**LATINA/LATINO STUDIES PROGRAM**  
**FALL 2010 COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>CRN</th>
<th>Days</th>
<th>Start Time</th>
<th>End Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLS 100</td>
<td>Intro Latina/Latino Studies</td>
<td>3</td>
<td>32234</td>
<td>DIS AD1</td>
<td>1:00-1:50</td>
<td>F</td>
<td>166 Education</td>
<td>Galarte, J. F.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32235</td>
<td>DIS AD2</td>
<td>11:00-11:50</td>
<td>F</td>
<td>162 Education</td>
<td>Galarte, J. F.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32236</td>
<td>DIS AD3</td>
<td>10:00-10:50</td>
<td>F</td>
<td>257 Everitt Elec and Comp Engr Lab</td>
<td>Ramos, T.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>39710</td>
<td>DIS AD4</td>
<td>11:00-11:50</td>
<td>F</td>
<td>257 Everitt Elec and Comp Engr Lab</td>
<td>Ramos, T.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32237</td>
<td>LEC AL1</td>
<td>1:00-1:50</td>
<td>MW</td>
<td>160 English</td>
<td>Viruell-Fuentes, E.</td>
</tr>
<tr>
<td>LLS 215</td>
<td>US Citizenship Comparatively</td>
<td>*HP *US *SS</td>
<td>55769</td>
<td>LCD A</td>
<td>12:30-1:50</td>
<td>TR</td>
<td>430 Armory</td>
<td>Cacho, L.</td>
</tr>
<tr>
<td>(same as AAS 215, AFRO 215, AIS 295, and GWS 215)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examines the racial, gendered, and sexualized aspects of US citizenship historically and comparatively. Interdisciplinary course taught from a humanities perspective. Readings draw from critical legal studies, history, literature, literary criticism, and ethnography. Prerequisite: Any of the following: AAS 100, AAS 120, LLS 100, AIS 101, AFRO 100, GWS 250, or GWS 260.</td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLS 220</td>
<td>Mexican &amp; Latin Am Migration</td>
<td>*SS</td>
<td>56264</td>
<td>DIS AD1</td>
<td>10:00-10:50</td>
<td>F</td>
<td>G18 Foreign Languages Building</td>
<td>Estrada, J.</td>
</tr>
<tr>
<td>(same as SOC 221)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General overview of international migration to the United States, using Latin American migration to the U.S., especially the Midwest, as the focal point. Topics discussed include the history of international migration to the United States, the relationship between the history and contemporary context, the development of U.S. immigration policy, the incorporation of Latino immigrants in U.S. society, and immigrant and community responses to migration. Prerequisite: LLS 100 or SOC 100.</td>
<td><strong>WILL ONLY BE OFFERED THIS TERM FOR THE ACADEMIC YEAR</strong></td>
<td>3 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LLS 280 Caribbean Latina/o Migration  
( Same as HIST 280)  
Study of the economic, political, and social forces which shaped migration settlement and community formation of Puerto Ricans, Cubans, and Dominicans living in the United States. Same as LLS 280.

3 hours  
CRN # 34287 LCD A 11:00-12:20 TR 166 Education Building  
Burgos, A.

LLS 296 Topics Latina/o Studies  
Course examines specific topics in Latina/Latino Studies not addressed in regularly offered courses. Examples include theories of ethnic identity, historical foundations, cultural expression, and relevant topics in public policy studies of Latina/Latino communities. May be repeated in same or separate terms to a maximum of 6 hours.

Topic: The Mexican/Chicano Corrido  
The corrido (ballad), a highly stylized narrative folk music form, with an epic theme, has played a central role in discussions of Mexican/Chicano cultural identity. This course will analyze the origin and development of the corrido, from its beginnings in the Spanish Romance, to the more recent narco-corridos. Students will study the corridos of the Mexican Revolution, the corridos of the Chicano Civil Rights Movement, and the canonical corridos such as those of Joaquin Murrieta and Gregorio Cortez. A final section of the class entitled “Women and the Corrido” will analyze both the contemporary feminist focus on the corrido, and an analysis of the role women play in the corrido.

3 hours  
CRN # 55872 LCD RR 2:00-3:20 TR 133 Armory Building  
Romero, R.

LLS 301 19thC US Latina/o Lit-ACP  
Focuses on the fiction (historical novels and poetry) as well as the critical essays of the 1848 Mexican-American War and the 1898 Spanish-American War, the two key 19th century events that determined the status of the people of the Caribbean and Mexican descent in the United States. Prerequisite: Completion of campus Composition I general education requirement

4 hours  
CRN# 39711 LEC A 11:00-12:20 TR 214 Ceramics Building  
Romero, R.

LLS 310 Race and Cultural Diversity  
(same as AAS 310, AFRO 310, and EPS 310)  
Study of race and cultural diversity from Colonial era to present; the evolution of racial ideology in an ethnically heterogeneous society; the impact of race on the structures and operations of fundamental social institutions; the role of race in contemporary politics and popular culture. Prerequisite: Completion of campus Composition I general education requirement.
### LLS 390 Independent Study

Special topics not treated in regularly scheduled courses; designed especially for advanced Undergraduates. May be repeated in the same or subsequent terms as topics vary to a maximum of 6 hours.

