

HUMANITIES

Course offered by the Dramatic Arts Department:

DRAMA 488: Latina/o Theatre and Performance. This course investigates Latino/a theatre texts and performance practices as a discreet genre within the larger context of theatre in the United States. Students will study what distinguishes Latino/a theatre from the larger dominant (European American) culture, as well as the diversity of forms, styles, and theatrical practices within Latino/a theatre itself. Open to undergraduate and graduate students. Instructor: Adam Versenyi.

Courses offered by the English and Comparative Literature Department:

ENGL 265: Literature & Race, Literature and Ethnicity: La Vida Loca. What does it mean for a person to be called *loca* or *loco*? What does it mean for an entire group to be labeled such? In this interdisciplinary discussion-based course, we will explore the multiple meanings the term "*locura*" has acquired in late twentieth century Latina/o literary and cultural production. We will begin the semester by reading psychological literature, ethnography, memoir, and fiction that focus on *locura*'s literal translation as "madness." We will then turn to texts that portray *locura*'s association with gang membership. Our next section will examine linkages between *locura* and homosexuality. We will conclude the course by reading critical scholarship about pop icon Ricky Martin that analyzes the singer's popularization and sexualization of what it means to "liv[e] *la vida loca*." Throughout the course, we will question how the categorizations of *locura* feed into and/or challenge stereotypes about Latinas/os in the United States, and we will consider the power of labels to harm but also to empower. Instructor: Laura Halperin.

ENGL 265: Literature and Race, Literature and Ethnicity: "The Southwest as Contact Zone: Reading 'Chicana/o' and 'Native American' in Relation." Considers Chicana/o and Native American texts and cultures in a comparative framework and examines how these texts explore historical and contemporary connections between groups of people in the United States and the Americas. May also be taken when listed as "Chicana/o and Filipina/o-American Literatures & Cultures in Comparison." Instructor: María DeGuzmán.

ENGL 267: Growing Up Latina/o. In this interdisciplinary discussion course, students will critically analyze a variety of texts that explore what it means to grow up Latina/o. The course will situate the Latina/o fiction students will read in the social context from which this fiction emanates. To this end, texts will include theoretical articles, essays, newspaper articles, web pages, poems, memoirs, radio broadcasts, public policy reports, documentaries, short stories, novels, and biographies. Students will learn about debates surrounding monolingualism, bilingualism, multilingualism, and education policies affecting Latinas/os. Students will also analyze Latina/o books that have been banned, Latina/o coming of age narratives, and texts that delve into the racial heterogeneity among Latinas/os. Throughout the course, one of the questions we will repeatedly ask is whether it is appropriate to classify the Latina/o texts we will be reading as children's literature. Instructor: Laura Halperin.

ENGL/Women's Studies 363: Latina Feminisms (Feminist Literary Theory). This discussion course will introduce students to feminist literary theories, with a focus on (U.S.) Latina feminist theories, and with a concentration on texts by Chicana, Cuban American, Dominican American, and Puerto Rican writers. We will explore how literary theory can present itself in myriad ways—hence the attention to plural “theories,” rather than singular “theory.” Likewise, we will examine the multiplicity of Latina feminisms and will challenge the idea of a single and static Latina feminism. Building on Chicana feminist and U.S. Third World feminist platforms that advance the idea that the personal is political and that theory can be found in praxis, the Latina writers whose works we will analyze present their theories across an array of literary genres, including: theory (in the strict, narrow sense of the term), essays, memoirs, novels, vignettes, and films. We will begin the semester by delving into the historical formations of Latina feminisms and by reading texts that ask what it means to be a Latina writer. We also will read texts considered foundational in the development of a Latina feminist literary “canon.” Following Latina/o-centered movements of the 1960s and 1970s that relied on a platform of oppositionality and racial and ethnic pride, Latina feminisms thereafter shifted the rhetoric to one that did not shy away from examining both inter-group and intra-group tensions. Given this differential focus, we will read texts that explore the harm many Latinas experience (from outside their communities and within them). We also will analyze texts that explore what it means to come of age Latina. Lastly, we will analyze literary and filmic texts that rely on humor, levity, and female solidarity in their formulation of Latina subjectivities. Throughout the semester, we continually will question what it means for a text or writer to be classified as theoretical, Latina, and/or feminist. Instructor: Laura Halperin.

