

**Dena Myers**

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**From:** Elliot Slotnick  
**Sent:** Monday, December 22, 2008 3:26 PM  
**To:** 'aldama.1@osu.edu'  
**Cc:** 'mercerhill.1@osu.edu'; Dena Myers  
**Subject:** Latino/a Studies Graduate Interdisciplinary Specialization Proposal

Dear Professor Aldama,

At its last meeting of Fall quarter, the Curriculum Committee of the Graduate Council reviewed your proposal for the establishment of a Graduate Interdisciplinary Specialization in Latino/a Studies. Several concerns were raised about the proposal that I will detail below. Given the nature of the issues raised, the focus on clarification of important points and other matters, I think the best approach for submitting a revised proposal would be to submit a clean copy of an altered proposal with a cover letter that documents the changes that have been made. The specific concerns raised by the Committee are outlined below.

1. As I am sure you know, there is presently a new interdisciplinary Master's program proposal for a degree offering in Latin American Studies that is working its way through Ohio State's approval processes and that will soon be moving to the level of statewide review. In the introductory sections of your proposal, it would be helpful to differentiate between this program proposal for a GIS and the full blown Master's program presently undergoing the advanced stages of review. Do you anticipate that these programs will be competing for students? For the record, the Committee requests a letter of concurrence/support/commentary from Abril Trigo, who drafted the LAS Master's proposal, regarding the plans for the offering of this Graduate Interdisciplinary Specialization at Ohio State.
2. There was considerable confusion in the Curriculum Committee about the development and oversight arrangements for this for this Interdisciplinary Specialization proposal. A subhead on page 2 of the proposal (please number the pages in your revision) is labeled "Participating Graduate Programs and Development Committee." On the next page, there is an "LS Committee" identified. The Committee assumes that this IS the Development Committee? Please elaborate on this matter. Is this Development (proposing?) Committee also to serve as the Graduate Studies Committee (GSC) for the program? Is this Committee the same one that exists for the undergraduate minor that you reference in the proposal? How is this Committee to continue to exist if it will be the administrative body for the prospective approved program? How will it be institutionalized? That is, does it have rules for composition, rotation and replacement of its members? At bottom, a good deal of coloring in needs to be accomplished regarding the proposing and administering committees for the program.
3. Concerns were raised about some facets of the proposed curriculum for this program. For one, Committee members were concerned that courses being labeled as having a "permanent focus" on Latino/a Studies content included several where such a focus is, in reality, far from permanent. Specifically, Committee members pointed to the core courses of English 581, 760 and 864, indicating that their content varied significantly by quarter taught and instructor and they don't, necessarily, have a primary Latino/a studies focus in any given quarter. Committee members took issue with the notion that these course should always count towards the GIS curriculum. Rather, for courses with potentially varying content they would like to see some form of verification or crediting protocol that allows for the specific review of course content at the time a potentially useable course is being taken.
4. Related to 3 above is the suggestion in the cover note from Ms. Mercerhill that the Graduate School should be playing some role in monitoring course content for potential electives in the program. This is well beyond the scope of the role that the Graduate School could or should take in such a program. Rather, the Committee suggests that it is the job of the Graduate Studies Committee for the program, once appropriately defined and constituted, that should have the responsibility of monitoring and vouching for, that is "accrediting" course

content for utilization in the Specialization. The Committee felt that the GSC should play this role for both the so-called “permanent” and elective courses for the interdisciplinary program. At present, there is a reference in the proposal to “The Coordinator of Latino/a Studies in cooperation with the LS curriculum committee will determine if courses are appropriate for the GIS in LS.” In line with #2 above, this needs to be clarified in conjunction with the development of a Graduate Studies Committee approach to overseeing the program.

5. The confusion around committee structures continued in the proposal’s section on “Administration and oversight.” The section focuses on the LS Committee while, again, the Graduate School works through the existence of Graduate Studies Committees. The proposal needs to draw distinctions what in most circumstances are two separate functioning Committee structures with the GSC’s generally composed of subsets from “bigger” and broader committees.

Many of the difficulties that arose in vetting this proposal were, at bottom, related to the reconciling of terminologies and functions through greater elaboration and specification of terms and functions and placing some structures in the Graduate School’s lexicon. In that sense, I think the requested revision can be readily accomplished. The Committee will return to the processing of this proposal as soon as it receives a revised submission. Please don’t hesitate to contact me with any questions or concerns.

Best,  
elliot

**Dena Myers**

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**From:** Elliot Slotnick  
**Sent:** Monday, January 26, 2009 5:14 PM  
**To:** myers.663@osu.edu  
**Subject:** FW: GIS Latino Studies  
**Attachments:** GIS LatinoLatina Studies Revised.doc

For CC for next Tuesday, 2/3. We're on!  
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**From:** Jessica Mercerhill [mailto:Mercerhill.1@osu.edu]  
**Sent:** Monday, January 26, 2009 3:01 PM  
**To:** Elliot Slotnick  
**Cc:** Frederick Aldama  
**Subject:** RE: GIS Latino Studies

Hi Elliot,

Attached is the revision to the Latino/a Studies GIS proposal. I believe all of the committee's concerns have been addressed at this point. Additionally, note the structure has changed to be more focused for the students.

