

Term Information

Effective Term Spring 2026
[Previous Value](#) [Spring 2024](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Course is being submitted into the Themes and will also have a name and number change for student legibility and to reflect the increase in complexity from a Foundation to a Themes course.

What is the rationale for the proposed change(s)?

WGSST 2340 has struggled to enroll in the past, so we are hoping this revamp from REGD to CDJW will help strengthen this offering. Additionally, the subject of Latinx & Chicana feminisms naturally lends itself to CDJW learning outcomes, so Guisela has re-worked the entire class to fit this Theme. The department [WGSST] is hoping to re-number themes courses at the 3000-level. Lastly, some students believed the class was entirely spoken in Spanish, so the title change will better manage students' expectations and make less intimidating this offering.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)

None. This class is a GE and an elective, so no changes to major/minor expectations as a result of these changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Ethnic Studies
Fiscal Unit/Academic Org	Center for Ethnic Studies - D0205
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3340
Previous Value	2340
Course Title	Border Citizens: Latinx Gender Studies
Previous Value	Si Se Puede: Latinx Gender Studies
Transcript Abbreviation	Latinx Gndr & Cit
Previous Value	Latinx Gndr Study
Course Description	Often deemed outsiders and foreigners in US soil, Latinxs thinkers have complicated and diversified our definitions of citizenship. The class will not only address the struggles over citizenship rights endured by this community, it will also expose students to Latinx theories and visions of national belonging across various borders and binaries.
Previous Value	Explores the various layers of complexity that have historically made up the Latinx experience in the United States at the intersections of class, race, ethnicity, gender and sexuality.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No

COURSE CHANGE REQUEST
3340 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/13/2025

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 WGSST 2340.
Electronically Enforced	No

Cross-Listings

Cross-Listings	Cross-listed in WGSST.
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Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Sophomore</i>

Requirement/Elective Designation

Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

- Identify the specific experiences with racism, ethnocentrism, sexism, classicism and the intersections of these that Latinx folks face throughout their lives.
- Understand how the structures of inequality based on citizenship, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.
- Appreciate how Latinx experiences of citizenship, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.
- Understand the importance of adopting a critical race, ethnicity and gender perspective to achieve a more just world.
- Critique media representation of Latinxs and see how those representations affect Latinxs' lived experiences.
- Analyze a variety of experiences associated with Latinx communities and see how citizenship and justice shape those lives.
- Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape various definitions of citizenship.

Previous Value

- *Identify the specific experiences with racism, ethnocentrism, sexism, classicism and the intersections of these that Latinas face throughout their lives*
- *Understand how the structures of inequality based on race, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.*
- *Appreciate how Latinx experiences of race, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.*
- *Understand the importance of adopting a critical race, ethnicity and gender perspective to achieve a more just world.*
- *Understand how their experiences are shaped by their disadvantages and/or privileges within social structures of power.*
- *Critique media representation of Latinxs and see how those representations affect Latinxs's lived experiences.*
- *Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape those lives.*
- *All GE goals and ELOs for the Race, Ethnicity and Gender Diversity foundation.*

Content Topic List

- Colonial legacies & decolonial histories
- State/cultural nationalism
- Latinas on film
- Latinas in news/mass media
- Border Theory
- Immigration and Citizenship
- Latinx Activism & Citizenship
- Indigenous Latinx
- Afro-Latinx

COURSE CHANGE REQUEST
3340 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/13/2025

Previous Value

- [The colonial legacy](#)
- [Centroamericanas](#)
- [Caribenass](#)
- [State/cultural nationalism](#)
- [White feminism](#)
- [Latinas and education](#)
- [Latinas and labor](#)
- [Latina leadership](#)
- [Latinas on film](#)
- [Latinas in news/mass media](#)
- [Testimonio as method](#)
- [Gendered violence](#)
- [Sexuality](#)

Sought Concurrence

No

Attachments

- Citizenship_Submission_Worksheet_WGSST3430_AA.08.06.25.pdf: GE Citizenship Worksheet
(Other Supporting Documentation. Owner: Spitulski, Nicholas M)
- WGSST 3340 Syllabus CITIZENSHIP AA_10.13.25.docx: REVISED syllabus
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- Submitted as the ETHNSTD counterpart to the WGSST 3340 request from 8/8/25.