ENGL 364: Introduction to Latina/o Studies. This discussion course introduces students to the transdisciplinary field of Latina/o Studies, a field that generally combines the humanities and social sciences. Given this transdisciplinarity, the course contents will draw from histories, memoirs, theoretical essays, fiction, films and/or documentaries, music, and media. The course will begin by contextualizing the historical experiences of different Latina/o groups, including Chicanas/os, Puerto Ricans, Dominican Americans, and Cuban Americans. It will investigate what it means to be Latina/o in the United States, critically examining the formation of, and differentiation between, group labels such as "Latina/o" and "Hispanic." It will familiarize students with some of the major issues affecting the field of Latina/o Studies, such as border issues, immigration and migration, labor, and national allegiance(s). In addition to being transdisciplinary, the course will be intersectional, as it will encourage students to think critically about the ways race, ethnicity, class, gender, and sexuality shape discourses and representations of Latinas/os in the United States. Instructor: Laura Halperin.

ENGL 364: Introduction to Latina/o Studies. This course introduces students to the transdisciplinary field of Latina/o Studies, a field that generally combines the humanities and social sciences. The course will be oriented towards familiarizing students with some of the major questions within Latina/o Studies in terms of transnationalism, transculturation, ethnicity, race, class, gender, sexuality, systems of value, and aesthetics. It will help students to think about the curricular, institutional, and cultural implications

of Latina/o Studies—particularly in relation to U.S. Literature, Literature of the Americas, American Studies, Latin American Studies, and even Transatlantic Studies. Much of the reading will be critical and theoretical but we will consider some primary verbal and visual works around and upon which to ground our discussions. Instructor: María DeGuzmán.

ENGL 465/465H: Difference, Aesthetics, and Affect. Explores interrelations between cultural difference, socio-political circumstances, aesthetic form, and the representation, production, and transmission of subjectivity in texts, other media such as film and photography, and material culture more generally. Counts for the Latina/o Studies Minor when taught as Chicana/o (Mexican-American) Noir. Mexicans and Mexican Americans have figured prominently as types of criminality, victim victimizer, and evil in Anglo-American film noir culture. One need only think of films such as Anglo-audience-aimed Edwin L. Marin's *Nocturne* (1946), Fritz Lang's *The Secret Beyond the Door* (1948), John Farrow's *Where Danger Lives* (1950), Phil Karlson's *Kansas City Confidential* (1952), Orson Welles's *A Touch of Evil* (1958), Alfred Hitchcock's *Vertigo* (1958), or neo-noirs such as Ridley Scott's *Blade Runner* (1982), Curtis Hanson's *L.A. Confidential* (1997) based on a James Ellroy novel, and David Lynch's *Mulholland Drive* (2001). This course examines the way in which Chicana/o literature intervenes in and against U.S. film noir stereotypes about Mexican-Americans. Required reading: Américo Paredes's *The Shadow* (1950s/1998), Oscar "Zeta" Acosta's *Autobiography of a Brown Buffalo* (1972), Margarita Cota-Cardenas's *Puppet* (1985, 2000), Cecile Pineda's *Face* (1985, republished in 2003), Lucha Corpi's *Eulogy for a Brown Angel* (1992) and *Death at Solstice* (2009), Michael Nava's *The Burning Plain* (2000), Carla Trujillo's *What Night Brings* (2003), and Manuel Muñoz's *What You See in the Dark* (2011). Instructor: Dr. María DeGuzmán.

ENGL 665: Queer Latina/o Literature, Performance, and Visual Art. Taught in connection with the Sexualities Minor as well as the Latina/o Studies Minor. This course explores literature, performance art, film, and photography by Latinas/os whose works may be described as "queer" and that question the terms and norms of cultural dominance. Instructor: María DeGuzmán.

English 666: Queer Latina/o Literature and Photography. This course explores Latina/o literature about photography in relation to photography by queer Latina/o artists and, through this double focus poses certain questions about identity, subjectivity, and culture. Instructor: María DeGuzmán.

ENGL 685: "Imagen doblada: Photography in Latina/o Short Fiction of the Americas" (to be taught in the new curriculum as English 685): Literature of the Americas and cross-listed with Comparative Literature. Multi-disciplinary examination of texts and other media of the Americas (with 50% of the course involving U.S. Latina/o work), in English and Spanish, from a variety of genres. Pre-requisite, two years of college-level Spanish or the equivalent. Instructor: María DeGuzmán.