Please let me know if you have any questions.  
Jess

Jessica Mercerhill  
Director, Special Programs  
Arts and Sciences  
The Ohio State University  
4132 Smith Laboratory  
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614-292-6248  
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**Dena Myers**

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**From:** Elliot Slotnick  
**Sent:** Tuesday, January 20, 2009 9:51 AM  
**To:** Dena Myers  
**Subject:** FW: GIS Latino Studies

For CC

**From:** ABRIL TRIGO [mailto:trigo.1@osu.edu]  
**Sent:** Saturday, January 17, 2009 10:26 AM  
**To:** aldama.1@osu.edu  
**Cc:** robison.26@osu.edu; Jessica Mercerhill  
**Subject:** GIS Latino Studies

Dear Frederick:

Congratulations on the project for a GIS in Latino Studies. Despite its obvious complementarities with the proposed MA in Latin America Studies, there is no conflict at all, but actually a great opportunity for collaboration. You can count with the strongest support from the Center for Latin American Studies.

Cheers and good luck with the project!  
abril

## **Proposal for Developing a Graduate Interdisciplinary Specialization (GIS) in Latino/a Studies**

### **Background**

The faculty, staff, and graduate students of Latino/a Studies committee propose to add a Graduate Interdisciplinary Specialization (GIS) in Latino/a Studies to the interdisciplinary undergraduate minor in Latino/a Studies that was instituted at The Ohio State University in 2001. The proposal is supported in part by a GIS development grant, from the graduate school's GIS development initiative, directed by Associate Dean Slotnick and awarded Spring 2005.

The undergraduate minor in Latino/a Studies (LS), a program that is part of an Ethnic Studies initiative in the Colleges of the Arts and Sciences, is already a well established interdisciplinary program at Ohio State. Over the last six years, the Department of Comparative Studies, the College of Humanities, The Colleges of the Arts and Sciences, and the College of Education at OSU have demonstrated a serious commitment to developing LS. The undergraduate minor in LS now offers students 31 courses in 13 departments (See our website <http://latino-astudies.osu.edu/minor.cfm>). The number of undergraduate students that have chosen LS as their minor since its inception has grown steadily. Thirteen students have graduated with LS as their minor; ten current students have declared it as their minor, and another eleven students, according to the ASC's records, although they have not yet declared LS as their minor, have already taken some of the core requirements. We are making efforts to contact these students and have no doubt that a high percentage of them will select LS as their minor. In addition, during the present academic quarter 2 additional students have met with Dr. Aldama – the program director – seeking to declare Latino/a Studies as their minor. In general, student feedback has been very positive. In short, the interdisciplinary undergraduate minor in LS is thriving. Based on the interest shown by graduate students on courses focused on Latino/a issues as part of their research program, we project that an equal, if not greater, number of graduate students would be interested in pursuing an interdisciplinary specialization in LS as part of their graduate course work.

Along with administering the undergraduate interdisciplinary minor in LS, scholars in this program have taken a lead role in sponsoring academic conferences, lectures, and events for OSU, as well as for local, state and regional communities. Graduate students were key organizers and participants of many of these events. Some highlights include *Latino Studies in the Midwest: A Symposium*--a regional conference held in the Spring of 2004; a tribute to the late Gloria Anzaldúa in the Autumn of 2005; *Soluciones*--a statewide conference on Latino/a issues and education held in the Winter of 2006; and more recently the mini-conference and workshop, *Latinos in WWII* held in the Winter of 2007. In addition, and as part of an ongoing speaker's series starting in 2004, LS has organized public lectures and classroom teach-ins from some of the most prestigious scholars in the field, such as Alicia Gaspar de Alba, Jorge Chapa, Alma Lopez, Emma Perez, Maria Franquiz, Patricia Baquedano-Lopez, Francisco Rios, Frank Espinosa, Rafael Saumel-Muñoz, Christina Grijalva, and Arturo Aldama, among many others. LS at Ohio State University is visible nationwide, marking our institution as pursuing parity with peer institutions, if not a leading site, of interdisciplinary research and teaching on race and ethnicity and on the intersections of gender, sexuality, and class in the history

and cultural production of Latino/a communities in the US. Finally, subsequent new hires (5 in the past 3 years) at the senior and junior faculty level have continued to enhance this program. We believe ongoing support and growth of the program in LS will allow us to attract even more scholars working in the field of LS.

As part of the effort to position The Ohio State University's LS program in a leading role and enhance our reputation and recognition worldwide we are about to establish L.A.S.E.R: Latino & Latin American Studies Forum for Enrichment and Research. It is expected that this center will be the space where academy and research of scholars and teachers who think increasingly in terms of a hemispheric studies of the Americas rather than isolate and divide, US Latin@ and Latin American will flourish. Whether the approach and method is that of the historian, the economist, the demographer, geographer, anthropologist, film and literature scholar, to name but a few, this hemispheric research program seeks to understand Latin@s and all that we make and spin out of ourselves (north and south of the US/Mexico border) as an integrated whole; to understand the rich and complex geography of US Latin@ culture and history, for instance, is to study also that of Latin America. Working together with Abril Trigo, director of the Center for Latin American Studies, we have been making visible bridges between Latin@ and Latin American studies through round-table and invited speaker events as well as sponsored film series (recent Brazilian and Mexican cinema, for instance), among other activities.

With a planned grand opening of the space this Fall '08 L.A.S.E.R will provide space for undergraduates, graduates, faculty and visiting scholars from around the world and working within a variety of research programs who can learn more from one another's research concerning Latin@ and Latin American history, culture, economics, literature, geography, and other areas. It will also function as a forum to educate students about the opportunities for Latino and Latin American research. Not only will we have an area for undergraduates and graduates to write and research and a work area for a Visiting Distinguished Latino/Latin American studies scholar, but a central area to hold brown-bag lunch events, present awards (Best Undergraduate Latino/Latin American Research, for instance), round-table and workshop events.