Submitted revised WGSST 3340 syllabus 10/13/25 via Ali Alkhalifa, per 10/9/25 cmte feedback email. *(by Spitulski, Nicholas M on 10/13/2025 12:17 PM)*

- Please see feedback email sent to department 10-09-2025 RLS *(by Steele, Rachel Lea on 10/09/2025 05:18 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	08/18/2025 03:33 PM	Submitted for Approval
Revision Requested	Spitulski, Nicholas M	08/18/2025 03:38 PM	Unit Approval
Submitted	Spitulski, Nicholas M	08/18/2025 03:38 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	08/18/2025 09:57 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2025 09:01 AM	College Approval
Revision Requested	Steele, Rachel Lea	10/09/2025 05:18 PM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	10/13/2025 12:17 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	10/13/2025 01:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/13/2025 08:42 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/13/2025 08:42 PM	ASCCAO Approval

GE Theme course submission worksheet: Citizenship for a Diverse and Just World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:</i> <i>Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;</i> <i>Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;</i> <i>Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>

ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. <u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. <u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces
	Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I. The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.

Goals and ELOs unique to Citizenship for a **Diverse and Just World**

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	
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Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <i>and</i> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
<i>national, global, and/or historical communities.</i>	<i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i> <i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i>
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	<i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i>

ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i> <i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i>
	<i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i>

ELO 4.2 <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i>	<i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i>
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WGSS 3340: Border Citizens: Latinx Gender Studies

Instructor: Professor Guisela Latorre

Class times: Tu-Th 2:20-3:40pm

Classroom: Jennings Hall 140

Pronouns: she/her/hers

Email address: latorre.13@osu.edu
(preferred contact method)

Phone number: (805) 252-1409

Office Hours: TuTh 4-5:30pm

Office Hours Location: University Hall 286
(or Zoom

<https://osu.zoom.us/j/httpswgss.osu.edu/peoplelatorre.13?pwd=a2Uzb3ZlNjNhUnVnYWhta0l2dFRadz09>)

Class Description

Throughout this semester we will explore the various layers of complexity that have historically made up the diverse and changing Latinx citizenship experience in the United States. Latinxs are the largest ethnic group in this country yet their access to full citizenship rights and privileges remains limited. Through a careful analysis of the specific histories and experiences of Latinxs and the colonial legacies of the Americas, we will gain a greater understanding of the reasons behind this persistent marginalization while at the same time acquire increased knowledge about their struggles over empowerment, justice, self-determination and citizenship. In other words, despite the multiple oppressions that Latinxs have suffered, their personal and collective testimonios as well as their intellectual interventions provide effective strategies for survival in a nation-state that isn't always inclusive.

This course will ask students to consider the intersection of justice, difference and citizenship when answering a few of the following guiding questions. What is the history of Latinx immigration to the United States? How have different Latinx populations experienced diasporic movement across place and time? How does the migratory experience affect internal and external perceptions of citizenship? Are there any differences in citizenship identification between US and foreign-born Latinxs? Can there be diverse, contradictory understandings of citizenship? We will explore these questions, and many more related to the immigration and citizenship status of Latinx communities while reading from scholars who theorize strategies towards citizenship for a diverse and just world. Moreover, the class will learn how Latinxs have come to define citizenship and national belonging beyond strictly legal considerations.

Another salient component of the course will be the intellectual contribution made by Latinx feminist and gender scholars to our understanding of citizenship. We will investigate what role does gender play in articulations of nationalism and citizenship. How does gender intersect with race and class when it comes to defining who belongs to the nation? Part of our in-class conversations will also be devoted to discussions about the lived experiences of Latinas (women) and other gendered populations who challenge monolithic, hegemonic and patriarchal visions of citizenship and Latinidad.