ENGL 864: Studies in Latina/o Literature, Culture and Criticism: Medicalizing Latinidades. Graduate level course. Building on Vilma Santiago-Irizarry's ethnographic

study about the medicalization of ethnicity, this interdisciplinary and intersectional graduate seminar will focus on the medicalization of U.S. *latinidades*. Through an examination of texts across genres—such as novels, memoirs, plays, poetry, vignettes, films and/or documentaries, medical anthropologies, literary analyses, environmental and social justice studies, and psychological studies—this course will explore the medicalized construction of *latinidades*, with particular attention to the roles race, ethnicity, gender, and sexuality play in these constructions. We will analyze fictional and nonfictional representations of Latinas/os as physically and/or mentally ill, and we will explore the crossroads of physical and psychological harm to which Latinas/os are subject. Questions we will ask include the following: What is at stake in literary representations of Latina/o physical and mental illness? Why does the figure of the Latina “madwoman” in particular surface in Latina literature written in the past twenty years? Given that the field of Latina/o Studies was built on a platform of racial and ethnic pride, what is the significance of the relatively recent literary preoccupation with an arguably unspeakable shame? What types of sociopolitical and environmental commentaries can be gleaned from Latina/o literary portrayals of physical illness? How can we connect Latina/o fictional literary representations of psychic and corporeal harm to Latina/o nonfictional portrayals and analyses of such harm, and what messages can we draw from such linkages? This discussion-based course is structured in such a way to help you as you advance in your academic careers. To this end, you each will be responsible for leading class discussion, writing a paper abstract for an academic journal, presenting a conference-length version of your final research paper, and writing a final research paper for possible submission to an academic journal. Instructor: Laura Halperin.

English 864.001: Latina/o Literature, Culture & Criticisms: Latina Feminisms. This course will introduce graduate students to a variety of (U.S.) Latina feminisms. We will read reflections on what it means to be a Latina writer, and we will learn about formations of Latina feminisms. Building on US Third World feminist ideas that the personal is political, we will analyze texts across an array of genres, including critical theory, critical essays, memoirs, poetry, vignettes, historia(s), documentaries, and novels. In our analyses, we will challenge the idea of a monolithic Latina feminism, and we will explore the multiplicity of Latina feminisms. The first part of the course primarily will focus on Chicana feminisms, given the formative role Chicana feminisms have played in the establishment and articulations of other Latina feminisms. The second part of the course will focus on writings and films by and about Puerto Rican, Dominican American, and Cuban American women, and it will examine how these works emanate from and speak to particular sociopolitical contexts. Throughout the course, we will critically interrogate the very idea of a Latina feminism, or of Latina feminisms, and we will ask what makes a text or writer Latina and/or feminist. Instructor: Laura Halperin. Please note that this course also counts for the Graduate Minor in Women's and Gender Studies.

ENGL 864-001 Studies in Latina/o Literature, Culture and Criticism. This course involves a study of representative work by Latina/o writers and critics in relation to major social and historical trends and critical models for this literature--the borderlands / border theory, biculturalism, mestizaje, tropicalization, diaspora, postcolonial, transcultural pan-latinidad, Afro-Latina/o disidentifications, and LatinAsia Studies. Instructor: María DeGuzmán.

Course offered by the History Department:

HIST 241: History of Latinas/os in the United States. This lecture course examines the historical, social, political, economic, and cultural experiences of Latinas/os in the United States. The main emphasis will be on Mexican Americans, Puerto Ricans, and Cubans but attention is given to other Latina/o ethnic groups. A comparative historical perspective will help explain the contrasting experiences of Latinas/os. Our readings and discussions will take a broad historical perspective, including links with topics such as the legacies of American colonialism and conquest immigration; community formation; the impact of the Great Depression on Latinas/os; Latina/o lives during the World War II and postwar periods; the 1960s civil rights struggles and subsequent nationalist movements; constructions of race, ethnicity, and gender; U.S. neo-imperialism; and cultural commodification by Latinas/os in the contemporary period. We will also be investigating those historical periods and issues that have attracted controversy or new methods and findings, and which therefore offer rewarding opportunities for research and writing. Instructor: Zaragosa Vargas.