#### Participating Graduate Programs and the Latino/a Studies Committee

The graduate programs involved in this specialization are essentially the same that are involved in the undergraduate minor. Specific departments, offering courses that will be included in the GIS, are listed below in the curriculum section. In addition, LS enjoys the support of several administrative units that provide services to the LS community. In conjunction with Dr. Patricia Enciso, the program coordinator between 2004-2007, and the program GAA, Mariela Herrera, PhD Student of Education, a first draft of this proposal was developed by Stephanie Daza, a graduate of OSU and current Assistant Professor of Education at Eastern Michigan University. Stephanie served as a GAA for Latino/a Studies for two years; she taught the undergraduate introduction course in Winter 2006. The first elaboration brought to light the need to develop the curriculum for an introductory course in Latino/a Studies at the graduate level. Dr. Lilia Fernandez, Assistant Professor at the Department of History, hired in 2006, developed the syllabus for the "Introduction to Latino Studies". She completed it in the Fall of 2007. Continuing with the effort to make the GIS a reality as a part of the university's diversity initiative

this proposal is updated by Dr. Frederick Aldama, Professor of English and current Latino/a Studies Director and Mariela Herrera, Doctoral Candidate, at the College of Education and Human Ecology, and current GAA for the Latino/a Studies Program. This committee of faculty and staff will serve as the administrative body for the program with the assistance of the Office of Interdisciplinary Programs which will monitor courses and provide assessment for the GIS.

The LS committee includes:

Faculty and graduate students:

Frederick Aldama, Professor, English (Program Director)  
Ignacio Corona, Associate Professor, Spanish and Portuguese  
Patricia Enciso, Associate Professor, Teaching and Learning (EHE)  
Marcia Farr, Professor, Teaching and Learning (EHE)  
Lilia Fernández, Assistant Professor, History  
Manuel Martínez, Associate Professor, English  
Ileana Rodríguez, Professor, Spanish and Portuguese  
Ruby Tapia, Assistant Professor, Comparative Studies  
Fernando Unzueta, Associate Professor and Chair, Spanish and Portuguese  
Guisella Latorre, Assistant Professor, Women Studies  
Theresa Delgadillo, Assistant Professor, Comparative Studies.  
Raquel Díaz-Sprague, Lecturer, School of Allied Medical Professions  
Mariela Herrera (GAA for LS), Doctoral Candidate, Teaching and Learning (EHE)  
Courtney Kelly, Doctoral Candidate, Teaching and Learning (EHE), VIVA

Staff, administrators, organizations:

Felix Alonso, Associate Director, Multicultural Center  
Indra Leyva-Santiago, Intercultural Specialist, Multicultural Center  
Victor Mora, Director of *Qué Pasa, OSU?*, Associate Director, Office of Undergraduate Admissions and First Year Experience  
Alpha Psi Lambda, the coed fraternity for Latino/a students.  
Dr. Jose Villa, Vice Provost, Office of Minority Affairs (OMA)  
Normando Caban, Assistant Director of Recruitment (OMA)  
Jose Castro (Engineering) Hispanic Oversight Committee (HOC)  
Juan Segura -University-wide Council of Hispanic Organizations (UCHO)  
Courtney Kelly (VIVA)  
Ernesto Escoto, Co-Chair and Raul Herrera, Co-Chair - The Organization of Hispanic Faculty and Staff (OHFS)

Contact Person and Information

The contact person for this proposal is Professor Frederick Luis Aldama ([aldama.1@osu.edu](mailto:aldama.1@osu.edu)), 421 Denney - 164 W 17<sup>th</sup> Av - Columbus, oh 43210

## **Description of the Graduate Interdisciplinary Specialization in Latino/a Studies and an Overview of the Field**

### **Rationale**

The specialization provides an opportunity for interdisciplinary research to understand the rich and complex layers--political, social, cultural, and historical forces--that shape and inform Latino/a peoples in the US and that they in turn shape in their political, educational, cultural, and historical struggle and participation.

Latina/o Studies is inherently an interdisciplinary field of study of Latina/o cultural production and experiences. Latino/as make up a diverse ethnic group, often defined as people of Latin American descent living throughout the United States or US-based but also moving (traveling) beyond and across borders. This group may also include people of Latin American descent living in US borderlands. In other words, unlike Latin American Studies where the focus is on the cultures and experiences of various parts of Latin America (an umbrella term covering Mexico, Central America, the Caribbean, and South America), Latina/o Studies takes as its primary concern the presence of Latino/as within the borders of the US. However, as Latino/as are in motion, continually crossing borders and boundaries, LS is not confined within borders. In this respect, it does share some of the hemispheric scope, momentum, and issues of Latin American Studies but LS does not duplicate the work of Latin American Studies. Rather, LS draws on and complements Latin American Studies and vice-versa. Latina/o Studies encompasses Chicana/o Studies, Puerto Rican Studies, Cuban American Studies, Dominican Studies and so forth and it must take into account the cultural production and the socio-economic and political experiences of a very diverse population located in many parts of the country, not just in the Southwest borderlands. The Midwest is an important site for LS. Within the United States, one of the greatest areas of growth of Latino/a communities is the Midwest. The Latino/a population in Ohio has increased significantly since 1990. The average age of Midwest Latinos is significantly younger compared to the total population, having clear implications for society, particularly for schooling.

Issues of multiculturalism, racial and ethnic diversity, and new social institutions continue to be at the forefront of US and global concerns/policies. A study of issues related to identity, culture, ethnicity, and community formation reveals the history, acculturation, politicization, diversity, and socioeconomic conditions of people and national and global society. The specialization in Latino/a Studies represents a unique and systematic way to study the status, conditions, and opportunities of ethno-linguistic minorities and emerging populations in the US, as well as the cultural production (art, literature, music, popular culture) of these populations. Research and courses in LS explore Latinas/os in the US and all that Latinas/os spin out of themselves (culture, politics, for instance) in their shaping of society. LS courses also seek to establish a hemispheric understanding of Latino/as within the Americas, and therefore actively build curricula that promote research across borders.