Course Learning Outcomes

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

- Identify the specific experiences with racism, ethnocentrism, sexism, classism and the intersections of these that Latinx folks face throughout their lives
- Understand how the structures of inequality based on citizenship, ethnicity, gender and class that affect Latinxs also affect other populations in the United States.
- Appreciate how Latinx experiences of citizenship, ethnicity, class, gender, sexuality and other markers of difference occur simultaneously and reinforce one another.
- Understand the importance of adopting a critical race, ethnicity and gender perspective to achieve a more just world.
- Understand how Latinx experiences are shaped by their disadvantages and/or privileges within social structures of power.
- Critique media representation of Latinxs and see how those representations affect Latinxs' lived experiences.
- Analyze a variety of experiences associated with Latinx communities and see how racism and sexism shape various definitions of citizenship.

General Education Theme: Citizenship for a Just and Diverse World

As part of the Theme: Citizenship for a Just and Diverse World of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

GE RATIONALE: WGSS 340 fulfills Goals 1,2,3 and 4 by introducing students to the history and culture of the US Latinx population. Given that this community has had a contested and complex relationship to citizenship and national belonging in this country, we will devote a great portion of the course to developing a critical understanding of citizenship by studying the diversity of Latinx experiences and representations in the United States. Often deemed outsiders and foreigners on US soil, Latinxs have complicated and diversified facile definitions of citizenship. The class will not only address the struggles over citizenship rights endured by this community, it will also expose students to Latinx theories and visions of national belonging that often challenge dominant paradigms of US inclusion. The course will hopefully encourage students to expand their understandings of plural Latinx identities to imagine diverse forms of justice within and across borders.

How this in-person course works

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

Course Materials, Supplies and Technologies

All reading are posted on Carmen. No textbooks required.

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

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Carmen access: You will need to use BuckeyePass (buckeyepass.osu.edu) 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 (go.osu.edu/add-device).
- 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 (go.osu.edu/install-duo) 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 IT support staff will work out a solution with you.

Course Requirements and Grading

- 1- In-Class Discussion (35pts): Our Thursday meetings will be mostly dedicated to in-class dialogues about the nature of Latinx citizenship. It is thus crucial that you complete the readings before coming to class on Thursday. You will not earn a good participation grade without actively partaking in discussion and without demonstrating that you have completed the assigned texts.
- 2- Paper on Latinx Citizenship in the Media (35pts): Latina feminist scholar Jillian Báez argues that “Latina audiences read media images through the lens of citizenship and view consumption as belonging.” For this paper you will select one media production (film or television series) from the list provided to you below. All these productions feature the US Latinx experience in prominent ways. Please describe in great detail the narrative, plot and characters of your chosen production. Where in this film or series do we find stories

or references to citizenship? Do you think the film/series represent Latinxs as deserving of citizenship? As we have done in class, I encourage you to think of citizenship as a broad category that is as much about national inclusion and belonging as it is about a person's legal status. Moreover, consider the alternative and unconventional visions of citizenship that Latinx thinkers have championed. Which characters are portrayed as citizens and how? What are the characteristic elements of their citizenship? **Do you think this film/series presents us with an inclusive understanding of citizenship or a diverse, non-monolithic conceptualization of Latinx identity?** Why or why not? Include in your analyses, an explanation of how gender affects the characters' identity or experiences as a citizen. *Length: 900-1200 words. Due September 29.*

List of possible media:

Under the Same Moon (2007) - Available for rent in Apple TV, Google Play or Fandango at Home.

Sleep Dealer (2008) - Available for rent in Apple TV, Google Play or YouTube.

Zoot Suit (1981) - Available for rent in Apple TV, Google Play, Fandango at Home, Amazon or YouTube.

La Bamba (1987) - Available for rent in Apple TV, Google Play, Fandango at Home, Amazon, Microsoft or YouTube.

Gentefied (2020-2021) – Available on Netflix with subscription.

Jane the Virgin (2014-2019) – Available for purchase on Amazon, YouTube, Google Play and Fandango at Home.