HIST 395: Working Class History. The purpose of this seminar is to introduce students to new material on Latina/o working class history and train students in historical research methods related to the subject material. Readings for this seminar are designed to allow students to examine the experiences of Latina/o workers and expose students to the historiography of Latina/o working class experiences. Our readings and discussions will take a broad historical perspective, including links with topics such as group inequality; class, gender, and racial formation; patterns of transnational labor migration; and collective protest and mobilization. The objective of this seminar then is to provide students with new ways in which to investigate the role of Latina/o workers in the United States and to afford students the opportunity to produce an original research paper on any aspect of the history of Latina/o workers from the turn of the century to the present. Instructor: Zaragosa Vargas. *Pending approval for inclusion in the Latina/o Studies Minor.*

LTAM 291-001: The Latino Experience in the United States. This lecture course examines the historical, social, political, economic, and cultural experiences of Latinos in the United States. The main emphasis will be on Mexican Americans, Puerto Ricans, and Cubans but attention is given to other Latino ethnic groups. A comparative historical perspective will help explain the contrasting experiences of Latinos. Our readings and discussions will take a broad historical perspective, including links with topics like the legacies of American colonialism and conquest; immigration; community formation; the impact of the Great Depression on Latinos; Latino life during the World War II and postwar periods; the 1960s civil rights struggles and subsequent nationalist movements; constructions of race, ethnicity, and gender; U.S. neo-imperialism; and cultural commodification by Latinos in the contemporary period. We will also be investigating those historical periods and issues that have attracted controversy or new methods and findings, and which therefore offer rewarding opportunities for research and writing. Instructor: Zaragosa Vargas.

HIST 574: Spain in North America. Upper-division lecture class. This course examines the history of the Spanish colonial experience in North America. Topics will include pre-Columbian southwestern, plains, Californian, and Mississippi valley cultures, conquistadors, priests, slaves, missions, trade fairs, the diverse and changing lives of Native Americans, horses, buffalo, marriage, war, and the shifting boundaries of Spain's colonial claims. This course has historical relevance for Latina/o Studies in that it introduces students to the complex colonial hybridity of Hispanic North America. Instructor: Kathleen DuVal.

HIST 561: The American Colonial Experience [from a multicultural perspective]. This course examines the history of Native North America, the Europeans (the Spanish, French, and English) who colonized North America, and the Africans brought as slaves, to 1763. Latino/a Studies minors will write their papers on Spanish colonization and will have some readings available in Spanish. Instructor: Kathleen DuVal.

Course offered by the Music Department:

Music 147: Introduction to Latin/a/o American Music. How do we explain the significance of mixing jazz, rock, and hip hop with samba and maracatu in Brazil? How do Andean ethics of community play themselves out in musical performance in the highlands, and how do these ethics change among migrants living in the cities of Peru? What do songs about 9/11 as performed by musicians in the Andes and Mexico teach us about their own experiences with terrorism? Is salsa Puerto Rican, Cuban or Nuyorican? What is transnationalism, and how has it shaped contemporary Latin American popular music like reggaeton? What kinds of Latin music are accessible in North Carolina, and what can these music scenes teach us about the music and cultures of Latinas/os and Latin Americans in the United States? This course will introduce students to Latin American music and Latina/o music of the United States. We will also learn about this music's historical, cultural, social, and political significance by addressing the questions listed above and others like them. We will do this by listening to, reading about, researching, and even playing some of the musical traditions that encompass South America, the Caribbean, Mexico, and the United States. Instructor: David García.

Music 258 / INTS 258: Musical Movements: Migration, Exile, and Diaspora. This course will focus on the cultural, social, and political functions and meanings of Latin American and Latino music in the contexts of migration, exile, and diaspora with a special emphasis on North Carolina and the New South. In North Carolina a broad spectrum of Latin American and Latino music has taken root to include bachata, banda, calentana, capoeira, cumbia, duranguense, mariachi, merengue, música llanera, norteña, salsa, samba, and timba. This musical diversity represents the diversity of not only musical styles but also experiences and types of migration encompassing Latin American and Latino communities in North Carolina and the United States. The main goal of the course is for students to learn about the histories of these musical styles and their significance in North Carolina today. In addition students will collaborate on a music production/research project that will contribute to the knowledge and vitality of Latin American and Latino music in our state. Instructor: David García.