Prerequisite: One course in Latina/Latino Studies and consent of instructor.

### 0 - 3 hours

<table>
<thead>
<tr>
<th>CRN #</th>
<th>SENSOR</th>
<th>DIS/LEC</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND/ARR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LLS 392 Chicanas&Latinas: Self & Society

(.meets with GWS 392 and SOC 392)

Explores the experiences of Chicanas and Latinas through the lens of contemporary sociological research. Topics to be discussed include: community formation and activism, Chicana/Latina feminisms, sexuality, religion, health, family, immigration, education, work, media, and artistic expression. Readings emphasize the links between the structural inequalities of society, and the day-to-day lived experiences of Chicanas/Latinas. Prerequisite: any 100, 200, or 300-level LLS, GWS, or SOC course.

### 3 hours

<table>
<thead>
<tr>
<th>CRN #</th>
<th>SENSOR</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>50108</td>
<td>LCD/A</td>
<td>9:00-10:20</td>
<td>328 Armory</td>
<td>Dowling, J</td>
</tr>
</tbody>
</table>

### LLS 396 Adv Topics Latina/o Studies

(meets with AAS 390)

Examines specific topics in Latina/Latino Studies not addressed in regularly offered courses. Examples include theories of ethnic identity, historical foundations, cultural expression, and relevant topics in public policy studies of Latina/Latino communities. May be repeated in the same or separate terms to a maximum of 6 hours.

**Topic: The Politics of Hip Hop and Urban Space**

This course examines hip hop as a culture, politics, and commodity. We will investigate hip hop’s emergence from and relation to urban landscapes deeply impacted by state surveillance, cuts in social welfare programs, immigration, and the global restructuring of capital. Our investigation will also consider the viability of a "politics of hip hop" in the wake of hip hop’s rising value as a global commodity. This class will also analyze hip hop as a transnational site in which gendered and sexual identities are created, contested, and rearticulated.

### 3 hours

<table>
<thead>
<tr>
<th>CRN#</th>
<th>SENSOR</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>56571</td>
<td>LCD/DC</td>
<td>11:00-12:20</td>
<td>132 Davenport Hall</td>
<td>Coyoca, W. D.</td>
</tr>
</tbody>
</table>
**LLS 410 Writing Latina/o Chicago**  
Examination of novels, poetry, film, and memoirs by Latinas and Latinos writing from and/or about Chicago. Through these texts, the course will simultaneously track a Chicago-based Latina/o literary history and analyze articulations of Latino/a everyday life and politics grounded in the city’s distinct topographical and social contexts. Issues of migration, gentrification, segregation, youth culture, gender, sexuality, race, violence, poverty, class consciousness, and struggles for social justice will figure prominently in lectures and class discussions. Prerequisite: LLS 100.  

**3 undergraduate hours**  
CRN# 56183  LCD U 2:00-3:20 MW 336 Davenport Hall  
Coyoca, W. D.

**LLS 412 Hispanics in the U.S.**  
(same as SOCW 412)  
Hispanics constitute a growing population in the United States. The size and heterogeneity of Hispanics raises complex issues in crafting public policy and in designing and delivering social services. This course offers an extensive portrait of Hispanics in the United States. Students will explore questions and demographic characteristics, language and religious practices, education, criminal justice, neighborhood and economic restructuring, immigration, social service systems, and community action in the context of creating an effective public policy agenda.  

**3 undergraduate hours**  
CRN # 51941  LCD A 1:00-3:50 W 2030 Social Work Building  
Piedra, L.

**LLS 422 US Latina and Latino Families**  
(Same as HDFS 422)  
Explores a variety of topics and provides a basic overview of issues relevant to the understanding of Latina/Latino families and children in the United States. Examines recent demographic changes in the U.S. population and its implications for the socialization and education of Latina/Latino children and their families. Course content looks at such areas as who are Latina/Latino families; how are those families different from others; what are the similarities and differences within Latinas/Latinos; how does acculturation and language fit into our understanding of these families; and what are the implications for the education success of current and future Latina/Latino children. Prerequisite: Junior standing.  

**3 undergraduate hours**  
CRN # 54010  LCD A 11:00-12:20 TR 3 Christopher Hall  
Raffaelli, M.  

**4 graduate hours**  
CRN # 54011  LCD GR 11:00-12:20 TR 3 Christopher Hall  
Raffaelli, M.

**LLS 433 Found of Bilingual Educ**  
(same as CI 433)  
Analyzes historical, political, and educational influences on bilingual/multicultural education, the potential of various program models to promote academic achievement, and the theoretical and practical reasons for bilingual instruction. Attention is given to the research base underlying bilingual education programs.  

**2 graduate hours**
LLS 479 Race, Medicine, and Society
(same as AAS 479 and ANTH 479)

The idea of race has historically been central to how Western cultures conceptualize and think about human difference. This course examines the historical significance of race through one domain of knowledge: medicine. Specifically, it will be concerned with “race” as a central category in the medical construction and management of individuals and populations. Case studies might focus on colonial medicine, race and public health, sexuality and reproduction, global health disparities, and genetics and genomics. Prerequisite: LLS 100 or consent of instructor.