Quinceañera (2006) – Available for rent on Apple TV, Google Play and Fandango at Home.

Real Women Have Curves (2002) – Available for rent on Amazon, Apple TV, Google Play, Fandango at Home or YouTube.

In the Heights (2021) - Available for rent on Amazon, Apple TV, Google Play, Fandango at Home or YouTube.

Mi Familia (1995) – Available for rent on Apple TV, Google Play or Fandango at Home.

La Mission (2009) – Available to watch for free on OSU's Secure Media Library (drm.osu.edu)

Ugly Betty (2006-2010) – Available on Netflix or Hulu with subscription.

Devious Maids (2013-2016) – Available for purchase on Apple TV, Google Play or Fandango at Home.

- 3- Reflections on Citizenship (35pts): Please regard this standard definition of citizenship from Wayne State University:

<https://csc.wayne.edu/what-is-citizenship>

Drawing from the lectures, readings, and discussions in class, you will write a paper that compares and contrasts traditional notions of citizenship with those formulated by Latinx thinkers. How do both set of theories address questions of agency, power inequality and citizen responsibilities? What were your understandings of citizenship prior to the class? How have the diverse Latinx theories and ideas enhanced or affected your perspectives on the topic? Explain how Latinx histories and lived experiences have provided this community with opportunities to rethink what it means to be a citizen. In order to put these theories into practice, you will also cite a news article that you find online and that addresses the intersection between citizenship and *Latinidad*. What current event is being covered in this article? Using the applied frameworks of both traditional and Latinx citizenship, discuss what expressions of national belonging and citizenship are performed by the Latinxs featured in this news. **What connections can you draw between the events covered in the article and the discussions we've had in class about relevant social justice issues? Conclude your essay with a reflection on the relationship between Latinx visions of citizenship and social justice.** *Length: 900-1200 words. Due December 1.*

- 4- Midterm Exam (35pts): The midterm exam will be composed of two parts (multiple choice questions + one short essay.) This test will cover the first half of the semester. You will be allowed to bring 1 single-sided page with class notes to this exam (no more than 650 words.) *October 10.*
- 5- Final Exam (35pts): This test will possess the same format as the midterm but will cover the second half of the semester. You will also be allowed to bring 1 single-sided page with class notes (no more than 650 words.) *December 8.*
- 6- Pop Quizzes (5pts each, 25 pts total): I will administer a total of 7 unannounced quizzes throughout the semester. These quizzes will be fill-in-the blank and multiple choice and will happen on any given Thursday. They are meant to test your knowledge of material from the readings. Your lowest 2 quiz grades will be dropped.

TOTAL: 200 pts

Grading Scale:

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

Extra Credit

You may earn extra credit in this class by attending one or two events in person or online events that relate to the topic of Latinx studies. You will then be required to write a 2 to 3-page report on these events. These reports can be submitted at any time during the semester (though no later than the day of the final exam.) In this report, you will need to include a summary of the event you attend and an explanation of how it relates to our class. Possible points: 2-4 points per report. Limit: 2 reports.

Attendance Policy

You are allowed two unexcused absences without affecting your course grade. I will subtract 10 points (5%) off your final grade in class for each additional absence you may incur. For those of you who leave class early or arrive late, you will earn only partial attendance credit for that day. In addition, you are still responsible for all the course material you miss during your absences (excused or unexcused.)

Personal Emergencies

If you experience a personal emergency during this semester such as a serious illness, a COVID-related problem, a death in the family, accidents and/or other unforeseen circumstances that may potentially prevent you from completing coursework in this class or attending class, please contact your me immediately. I will do my best to work with you and support you if you experience hardships and struggles.

Discussion Etiquette

As many courses on feminism, gender and ethnic studies do, this class deals with numerous controversial, polarizing and sensitive issues that often elicit heated discussion. Moreover, this class is taught from a pro-feminist perspective. I expect that several you will disagree with the ideas presented to you in lecture, discussion, and the course readings. Students will be provided opportunities to express disagreement and differing points views. Nevertheless, all in-class dialogue needs to happen within an atmosphere of civil intellectual exchange and mutual respect. Moreover, I ask that you refrain from using offensive or insensitive language with your

professor and fellow students. Personal attacks, heckling, loud speaking and stonewalling will not be permitted.