*These courses are cross-listed in music and global studies and, thus, will focus on an

interdisciplinary approach to the study and research of music in migration, exile, and diaspora. Open to 30 students to facilitate a seminar-based classroom setting. Students will be assigned to lead class discussions on reading assignments and give presentations on their original research assignments and group project. Students will develop basic skills in musical analysis from an ethnomusicological perspective, skills that DO NOT require a musical background or literacy in musical notation. The final project(s) will include original research framed within the issues and methodologies defining the latest research on Latin American and Latino immigration in the southern United States.

This course satisfies the following requirements:

- Global Studies major: transnational cultures, identities, and arts thematic concentration with Latin America as the geographic concentration
- Latina/o Studies minor: elective in the Humanities
- Music major and minor: music elective
- Undergraduate General Education: social and behavioral science (SS)

All students with an interest in Latin American and Latino music and culture are invited to register for this course whether or not the student meets the prerequisites (MUSC 132 or 132H, and 133). *If you wish for credit for the UNC Latina/o Studies Minor after completing this course, please be sure to ask for a letter from the instructor and from the Director of the UNC Program in Latina/o Studies and send an electronic version of this letter along with a copy of the course syllabus to your academic advisor with your petition.*

Course offered by the Religious Studies Department:

Religion 245: Creolization and Latina/o Religious Transformations. The goal of this course is to orient students toward the great diversity of Latina and Latino religious formations in the United States today. Engaging Indigenous, African, and Catholic Creole "inspirations," this course focuses students on the emergence of a distinctly U.S. Latina/o religious experience in the present-day. We approach the problems of hybridity, or "the new," via a critical approach to creolization. Anthropological and Religious Studies terms such as "sacrifice" and "the sacred" center our understanding of how religious formations come to be, grow, and transform. Instructor: Todd Ramón Ochoa.

Courses offered by the Romance Languages Department:

ROML 055H: ("Writing with an Accent: Latino Literature and Culture"). In this seminar we will study the literary production of Hispanics living in the U.S. Using a variety of materials (essays, documentaries, films, music) and English-language texts (novels, short stories, plays, poetry) we will examine works by Chicano, Puertorican, Nuyoricán, Dominican, and Cuban-American writers. Topics to be discussed include: Latino or Hispanic? What's in a Name?; Negotiating the Barrio; The politics of Bilingualism; The search for Home in Migrant, Rural, and Urban Environments; The Many Faces of Machismo; Religion and Spirituality in Latina/o Communities; Forms of Prejudice and Discrimination, Music as a Cultural Bridge. All readings will be in English though knowledge of Spanish is welcomed. Instructor: Rosa Perelmuter.

SPAN 389: Los cubanos en la diáspora: literatura y cultura / Outside Cuba: Cuban-American Literature and Culture. Required Reading: Reinaldo Arenas, *Viaje a la*

Habana; Daína Chaviano, *La isla de los amores infinitos*; Nilo Cruz, *Hortensia and the Museum of Dreams*; Carlos Eire, *Waiting for Snow in Havana*; Cristina García, *Dreaming in Cuban*; Melinda López, *Sonia Flew*; Achy Obejas, *Days of Awe*; and Mirta Ojito, *Finding Mañana: A Memoir of a Cuban Exodus*. Course Requirements: midterm (40%), Final (40%), and 2 papers (20%). Readings will be in Spanish and English, according to the original language of each text, so students must be proficient in Spanish (must have completed Spanish 73 or the equivalent). Instructor: Rosa Perelmuter.

SPAN 398: The Aesthetics of Violence in Latina/o American Fiction of the 21st Century. This course explores the aesthetics of violence in Latina/o American Fiction of the new millennium. Taking into account the works of several Latina/o and Latin American writers, the course explores historical memory, rewritings of history, and the formation of otherness and marginality in contemporary fiction. Students will analyze works by Junot Díaz, Graciela Limón, Daniel Alarcón, Manuel Muñoz, Santiago Roncagliolo, Horacio Castellanos Moya, and Orfa Alarcón, among others. Readings in English and Spanish. Lecture and discussion in Spanish. Instructor: Oswaldo Estrada.

