Department and Course	Goal #1 Students develop the ability to analyze social and political implications of scientific and technical practices and discourses.	Goal #2 Students develop the ability to analyze how culture influences scientific and technological development.
<b>AFRICAN AMERICAN AND AFRICAN STUDIES</b>					
3440 Theorizing Race	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
<b>ANTHROPOLOGY</b>					
3302 Intro to Medical Anthropology	In	Int	5601 Sociocultural Aspects of Health	Adv	Adv
4597.04 The Molecular Revolution: Heredity, Genome Mapping, Genomania	Adv	Adv	5602 Medical Anthropology: Global Perspectives on Women's Health	Adv	Adv
4597.05H The Global Food Crisis	Adv	Adv	5614 Ethnobotany	Adv	Adv
5600 Medical Anthropology: Biosocial Aspects of Health	Adv	Adv			
<b>CLASSICS</b>					
2204 Medicine in the Ancient World	Beg	Beg	4204 Greek and Roman Science and Technology	Adv	Adv
<b>COMMUNICATION</b>					
3240 Science Communication	Int	Int	4555 Computer Interface and Human Identity	Adv	Adv
3545 Human-Computer Interaction	Int	Int	4737 Health Communication in Mass Mediated Contexts	Adv	Adv
3554 Social Implications of Communication Technology	Int	Int	4738 Health Communication and New Media	Adv	Adv
<b>ENGLISH</b>					
2277 Introduction to Disability Studies	Beg	Beg	3372 Science Fiction and/or Fantasy	Int	Int
3361 Narrative and Medicine	Int	Int			
<b>ENVIRONMENT AND NATURAL RESOURCES</b>					
2300 Society and Natural Resources	Beg	Beg			

<b>HISTORY</b>					
2700 Global Environmental History	Beg	Beg	3700 American Environmental History	Int	Int
2701 History of Technology	Beg	Beg	3701 History of American Medicine	Int	Int
2703 History of Public Health, Medicine, and Disease	Beg	Beg	3711 Science and Society in Early Modern Europe	Int	Int
3115 History of Medicine and Public Health in Latin America	Int	Int	3712 Science and Society in Modern Europe	Int	Int
3307 History of African Health and Healing	Int	Int	3715 Explorations of Science, Technology and the Environment in East Asia	Int	Int
<b>HORTICULTURE</b>					
2203 People and Plants: Meals, Medicine, Material, and Myth	Beg	Beg			
<b>INTERNATIONAL STUDIES/AGRICULTURAL EDUCATION</b>					
3850 Introduction to Globalization	Int	Int	4597.01 Problems & Policies in World Population, Food, & Environment	Adv	Adv
4661 (3661) The City and Culture	Int	Int			
<b>PHILOSOPHY</b>					
2342 Environmental Ethics	Beg	Beg	3440 Theorizing Race	Int	Int
2650 Intro to Philosophy of Science	Beg	Beg	3650 Philosophy of Science	Int	Int
2660 Metaphysics, Religion, and Science in the Scientific Revolution	Beg	Beg	3680 Sex and Death: Introduction to the Philosophy of Biology	Int	Int
2860 Science and Religion	Beg	Beg	5500 Advanced Symbolic Logic	Adv	Adv
H3341 Ethical Conflicts in Health Care Research, Policy & Practice	Int	Int	5650 Advanced Philosophy of Science	Adv	Adv
<b>PHYSICS</b>					
2367 Uses of Science in Solving Problems of Society	Beg	Beg			
<b>SOCIOLOGY</b>					
2302 Technology and Global Society	Beg	Beg	5450 Sociology of Global Health and Illness	Adv	Adv
3630 Medical Sociology	Int	Int	5629 Health Disparities in Social Context	Adv	Adv
4608 Gender, Race, and Class in Mass Communications	Int	Int			
<b>WOMEN'S, GENDER, AND SEXUALITY STUDIES</b>					
2325 Issues in Women's Health	Beg	Beg	4535 Gender, Sexuality, and Science	Int	Int
2326 Women and Addiction: A Feminist Perspective	Beg	Beg	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Int	Int
3530 Women, Environment, and Development	Int	Int			