Trigger Warnings

Some of the materials we will discuss may be disturbing or difficult to take in. The field of Latinx gender studies sometimes addresses topics such as trauma, gender violence and extreme oppression. I will provide the proper warning to the classroom before I present potentially upsetting content. I will also be very careful in selecting class content, avoiding any gratuitous images or texts that serve no pedagogical purpose. I ask you to be thoughtful and conscientious when sharing ideas in class as well. Having said this, do expect some discomfort in class from time to time, as a central goal of the WGSS classroom is to expose students to some very harsh social realities. Know too that it is not always possible to determine what is triggering for different folks. I encourage you to keep the lines of communication open if you have any questions or concerns about triggering content in our classroom.

Ohio State's Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

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:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- *All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.*

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Accessibility & Disability Services Statement

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. After registration,

make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**. (Policy: **Religious Holidays, Holy Days and Observances**)

Statement on Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

CLASS CALENDAR

Week 1 – Introduction

Students will learn about Latinx claims to national identity in the United States through the concept of *Latinidad* ("Latinness" or the state of being Latinx.) Of particular importance will also be the idea of cultural citizenship which refers to patterns of inclusion within the nation-state that are defined by expressions of cultural and social belonging rather than by strictly legal

considerations. In essence, this week students will consider the diversity within the Latinx diaspora as well as diverse notions of citizenship.

August 22 – Course Introduction

August 24 – Class Discussion on *Latinidad* and Cultural Citizenship

Reading (to be completed before Thursday Class):

- 1- William V. Flores and Rina Benmayor, "Constructing Cultural Citizenship," *Latino Cultural Citizenship*, 1-26

Week 2 – Colonial and Decolonial Histories

This module will provide students with a detailed discussion of US colonial histories and how these inform present-day Latinx experiences. In what way do colonial legacies determine which populations are deserving of citizenship status? We will explore colonial ideologies of gender and race that shaped attitudes about citizenship and national belonging.

August 29 – Lecture Colonial and Decolonial Histories

August 31 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Marisol Lebrón, "Policing Coraje in the Colony," *Signs: Journal of Women in Culture & Society*, 801-826.
- 2- John Nieto-Phillips, "Citizenship and Empire," *Centro Journal*, 50-74.

Week 3 - Border Theory

The borderlands, as defined by Gloria Anzaldúa, refer to the physical and metaphorical spaces situated between national territories and on the margins of dominant cultures. Racialized, gendered, and "othered" as outsiders, social outcasts and the downtrodden live in these liminal sites. Students will discover this week that Anzaldúa's border theory can expand narrow and exclusive paradigms of inclusion that considers, race, ethnicity, sexuality, geography, and indigeneity.

September 5 – Lecture on Border Theory

September 7 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Gloria Anzaldúa, "La conciencia de la mestiza," *Borderlands/La Frontera*, 99-120.
- 2- Ángela Valenzuela, "Decolonizing Citizenship," *Trumpism, Mexican America, and the Struggle for Latinx Citizenship*, 159-170.

Week 4 – Immigration and Citizenship

A large percentage of the Latinx population in the US has at least some experience with immigration and with struggles over citizenship. What is the history of Latinx immigration? What are the paths to legal citizenship available to them? This module will be devoted as well to the role that gender and race play in the process of acquiring citizenship for many Latinxs. Do immigrants identify with US national belonging?

September 12- Lecture on Latinx Immigration and Citizenship

September 14 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Olivia Salciso and Cecilia Menjívar, “Gendered Paths to Legal Citizenship” *Law & Society Review*, 335-368.
- 2- Thomas Swerts, “Non-citizen Citizenship in Canada and the United States,” *Routledge Handbook of Global Citizenship Studies*, 468-480.