Courses offered by the Department of Women's and Gender Studies:

WMST 233: Introduction to Latina Literature. This course provides an introduction to Latina literature. We read a wide variety of genres from a range of ethno-national perspectives and examine such topics as immigration, identity, mother-daughter relationships, and sexuality. Instructor: Dr. Ariana Vigil. *This course is pending approval for official inclusion in the Latina/o Studies Minor as it is new, but if you wish to get credit for it towards the Minor, it can be approved on an individual basis via letters from the instructor and from Dr. María DeGuzmán, Director of Latina/o Studies.*

WMST 281: Gender and Global Change: Militarization and Transnational Latina/o Literature. Focuses on the interconnections between nations in the Américas as well as the history and continued impact of U.S. intervention in various regions. We examine the response to and representation of gender and militarization in a diverse set of contemporary U.S. Latina/o texts. Topics we will explore include women's participation in war and revolution, the relationship between gender, identity, and military practices and the militarization of everyday life connected to spaces such as the U.S. Mexico border. Instructor: Dr. Ariana Vigil. *This course is pending approval for official inclusion in the Latina/o Studies Minor as it is new, but if you wish to get credit for it towards the Minor, it can be approved on an individual basis via letters from the instructor and from Dr. María DeGuzmán, Director of Latina/o Studies.*

WMST 365: Gender, (Im)migration, and Labor in Latina/o Literature. Explores the representation of intersections between gender, identity, immigration, and migration in Latina/o literature. Emphasizes the intersections between labor, migration, and United States immigration policy. Instructor: Ariana E. Vigil. *This course is pending approval for official inclusion in the Latina/o Studies Minor as it is new, but if you wish to get credit for it towards the Minor, it can be approved on an individual basis via letters from the instructor and from Dr. María DeGuzmán, Director of Latina/o Studies.*

SOCIAL SCIENCES

Courses offered by the Departments of Anthropology and African/Afro-American Studies:

ANTH 130: Anthropology of the Caribbean. This course examines some of the key issues that anthropologists explore when studying the Caribbean. It will introduce students to theories and examples of how Caribbean people of different backgrounds and status live, act, and think of themselves as well as how non-Caribbeans (especially North Americans) conceive of people and places in the Caribbean region. It also will consider the nature of relations between Caribbeans and non-Caribbeans (especially Europeans and North Americans) in a contemporary and historical context. Among the Caribbean people examined are Afro-Cubans and Afro-Cubans in the United States. This course constitutes part of the Afro-Latina/o component of the Minor. Instructor: Karla Slocum.

AFAM 340: Diaspora Art and Cultural Politics. The focus is on the articulation of diaspora consciousness as it is manifested through art and culture and its socio-political contexts. The course visits debates about the meanings of diaspora but also covers other terminologies and theories associated with identity, subjectivity, essentialism, transnationalism, indigeneity, race, ethnicity, mestizaje, etc. It is an interdisciplinary course and, although there are course texts, the course draws on periodical literature and makes extensive use of film/video. Course texts are Fabre and Benesch's *African Diasporas in the New and Old Worlds: Consciousness and Imagination* and Richard Powell's *Black Art: A Cultural History*. Collateral texts are Walker's *African Roots/American Cultures* and Okpewho, Davies, and Mazrui's *The African Diaspora*. 55-60% is US based (Powell's book) and includes a good deal of work on Puerto Rican, Dominican as well as other Afro-Latin formations rising in the US, particularly on questions of identity, race, caste, class and ethnicity. Cultural workers are featured from different activist perspectives, with emphasis on movements that employ popular/traditional art forms to build and maintain community (i.e., Candomble, Macumba, Lucumi formations in Afro-Latin communities throughout the US, impact on music by Latino forms, the art, for example of Taller Puertoriqueno in Philadelphia) Aya de Leon is scheduled to speak to the class. Instructor: Joseph Jordan.

AFAM 278: Black Caribbeans in the United States. This course looks at the experiences of Black Caribbean immigrants in the United States, the activities in which they participate as well as their shifting senses of who they are—their identities. It considers these themes within three contexts: urban political life, everyday community or family life, popular culture, and the African American community. That is, it explores how Caribbean immigrants' lives take shape in the realm of urban politics, everyday life, specific community/cultural events, and within the African American community. Central questions we will address include: How have Caribbean immigrants' activities been part of what we in the U.S. know to be the African-American experience, and how (and when) have they become distinct? How is Caribbean immigrants' racial and national identity shaped by U.S. politics and racial categorization along with Caribbean notions of nationhood, color, and status? How does Caribbean culture and a Caribbean identity shift in the US context? This course constitutes part of the Afro-Latina/o component of the

Minor as well as the part of the minor that puts U.S. Latina/o Studies in dialogue with Caribbean Studies. Instructor: Karla Slocum.