The process of “Latinization”—the result of globalization and the biggest migration flow in the history of the Americas—is reshaping the cultural and demographic make up of the US. Latinas/os living in the United States number approximately 40 million, constituting the country’s largest minority group. The fastest growing ethnic group in the US,



Latino/as likely will comprise a quarter of the country's population by mid-century. The importance and relevance of "Latina/o Studies" is not only demographic, but cultural and historical. Indeed, many US Latino/as also are descendants of Mexicans, who did not cross any borders. Rather, in 1848, following a two year war, the Treaty of Guadalupe Hidalgo between the US and Mexico gave the US what would later become the states of California and Texas, as well as parts of Colorado, Arizona, New Mexico, Utah and Nevada, for \$15 million. In this way, the border moved, not people.

To study the history and cultural production of Latino/a communities, Latino/a Studies is emerging as a field of research and teaching in universities across the US as a response to several factors, including the demographic changes described above; the development of a critical mass of faculty and students with more political power in universities and communities; and the pressure on universities to diversify enrollment, faculty, and curriculum in order to prepare students for the 21<sup>st</sup> century society and workplace. Rooted in Chicano and Puerto Rican activism of the 1960s and 70s, the field still revolves around social and political issues of citizenship equity, im(migration), worker's rights, access to education/healthcare, and cultural production that produces counter-stories to mainstream stereotypes. For instance, what sociopolitical factors underpin the unique immigration and settlement patterns of Latino/as? More contemporary trends in Latino/a Studies include the following: the heterogeneity of Latino/a identities; feminist critiques of gender-bias and patriarchy within the field; queer critiques of homophobia and heterosexism; religious based conflicts, solidarity and tension between Latino/as and other ethnic minorities; and the effects of globalization. Thus, for instance, with the heightened globalization of trade, transnational employment, and economic transactions across nations, the place of Latino/as in the new world order is of primary concern to many diverse stakeholders.

The GIS in Latino/a Studies focuses on US Latino/a cultural production and history. While the intersection with work on Latin America is inevitable given shared social, political, and historical roots, the GIS in Latino/a Studies is not anchored in Latin America. Hence, the GIS in Latino/a Studies differs crucially to the proposed Masters in Latin American Studies in origin and location of research--the former rooted in the US Latino/a populations and its social, political, and historical presence and its cultural production and the latter outside of the US. Again, while there are important ties and interfaces between the two (hence the bridges identified in the GIS proposal as well as the possible secondary area, 3-course concentration offered in "Border and Latino Studies" for the MA Latin American Studies), important social, cultural, and historical differences make the difference between the study, say, of Cesar Chavez in California and Che Guevara in Cuba or Bolivia just as there are fundamental difference between a Tejano author like Americo Paredes and a Mexican author like Juan Rulfo. The GIS in Latino/a Studies is US historical, cultural, social based; the Masters in Latin American Studies is *Latin American* historical, cultural, and social based.

## **Purposes**

The GIS in Latino/a Studies is designed to complement a graduate student's course work and research interests. A student who completes a GIS in LS will have a heightened understanding of the following:

- (1) The histories and contributions of different diverse racial and cultural sub-groups of Latino/as in the U.S.
- (2) The relationships among these groups and between non-U.S. Latino populations.
- (3) Theoretical perspectives that explain and complicate the construction and reconstruction of race, ethnicity, and other cultural identifications, particularly sexual orientation, class, and gender, over time.
- (4) Their own identities and roles in U.S. society.
- (5) Historical and contemporary research and research methodologies associated with LS.

The benefits of a graduate specialization in LS are multiple. First, such a specialization would allow graduate students to obtain expertise in a truly interdisciplinary field that is transforming academic work in many different disciplines and across disciplines. It will thus enable students to write more informed master's theses and dissertations, and put them in a better position to compete on the academic market or, alternatively, in professional fields where such training is vital (e.g., health services, the law, social work, education). More generally, a graduate specialization in LS will help students improve their understanding of the complex diversity of our world by exploring ways that ethnicity is shaped by institutions, social roles, and identities, such as race, gender, sexual orientation, (dis)ability, nationality, and social class. In regard to benefits to the university, adding a graduate specialization in LS will help us to compete with our peer and benchmark institutions for both faculty, graduate students, and subsequently research prestige and funding. We already have a number of faculty members and graduate students working in this area as either a primary or secondary area of study. A specialization would promote and strengthen this work, and it would make Ohio State a viable destination for prospective graduate students and faculty who are pursuing research in this field. All of our benchmark institutions offer undergraduate minors in LS and some offer LS as a major field of study for undergraduates. Many of our benchmark institutions offer minors or degrees in LS or are in the process of developing a minor/degree at the graduate level. Others (e.g., IU and University of Illinois Urbana-Champaign) offer graduate level course work and have been actively recruiting faculty in the field of LS.

It should be noted that the Department of Comparative Studies offers an undergraduate concentration in Comparative Ethnic and American studies, as well as the possibility of such study at the masters and doctoral levels. The interdisciplinary graduate specialization in LS will complement such a graduate program of study since it would provide additional courses. In addition, the GIS in LS will yield an additional pool of informed and interested students that might want to take advantage of courses in Comparative Studies. Indeed, the GIS in LS will introduce students to a variety of

disciplines beyond their major field of study; it is an outreach opportunity for departments to promote other courses.