3 undergraduate hours

CRN: 55870
LCD: U
4:00-6:20
W
1110 Foreign Languages Building
Inda, J.

LLS 490 Senior Thesis
Research project leading to a thesis. No graduate credit. May be repeated in separate terms to a maximum of 4 undergraduate hours. Prerequisite: Senior standing; enrollment as a major in Latina/Latino Studies; and consent of instructor.

2 or 4 hours

CRN: 
IND
ARR

LLS 495 Senior Honors Thesis
Research project leading to a thesis. No graduate credit. May be taken by honors students in partial fulfillment of department honors requirement. May be repeated in separate terms to a maximum of 4 undergraduate hours. Prerequisite: Senior standing; enrollment as a major in Latina/Latino Studies; a cumulative grade point average of 3.25; and consent of supervising professor.

2 or 4 hours

CRN: 
IND
ARR

LLS 496 Seminar in Latina/o Studies
3 undergraduate hours. 4 graduate hours. May be repeated up to 6 undergraduate hours or 12 graduate hours.

Topic: Women of Color/Native Feminisms
(meets with AAS 490 and GWS 495)

This course will examine the scholarship of Women of Color Feminism and Native Feminism, which includes various feminist theories, perspectives, and politics that have emerged from and alongside Ethnic Studies and Indigenous Studies. This scholarship will explore 1) how and why the privileged subject of rights-based struggles for people of color has been heterosexual and male, 2) “the cultural
defense” as used by the US legal system and international women’s rights campaigns, and 3) the ethical dilemmas and political difficulties involved in organizing through difference. Readings will be drawn from a variety of disciplines, such as literary criticism, critical legal studies, and sociocultural anthropology as well as the interdisciplines of Queer Studies, Gender and Women’s Studies, Ethnic Studies, and American Studies.

3 undergraduate hours

<table>
<thead>
<tr>
<th>CRN#</th>
<th>LCD</th>
<th>LCU</th>
<th>1:00-3:20</th>
<th>W</th>
<th>1134 Foreign Languages Building</th>
<th>Cacho, L.</th>
</tr>
</thead>
</table>

4 graduate hours

<table>
<thead>
<tr>
<th>CRN#</th>
<th>LCD</th>
<th>LCG</th>
<th>1:00-3:20</th>
<th>W</th>
<th>1134 Foreign Languages Building</th>
<th>Cacho, L.</th>
</tr>
</thead>
</table>

### LLS 577 Perspectives in LLS

Provides an overview of scholarly work and research in the field of Latina/o Studies. Prerequisite: One undergraduate or graduate course in Latina/Latino Studies or consent of instructor.

*THIS COURSE IS A REQUIREMENT FOR THE GRADUATE MINOR IN LATINA/LATINO STUDIES*

**Topic: Latino/a Studies: Borders, Boundaries, and Frames**

This graduate seminar examines the emergence of Latino/a Studies as a field of scholarly inquiry. While assessing the historical, institutional, and (inter)disciplinary formations of Latino/a Studies by a handful of commentators, we will engage with significant texts which range from cultural studies and the social sciences to literary studies and historiography that enable us to trace the contours of the field. Questions the seminar will pose include: How does Latino/a Studies connect with or part ways from Chicano/a Studies, Puerto Rican Studies, and Latin American Studies? In what ways do global, transnational, local, and comparative approaches inform or impact Latino/a Studies? How has work in gender and sexuality pushed the theoretical and methodological boundaries of Latino/a Studies? How do class and citizenship figure into the constitution of what counts as Latino/a Studies?

4 graduate hours

<table>
<thead>
<tr>
<th>CRN#</th>
<th>LCD</th>
<th>A</th>
<th>4:30-6:50</th>
<th>T</th>
<th>215 Davenport Hall</th>
<th>Rodriguez, R.</th>
</tr>
</thead>
</table>

### LLS 590 Independent Study

Independent study on special topics not treated in regularly scheduled courses. Approved for both letter and S/U grading. May be repeated to a maximum of 8 hours.

Consent of instructor required.

1 - 4 graduate hours

<table>
<thead>
<tr>
<th>CRN#</th>
<th>IND</th>
<th>ARR</th>
</tr>
</thead>
</table>

### LLS 596 Graduate Seminar in LLS

Examination of specific topics in Latina/Latino Studies. Topics vary. May be repeated in the same or subsequent semesters to a maximum of 12 hours.

**Topic: Gender, Body, and Power**

(meets with GWS 590 and MDIA 590)

The seminar engages the critical studies literature on power, gender and racial, ethnic, sexual, and class bodies. Special emphasis will
be given to how scholars across various disciplines (history, media and cinema studies, cultural studies, literary studies) think through the ways bodies are produced, disciplined, governed, and consumed by publics.

**4 hours**

<table>
<thead>
<tr>
<th>CRN#</th>
<th>LCD</th>
<th>IM</th>
<th>4:00-6:50</th>
<th>W</th>
<th>336 Gregory Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>49787</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Molina, I.