AFAM 293: The African Diaspora in the Americas. The African Diaspora in the Americas is an interdisciplinary survey and examination of the creation of the African descendant communities in north, central, and south America. It will focus on the development and expression of African (or Black) identities in the context of the Americas. It will consider the theoretical literature, the problem of competing definitions of "diaspora," as well as ongoing controversies in the field. Emphasis will be placed on the role of socio-historical forces in the creation of the African diaspora, and the re-creation of cultural connections/expressions in the American context. In addition to the readings and texts assigned to the course, students will engage a range of resources including film, literature, narrative and song, folklore and other media. Required texts: *Afro-Latin America, 1800–2000* by George Reid Andrews, *Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America* by Marilyn Grace Miller, *Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos* ed. by Anani Dzidzienyo and Suzanne Oboler, and *New York Ricans from the Hip-Hop Zone* by Raquel Z. Rivera. Instructor: Joseph Jordan.

Courses offered by the Geography Department:

Geography 56: "Local Places in a Globalizing World." This is an intro level course and a first year seminar. It focuses on the following questions: How do international and global processes affect local places? Is it possible for local people to affect global processes? This seminar examines the relationship between globalization and localization in order to think about how we--as individuals and groups--make a difference in the world. Examining cultural, economic, and political dynamics, we will consider how local North Carolina communities are linked to other places in the world. How were global connections established and maintained? What individuals and groups were involved and has this changed over time? What challenges and opportunities accompany these distant connections? Students in the class engage basic social theoretical concepts that have been used to understand globalization and transnationalism. We also examine Latina/o migration in North Carolina (and the United States) and think about ways migration may challenge (or confirm) some of the concepts and theories. Instructor: Altha Cravey.

Geography 430: Social Geography: "Global Migrations, Local Impacts: Urbanization and Migration in the United States." Immigration has been a defining feature of U.S. cities since their inception. A rich academic history has documented and theorized the experiences of immigrants in urban areas. Significant increases in immigration to the United States over the last fifteen years, however, makes this topic particularly salient. In recent decades, U.S. cities have been transformed by unprecedented rates of migration, particularly from Latin America. Intense conflicts have arisen over urban space, access to social goods (for example, housing, healthcare, and education), and, in some cases, there has been a re-working of racial hierarchies. At the same time, however, cities are places of possibility for migrants where they can often enjoy upward mobility, political freedoms, and exciting cultural exchanges. This course provides students with an opportunity to explore these contradictory experiences, drawing on a variety of

theoretical and empirical sources. This course is designed for advanced undergraduates and Master's students in Geography and Latina/o Studies, though students from related disciplines, such as Sociology, City & Regional Planning, Political Science, and Anthropology, are welcome. There are no formal prerequisites for this class, though familiarity with urban studies, economic sociology, urban politics, and/or migration theory would be an asset. Instructor: Nina Martin.

Geography 452: "Mobile Geographies (Migration)." This course focuses on Latinos and Latinas who have migrated to North Carolina in recent years as well as explores local social change, transnationality, translocality, and related theoretical concerns. How are the politics of identity and place-identity caught up in local experiences? Do Latinos/as establish parallel worlds in the rural South? Do geographies of work determine the pattern of settlement for new migrants? These questions will be contextualized by examining historical and geographical changes in global and regional migratory impulses. Instructor: Altha Cravey.

Geography 814: "Mobile Geographies: The Political Economy of Migration." Open to qualified undergraduates. In this seminar we will read widely on migration, with a particular emphasis on various conceptual frameworks that engage political economic and feminist perspectives on human movement. We will spend the first four weeks reading classic works before turning to contemporary scholarly literature. The goal of the course is to explore the connections among international migration, transnational networks, globalization and cultural/social change, although related issues (e.g. environmental effects; migration at smaller geographical scales; refugee migration; temporary forms of international migration) will be considered as well. Each student will be responsible for leading one or two seminar discussions and all will write short essays in response to 4-5 distinct topics. The course is designed to appeal to students in geography and related fields such as sociology, anthropology, political science, International Studies, Latin American Studies, and history. Instructor: Altha Cravey. *If you are an undergraduate and decide to take this course for Latina/o Studies Minor credit, you will need a letter from your instructor and Dr. María DeGuzmán requesting that you receive credit for this course as a course toward your fulfillment of the Latina/o Studies Minor. This is not a problem, but it is an extra step that you need to be aware of and take.*

Courses offered by International Studies:

INTS 390: "Latin American Migrant Perspectives: Ethnography and Action." This class combines fieldwork, migration theory, and service learning in a course that examines Latina/o immigrant perspectives. Students will research and work with immigrants in receiving communities in North Carolina and spend Spring Break in immigrants' home communities in Guanajuato, Mexico. The course will address ethical and practical aspects of the ethnographic method including the preparation, transaction, and transcription of interviews. Using these skills outside the classroom, students will choose an issue related to immigration and conduct interviews with community members to gain an understanding of the impact of migration on the community and how newcomers adapt to a new place. Instructor: Hannah Gill. *Pending approval for inclusion in the Latina/o Studies Minor. Offered Spring 2008, Spring 2009, and Spring 2014. Pending*

approval for inclusion in the Latina/o Studies Minor, but not a problem to count for the Minor with short letters of support from the professor of the course and the Director of Latina/o Studies.

Courses offered by the Public Policy Department:

Public Policy 249: "New Immigration and the South: Immigration Policy in the 21st Century." This course is designed to introduce students to the field of immigration policy. In the past decade, record numbers of people have left their home countries, especially in Asian and Central America, and have migrated to the U.S. There are many reasons for this, including civil war, ethnic strife, natural disasters, the breakdown of the communist block, economic pressures, and the simple hope for a better life. The American South has become an important part of this migratory flow and north Carolina has the fastest growing Latino population in the country. These massive population movements generate complex problems for state, national, and international policy makers. The objective of this course is to enhance students' understanding of the causes and consequences of U.S. immigration within social, historical, political, and economic contexts. Instructor: Krista Perreira.

Courses offered by the School of Journal and Mass Communication:

JOMC 443: "Latina/o Media Studies." This course is about why media and media portrayals matter for everyone, but especially for groups such as Latinas/os who are often stereotyped in the media. The course begins by comparing the current schizophrenic media portrayal of Latinas/os in the U.S. mainstream media (e.g. undocumented workers vs. affluent consumers). Then, it examines the great variety of media catering to Latinas/os, including both transnational media such as Mexican *telenovelas* and local "ethnic" media in the continental United States such as North Carolina's *Qué Pasa* newspaper. Finally, the course focuses on the media consumption patterns of Latinas/os and explores the way in which these audiences use the media offerings available to them. The course includes an APPLES service-learning component in which students work with Latina/o teenagers in the production of a radio show. For their term projects, students may either choose to participate in service-learning, to develop a media product, or to conduct historical research. Instructor: Lucila Vargas.

*Undergraduate Certificate in Latina/o Journalism and Media. Journalism majors may consider applying for the new interdisciplinary program sponsored by the School of Journalism and Mass Communication, the Department of Romance Languages and Literatures, and the Department of English & Comparative Literature through its Program in Latina/o Studies. *The Undergraduate Certificate in Latina/o Journalism and Media is open only to journalism majors.* For more information, please visit Latijam, or contact Dr. Lucila Vargas at lcvargas@email.unc.edu or Dr. Julia Cardona Mack at hispana@email.unc.edu.

The UNC School of Journalism and Mass Communication also sponsors Latino Journalism and Media at Carolina (Latijam) dedicated to promoting and practicing fair and competent reporting about Latina/o life in North Carolina. The project has a four-pillar strategy that addresses needs in four areas: news, research, curriculum, and engagement and public service. Its Web site offers resources that assist students, scholars, and professionals in covering local Latina/o communities in all their vitality, complexity,

and potential. Please visit <http://latijam.jomc.unc.edu/>. Should you have questions about Latijam, please contact the project's director Dr. Lucila Vargas at lcvargas@email.unc.edu.

ELECTIVES

Any of the courses not taken as cores listed above may be taken as well as:

AFAM 254: "Blacks in Latin America." The course explores various social, pedagogical, and historical issues which frame Black Studies (i.e. racial categorization, the creation of race), The branches that make up Latino culture (its Iberian, indigenous, and African strands) are examined as well. The perception of the two "new worlds" and the people from there composes the next part of the course as does the process that led to the Trans-Atlantic Slave Trade which brought the Africans to the west. Instructor: Kia Caldwell.

DRAM 486: "Latin American Theater." This course explores the historical and aesthetic development of the Latin American theatre, focusing upon particular factors that distinguish this theatre from the Western European tradition. The course includes several units on Latina/o drama and performance. Instructor: Adam Versenyi.