### **Anticipated Benefits**

Benefits for students in particular are as follows:

- 1) The GIS addresses an expressed need for graduate level courses.
- 2) The GIS gives graduate students the opportunity to obtain expertise in an interdisciplinary field.
- 3) The GIS helps to prepare graduate students to teach Latino/a Studies and, more broadly, to incorporate Latino/a Studies frameworks and knowledge into other undergraduate courses taught by graduate teaching assistants (GTAs). Thus, undergraduates also benefit from the GIS.
- 4) The GIS will enhance the competitive edge of OSU graduate students in their post-degree academic and professional fields, including those of education, health, and government, where the ability to work with the Latino/a population is highly valued.

Benefits for the institution in particular are as follows:

- 5) Adding the GIS will help us compete with our peer and benchmark institutions.
- 6) Adding the Latino/a Studies GIS will help develop an intellectual community of ethnic scholars, and will help support OSU efforts to attract and retain the brightest students, faculty, and staff.
- 7) Building Latino/a Studies, Ethnic Studies at the graduate level will also help with the retention of faculty and students of color because this program helps to create an intellectual community where Latino/as and ethnic scholars are supported and valued.
- 8) Finally, because of the interdisciplinary nature of Latino/a Studies, a graduate program will serve as a hub connecting many departments and disciplines. This will not only enhance the communication among the diverse scholarly communities at OSU but departments also will be able to share in the revenue generated by Latino/a Studies courses.

The GIS in LS at OSU builds on our undergraduate minor. The description of the field of Latino/a Studies was compiled from the OSU Latino/a Studies website ([www.latino-astudies.osu.edu](http://www.latino-astudies.osu.edu)), in addition to the following sources:

Lewis Mumford Center, University at Albany, SUNY, Metropolitan Racial and Ethnic Change—Census 2000: <http://mumford.albany.edu/census/index.html>

Michigan State University Latino/a Studies;  
<http://www.jsri.msu.edu/latinospec/>

Morín, J. L. (2005). *Latino/a rights and justice in the United States*. Durham, NC: Carolina Academic Press.

Millard & Chapa (2004). *Apple pie & enchiladas: Latino newcomers in the rural Midwest*. Austin: UT Press.

University of North Carolina Latina-o Studies:  
<http://english.unc.edu/latina-o/UNCLatResources.html/>

### **Targeted Student Population**

All students are welcome. Students who identify as Latino/a and students who are already engaged in research that pertains to Latino/as constitute an initial target population. About 15 graduate students from the Department of English, including ethnic minorities and Anglos, participated in the hiring process of two Latino scholars and have expressed interest in the Graduate specialization in Latino/a Studies. In addition, Prof. Patricia Enciso's two-quarter-seminar in the School of Teaching and Learning entitled *Latino/a Youth and Communities in Education: Research, Theory, and Practice*, attracted 10 graduate students. More broadly, at least 20 graduate students in Education are eager and searching for graduate level course work. Faculty and graduate students in Comparative Studies, History, and Spanish and Portuguese have also expressed interest in graduate-level Latino/a Studies. These departments have supported the undergraduate minor and already offer graduate courses with close ties to Latino/a Studies coursework. These courses include some that will likely be approved as part of the graduate specialization in Latino/a Studies (see the next section). Finally, students pursuing degrees in Medicine, Business, and the Sciences would also be encouraged to consider a Specialization in Latino/a Studies. Associates of Latino/a Studies Henry Fischbach, Associate Professor in the College of Dentistry, have played an important role in the recruitment of Latino/a students at OSU.

Although it is hard to gauge exact numbers, we expect that approximately 10-20 students will enroll in the specialization in the first two years. Once the specialization is well established, we hope our estimate of 10-20 students will increase by that same number (or more) each year.

### **Proposed Curriculum**

The graduate specialization will consist of 15 credit hours, comprised of at least four different courses. All students will be required to take the core course: ASC 705 Graduate Introduction to Latino/a Studies. From there, students will select one of three focus areas: Culture and Literature; History; and Social Issues. These focus areas will provide for a more guided experience within the GIS and highlight the scholarship fields of our faculty. Additional requirements include: at least 14 hours must be taken outside a student's home graduate program but may include cross-listed courses so long as the student enrolls in a department other than his/her own; at least 10 of the 15 hours must be at the 600-level or above.

Culture, Literature and Arts: Students choosing this area will focus their coursework on the various forms of creative expressions that have emerged from the U.S. Latina/o community: literature, film, art, dance, theater, music, comic books, and more. This might also occasion the exploration of Latina/o cultural phenomena as it interfaces with that arising out of communities in the Americas generally. Students will explore just how such Latina/o cultural making and engaging is a means of creative expression as well as a potential vehicle for social transformation.

History: This focus area will situate Latina/o history on the border between U.S. and Latin American history. Students will learn about the experiences of communities who had been rendered invisible by canonical histories in the U.S. and Latin America. Moreover, they will learn new methodologies for historical research and gain a greater understanding of the relationship between history and power.

Social Issues: The emphasis of this focus area will be the current issues affecting the Latina/o population in the U.S. These social issues (that stretch across the Americas) may include, though are not limited to, immigration, educational policy, language, labor, voting trends, etc. Classes will require students to analyze current media reports about the contemporary state of affairs in the Latina/o community and place these reports within a broader historical backdrop.