Week 5 – Latinx Activism and Citizenship

The Latinx experience is marked by a history of social movements where women play pivotal roles. A selection of Latinx activist histories will be presented to students this week. We will place a strong emphasis on movements that demand transformative justice for the Latinx community, often rooted in the law’s legibility of “legal” and “non-legal” citizens. How have Latinx activists articulated their rights to greater inclusion within the US nation-state? What are the responsibilities of citizenship, according to them?

September 19 - Lecture on Latinx Activism and Citizenship

September 21 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Josue David Cisneros, “Beyond Borders? Citizenship and Contemporary Latina/o and Immigrant Social Movements,” *The Border Crossed Us: Rhetorics of Borders, Citizenship, and Latina/o Identity*, 109-140.
- 2- Susana Muñoz, “Unpacking Legality Through *La Facultad* and Cultural Citizenship,” *Equity & Excellence in Education*, 78-91.

Week 6 - Reproductive Rights

The Latina reproductive body has been a source of considerable anxiety for US lawmakers and politicians. The need to control the perceived hyper reproductivity of the Latina body has driven many US public policies and practices. In this module students will gain an understanding of the Latina feminist view on reproductive justice. Moreover, they will be able to make connections between political initiatives to end birthright citizenship for undocumented immigrants and the concerns over the Latina reproductive body.

September 26 – Lecture on Reproductive Rights

September 28 – Discussion

Readings (to be completed before Thursday Class):

- 1- Patricia Zavella, "Introduction- The Movement for Reproductive Justice," *The Movement for Reproductive Justice*, 1-34.
- 2- Leo Chávez, "Latina Sexuality, Reproduction, and Fertility as Threats to the Nation," *The Latino Threat: Constructing Immigrants, Citizens and the Nation*, 73-96.

**** Paper on Latinx Citizenship in the Media due September 29 by midnight. Submit to Carmen.

Week 7 – Latinx Youth

Young people make up a large percentage of the Latinx population in the US. Their histories of survival, acculturation and rebellion will be covered during this module. Students will thus investigate how Latinx youth, as they grow up, develop a contested and complex idea of what it means to be a US citizen. Their perceptions of citizenship will be informed by their socialization into US society and by their experiences with inclusion and exclusion.

October 3 – Lecture on Latinx Youth

October 5 - Discussion

Readings (to be completed before Thursday Class):

- 1- Jessica Siham Fernández, "Socializing Future Citizens" and "Citizenship as a sociopolitical process," *Growing Up Latinx: Coming of Age in a Time of Contested Citizenship*, 55-78, 112-146.

Week 8 – Midterm Week

October 10- Midterm Exam

October 12 – No Classes – Autumn Break

Week 9 – Puerto Ricans

Given its unique relationship to the mainland United States, Puerto Rico will be the subject of this entire module. While Puerto Ricans are US citizens in legal terms, their inclusion into national culture and society has been limited. We will discuss how Puerto Ricans' status as citizens is affected by the island's persistent colonial relationship to the United States. Students will also explore how Puerto Rican feelings of citizenship varies in the island and the mainland. This diversity of thought about Latinx identity will further complicate the binary conceptualization of citizenship most students will have encountered thus far.

October 17 – Lecture on Puerto Ricans

October 19 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Caroline Mary Parker, "Carceral Citizenship in Puerto Rico," *European Review of Latin American and Caribbean Studies*, 87-104.
- 2- Ileana Díaz, "Malignant citizenship: race, imperialism, and Puerto Rico-United States entanglements," *Citizenship Studies*, 333–352.

Week 10 - Visual Art

US Latinx communities have a long and rich tradition of creative expression, especially visual art. Students will be exposed to a variety of Latinx art histories this week. Of particular interest to us will be how Latinx artists use art as a tool for promote social change and the empowerment of their communities. We will explore too the way art can function as a means to communicate a Latinx cultural citizenship through iconographies of inclusion, belonging, and justice.