<b>Culture, Literature and Arts Focus</b>	<b>History Focus</b>	<b>Social Issues Focus</b>
<b>5 Hour Core course:</b> ASC 705: Graduate Intro to Latino/a Studies	<b>5 Hour Core course:</b> ASC 705: Graduate Intro to Latino/a Studies	<b>5 Hour Core course:</b> ASC 705: Graduate Intro to Latino/a Studies
<b>Students choose 2 courses from the following:</b> Comparative Studies 544 EDT&L 803, 906 English 575, 578*, 581*, 758, 760*, 864* Spanish 560, 760*, 858	<b>Students choose 2 courses from the following:</b> AAAS 595/756 History 533.01, 751 Spanish 757, 856	<b>Students choose 2 courses from the following:</b> C&RP 765 EDT&L 864, 925, 976 English 791, 864* HDFS 771 Poli Sci 707, 737 Sociology 756, 761, 780, 884.06 Spanish 689 Women's Studies 620*, 710

\* Topics courses: A syllabus of the course must be submitted to the GIS coordinator (Latino/a Studies program coordinator) in order to be counted on the GIS.

### **Administration and Oversight**

The advisor(s) for the Graduate Specialization in LS will initially be the same faculty member(s) who have been advising undergraduate minors in LS: Dr. Frederick Luis Aldama (Professor of English). We plan to advertise the graduate specialization on the same web site where we advertise the undergraduate minor (with links to and from all the departments involved), and will post advisers' contact information and hours there. In conjunction with the GA support of PhD students, the adviser(s) will be responsible for meeting with students who are interested in the GIS, for helping students plan programs in LS, for assisting students when they need to change their programs, and for making updates to the web site, especially in terms of advertising course offerings for the year. They will also approve courses as electives. The advisers will make this determination based on a copy of the syllabus along with a brief statement from the student explaining how the course fits with their area of research.

The GIS in LS will be overseen by the LS Committee composed of at least 4 faculty members, including the coordinator(s), from different departments plus two graduate students. The committee will meet annually to review the success of the specialization, to determine whether any changes need to be made, to discuss staffing of various courses

(especially ASC –code number to follow), and to ensure that advising is being carried out appropriately.

Evaluation of the GIS will become part of the LS annual report submitted by the coordinator(s) to the Executive Dean of the Colleges of the Arts & Sciences. Feedback will be collected from GIS graduates as the matriculate from the program.

### Planning

Ideally, the new specialization would be approved and available beginning Autumn 2008.

### **Student Learning Assessment**

#### **Learning Goals:**

1. Increase student awareness of the histories and contributions of different diverse racial and cultural sub-groups of Latino/as
2. Heighten understanding of the relationships between Latino/a and non-Latino populations
3. Provide theoretical perspective that explain and complicate the construction and reconstruction of race, ethnicity, and other cultural identification, particularly sexual orientation, class and gender, over time
4. Enhance student understanding of their own identities and roles in society
5. Explain the historical and contemporary research and research methodologies associated with LS.

#### **Assessment Plan:**

1. Enrollment will be evaluated, as possible, on both the program and course levels on a yearly basis. On a program level, the number of students enrolled in the graduate interdisciplinary specialization (GIS) will be tracked. Additional student information, such as student major, course selection, and performance in the GIS will be assessed. At a course level, enrollment and seat availability in specific GIS courses will be evaluated. Possible barriers to completing the GIS in a timely fashion may be shown by enrollment trends. As students may not declare their GIS until application for graduation, retrospective data will be collected and compared to data collected on a quarterly and annual basis.
2. A focus group of graduating students will be used, if available the second year as an assessment tool for evaluating mastery of the learning goals of the GIS. This assessment will occur in the Spring Quarter. The focus group will explore student perceptions of: (1) the attainment of the above goals, and (2) the structure, availability, and sequencing of courses in the GIS. Student mastery of the learning goals for the specialization will be evaluated the second, third, and fourth year and then every 5<sup>th</sup> year.

3. As enrollments increase, assessment will move to a survey of graduating students, again stressing the attainment of the above goals, and the structure, availability and sequencing of courses in the GIS.

**Dissemination:**

The assessment will be supervised by The Office of Interdisciplinary Programs and the results will be used for considering improvements in the GIS program. The Office of Interdisciplinary Programs also will summarize the results, along with any plans for changes and improvements in the specialization, as a report to be distributed to the Arts and Sciences Curriculum Subcommittee A and to the faculty and academic units participating in the GIS.

**Appendices**

- I. Sample graduate specializations, minors, or degrees at other universities.

Cornell University

<http://latino.lsp.cornell.edu/gradminor.asp>

Penn State (A benchmark institution)

[http://www.latino.psu.edu/minors/graduate\\_minor.html](http://www.latino.psu.edu/minors/graduate_minor.html)

University of California, Los Angeles (A Benchmark institution)

<http://www.chavez.ucla.edu/2graduate.htm>

University of California, Santa Cruz

<http://lals.ucsc.edu/graduate.html>

University of Michigan (A benchmark institution)

<http://www.lsa.umich.edu/ac/latina/grads/>

University of Texas at Austin (A benchmark institution)

<http://www.utexas.edu/depts/cmas/graduate/>

University of Illinois at Champaign-Urbana (A benchmark Institution)

<http://www.lis.uiuc.edu/>

- II. Arts and Sciences 705 Course Request

- III. Concurrence Responses

- a. African American and African Studies
- b. Art Education
- c. City and Regional Planning
- d. Human Development and Family Science
- e. Sociology (please note this is a non-concurrence, however four courses from the department were submitted by its faculty for inclusion in the GIS which

was the main part of the chair's concern. A request to contact additional faculty with research in the field was completed with no response.)

- f. Spanish
- g. Women's Studies

The following departments were contacted twice but did not respond to the request: Comparative Studies, Education Teaching and Learning, English, Political Science

#### IV. Syllabi



<b>The Ohio State University</b> <b>Colleges of the Arts and Sciences Program Concurrence Form</b>
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The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

Art and Sciences Interdisciplinary Programs	3/14/08
Initiating Academic Unit	Date

GIS in Latino/Latina Studies	
Program Title	

GIS	G
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle):    **New Program**    Program Change

Sociology	
Academic unit asked to review the request	

April 4, 2008	
Date response is needed	

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

Per our earlier comments, the proposal does not provide a truly interdisciplinary approach. Only minimal Anthropology, Sociology, and Geography are included, both with respect to faculty and course.

**Signatures**

1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the Office of Interdisciplinary Program, 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave or fax to 688-5678.

**The Ohio State University**  
**Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

Art and Sciences Interdisciplinary Programs 3/14/08  
 Initiating Academic Unit Date

GIS in Latino/Latina Studies  
 Program Title

GIS G  
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle):    New Program    Program Change

Academic unit asked to review the request

April 4, 2008  
 Date response is needed

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

*SAAS is very supportive of GIS in Latino/Latina Studies.*

Signatures

*Kenneth W. Lee* *Chair* *SAAS* *3-14-08*  
 1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

Please return this form to the Office of Interdisciplinary Program, 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave. or fax to 688-5678

**The Ohio State University**  
**Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

Art and Sciences Interdisciplinary Programs	3/14/08
Initiating Academic Unit	Date
GIS in Latino/Latina Studies	
Program Title	
GIS	G
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

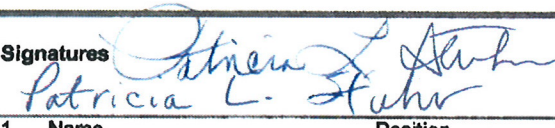
Type of Request (Circle):    **New Program**    Program Change

Art Education  
Academic unit asked to review the request

April 4, 2008  
Date response is needed

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

Signatures

1. Name	Position	Unit	Date
			
<u>Art Education</u> <u>3-21-08</u>			
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

**The Ohio State University**  
**Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

Art and Sciences Interdisciplinary Programs 3/14/08  
Initiating Academic Unit Date

GIS in Latino/Latina Studies  
Program Title

GIS G  
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): **New Program** Program Change

City and Regional Planning  
Academic unit asked to review the request

April 4, 2008  
Date response is needed

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

**Signatures**

Kenneth Pearlman, Professor and Head, City and Regional Planning March 14, 2008

1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

**Please return this form to the Office of Interdisciplinary Program, 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave or fax to 688-5678.**

**Jessica Mercerhill**

**From:** Kenneth Pearlman [pearlman.1@osu.edu]  
**Sent:** Friday, March 14, 2008 3:32 PM  
**To:** Jessica Mercerhill  
**Subject:** Re: Request for Concurrence: GIS in Latino/Latina Studies  
**Attachments:** LatinoLatinaStudies.doc

City and Regional Planning strongly supports this proposed specialization. It will prove of interest to a great many students, including ours. I have attached the concurrence form to this email. I hope that is sufficient. If you need an actual signature, please let me know.

Kenneth Pearlman  
Professor and Head  
City and Regional Planning

At 12:29 PM 3/14/2008, you wrote:

Hello,

The Office of Interdisciplinary Programs requests that the attached proposal for a Graduate Interdisciplinary Specialization in Latino/Latina Studies be reviewed for concurrence by your unit. Attached are the program proposal, new course syllabus and the program concurrence form which may be sent directly to me at the address below, or faxed to 8-5678. **Please respond by April 4.**

Thank you for your time!

Jessica Mercerhill  
Director, Special Programs  
Colleges of the Arts and Sciences  
4132 Smith Laboratory  
174 W. 18th Avenue  
Columbus, OH 43210  
614-292-6248  
artsandsciences.osu.edu

3/14/2008



<p style="text-align: center;"><b>The Ohio State University</b> <b>Colleges of the Arts and Sciences Program Concurrence Form</b></p>
---

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

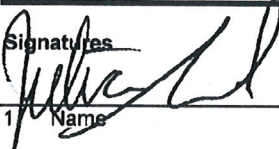
Art and Sciences Interdisciplinary Programs	3/14/08
Initiating Academic Unit	Date
GIS in Latino/Latina Studies	
Program Title	
GIS	G
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle): **New Program** Program Change

Human Development and Family Science  
Academic unit asked to review the request

April 4, 2008  
Date response is needed

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

Signatures			
	<u>Chair</u>	<u>Human Dev &amp; Family Science</u>	<u>3-20-08</u>
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the Office of Interdisciplinary Program, 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave or fax to 688-5678.

**The Ohio State University**  
**Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

Art and Sciences Interdisciplinary Programs 3/14/08  
 Initiating Academic Unit Date

GIS in Latino/Latina Studies  
 Program Title

GIS G  
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

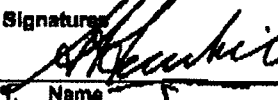

Type of Request (Circle): **New Program**    Program Change

Academic unit asked to review the request

April 4, 2008

Date response is needed

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

Signatures			
	Vice-Chair	Spanish & Port.	4/14/08
	Director of Graduate Studies	Sp & Port	4/16/08
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
fernando Unzueta	Chair	Spanish & Portuguese	4/14/08
3. Name	Position	Unit	Date

Please return this form to the Office of Interdisciplinary Program, 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave or fax to 688-5576.

**Jessica Mercerhill**

---

**From:** Fernando Unzueta [unzueta.1@osu.edu]  
**Sent:** Sunday, April 13, 2008 11:05 AM  
**To:** Jessica Mercerhill  
**Cc:** summerhill.2@osu.edu; garcia.7@osu.edu; corona.7@osu.edu  
**Subject:** Re: Request for Concurrence: GIS in Latino/Latina Studies

Dear Jessica,

We will be faxing the concurrence form tomorrow. Thanks for the extension on the deadline. In addition, I wanted to add a few lines in strong support of this proposal.