October 24 – Lecture on Visual Art

October 26 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Guisela Latorre, "Crafting a Relational Queer Body," *Latin American and Latinx Visual Culture*, 45-58.
- 2- Ayleen Cabas-Mijares & Rachel Grant, "No Longer Interested in Convincing You of My Humanity," *Visual Communication Quarterly*, 196-209.

Week 11 - Cultura Popular

Latinx *cultura popular* brings together cultural manifestations such as folk legends, vernacular traditions and mass media representations. We will consider how the study of *cultura popular* can give us unprecedented insights into grassroots and working-class realities among the Latinx community. Our in-class conversations will include discussions of how mass media narratives tell stories of Latinx identity formation that include the phenomenon of citizenship as a never-ending process of becoming.

November 31 – Lecture on Cultura Popular

November 2 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Jillian Báez, "Introduction," *In Search of Belonging: Latinas, Media and Citizenship*, 1-37.
- 2- Theresa Delgadillo, Laura Fernández, Marie Lerma and Leila Vieira, "Ohio Latinx Festivals Create New Publics," *Building Sustainable Worlds*, 224-251.

Week 12 – Latinx and Queer

This week's module will address why a sense of national belonging is particularly elusive for Latinx LGBTQ folks. Finding rejection and isolation in Latinx and non-Latinx spaces, these communities regard their queerness as intimately connected to their access to citizenship rights. We will look closely at the Undocuqueer Movement which mobilizes people who are both

undocumented and queer. By using a process of “double coming out,” Undocuqueer activists insist on the full disclosure of their identities in order to proclaim a citizenship based on their basic humanity and on their right to exist unencumbered in all spaces of the nation.

November 7 – Lecture on Latinx and Queer

November 9 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Jesus Cisneros and Christian Bracho, “Coming Out of the Shadows and the Closet: Visibility Schemas Among Undocuqueer Immigrants,” *Journal of Homosexuality*, 715–734.
- 2- Verónica Mandujano, “The Privatized Deportation Center Complex y la trans mujer,” *Transmovimientos*, 177-204

Week 13 -Afro Latinx

Black Latinx communities who have been rendered invisible within established US racial categories have denounced a transnational anti-Blackness that prevents them from accessing full citizenship rights in multiple national territories. Contending with the legacy of the global slave trade in the Americas, this module will elucidate how African-descent peoples have made crucial contributions to Latinx culture yet their status as citizens in the US and elsewhere has been compromised due to racialized attitudes about national belonging.

November 14 – Lecture on Afro Latinx

November 16 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Maritza Quiñones-Rivera, “From Trigueñita to Afro-Puerto Rican,” *Meridians*, 162–182.
- 2- Ana Ozuna, “Quisqueya Sankofa Consciousness,” *The Border of Lights Reader*, 171-179.

Thanksgiving Week – No Class in WGSS 3340

Week 14 - Indigenous Latinx

This module is designed to expose students to the indigenous ancestries of the Latinx population, making complex the historical diversity of Latinidad in the Americas. We will also center our attention on indigenous Latinxs who claim native roots from both or either side of the US/Mexico border. How does an indigenous view of citizenship differ from Eurocentric notions of national identity? Students will discover decolonial theories of belonging, kinship and connectedness that challenge traditional notions of citizenship.

November 28 – Lecture on Indigenous Latinx

November 30 – Class Discussion

Readings (to be completed before Thursday Class):

- 1- Nayeli Y. Chavez-Dueñas, Hector Y. Adames, and Jessica G. Perez-Chavez, "Anti-Colonial Futures," *Women & Therapy*, 191-206.
- 2- David W. Barillas Chón (Maya Poqomam), Pablo D. Montes, and Judith Landeros, "Presencing While Absent," *Handbook of Latinos and Education*, 135-145.

**** Reflections on Citizenship Paper Due December 1 by midnight. Submit to Carmen ****

Week 15 – Wrap Up

December 5 – Wrap up, Evaluations and Final Exam Review

FINAL EXAM - Friday Dec 8 4:00pm-5:45pm in Room 140 Jennings Hall