The proposal for the new interdisciplinary program in Latino Studies is very persuasive. We are particularly encouraged for its efforts to establish connections between ethnic and area studies, which are sorely missed at Ohio State, as well as the many departments and units that will be involved in this specialization.

From our perspective, many students interested in Latin American or Peninsular literatures and cultures, or Hispanic Linguistics, also express the desire to take courses in Latino Studies (LS). We feel, in particular, that this new interdisciplinary program will help us recruit good graduate students. Institutionally, many Latino Studies programs around the country are housed in or have close links with Spanish departments. And many such departments seek graduates who can also teach courses and conduct research in LS. And as contributors to the specialization, I can note that we have increased the number of courses that would support this program in recent years and intend to continue doing so.

In sum, the proposed GIS in Latino Studies has our full and strong support.

Sincerely, Fernando

Fernando Unzueta  
Chair, Spanish & Portuguese

At 12:29 PM 3/14/2008, you wrote:

>Hello,

>

>The Office of Interdisciplinary Programs requests that the attached  
>proposal for a Graduate Interdisciplinary Specialization in  
>Latino/Latina Studies be reviewed for concurrence by your unit.

>Attached are the program proposal, new course syllabus and the program  
>concurrence form which may be sent directly to me at the address below,  
>or faxed to 8-5678. Please respond by April 4.

>

>Thank you for your time!

>

>Jessica Mercerhill  
>Director, Special Programs  
>Colleges of the Arts and Sciences  
>4132 Smith Laboratory  
>174 W. 18th Avenue  
>Columbus, OH 43210  
>614-292-6248  
>artsandsciences.osu.edu

>

>

>



**The Ohio State University**  
**Colleges of the Arts and Sciences Program Concurrence Form**

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An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

Art and Sciences Interdisciplinary Programs

3/14/08

Initiating Academic Unit

Date

GIS in Latino/Latina Studies

Program Title

GIS

G

Program Type (Major or Major Track/Minor or Minor Track/Certificate)

Level

Type of Request (Circle):    New Program    Program Change

Academic unit asked to review the request

April 4, 2008

Date response is needed

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

The Women's Studies Graduate Studies Committee reviewed the request on March 28, 2008, and has granted concurrence.

**Signatures**

1. Name	Chair, Graduate Studies Committee	Department of Women's Studies	3/31/08
	Position	Unit	Date
2. Name	Chair	Department of Women's Studies	3/31/08
	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the Office of Interdisciplinary Program, 4120 Smith Lab, 174 W. 18<sup>th</sup> Ave or fax to 688-6878.

**Graduate Course Proposal**  
**Introduction to Latina/Latino Studies**  
Time & Day TBA

**COURSE DESCRIPTION & OBJECTIVES**

This course aims to introduce graduate students to the broad themes, concepts, and questions raised in the interdisciplinary field of Latina/Latino Studies. A rapidly growing field, Latina/Latino Studies focuses on the social formation of Latinas/Latinos in the United States as well as their origins and connections to Latin America. The transnational flows of culture, capital, goods, and labor figure prominently within this field as it is the processes of empire building and (im)migration that historically and currently constitute these new social formations and identities. Specifically, this course seeks to interrogate questions of racial, gender, ethnic, and class formations alongside the themes of political economy, cultural production, sexuality, and labor, to name only a few. Latina/o Studies draws on theories and methods from a broad range of disciplines in order to center the experience of Latinas/os along various social axes and explore the specificities of people marked by this identity. In this seminar, we will seek to answer the following questions:

- What is Latina/o Studies? What is the field's history and origins?
- What is the utility of Latina/o Studies as a field of intellectual inquiry?
- What methods and theories are useful to Latina/o Studies?
- How have different scholars approached the field and what kinds of work have they produced?
- Can we study Latina/o populations without employing a Latina/o Studies framework? If so, what does that scholarship look like? Are there limitations or advantages to such an approach?

Our readings will come from various disciplines including history, anthropology, sociology, political science, cultural studies, education, sociolinguistics, literature, and media studies. At the end of this course students will have developed a foundational understanding of Latina/Latino Studies, be familiar with key theories of Latina/Latino Studies across various academic fields, and be able to incorporate Latina/Latino Studies approaches into their own research.

**REQUIRED TEXTS**

- Chavez, Ernesto. *'Mi Raza Primero!' (My People First): Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles, 1966-1978*. Berkeley: University of California Press, 2002.
- Dávila, Arlene. *Latinos, Inc.: The Marketing and Making of a People*. Berkeley: University of California Press, 2001.
- González, Juan. *Harvest of Empire: A History of Latinos in America*. New York: Viking Press, 2000.
- Habell-Pallán, Michelle, and Mary Romero, eds. *Latina/o Popular Culture*. New York: New York University Press, 2002.

- Levitt, Peggy. *The Transnational Villagers*. Berkeley: University of California Press, 2001.
- Michie, Gregory. *Holler If You Hear Me: The Education of a Teacher and His Students*. New York: Teachers College Press, 1999.
- Oboler, Suzanne. *Ethnic Labels, Latino Lives: Identity and the Politics of Re(Presentation) in the United States*. Minneapolis: University of Minnesota Press, 1995.
- Ochoa, Gilda L. *Becoming Neighbors in a Mexican American Community: Power, Conflict, and Solidarity*. Austin: University of Texas Press, 2004.
- Poblete, Juan, ed. *Critical Latin American and Latino Studies*. Minneapolis: University of Minnesota Press, 2003.
- Ricourt, Milagros, and Ruby Danta. *Hispanas De Queens: Latino Panethnicity in a New York City Neighborhood*. New York: Cornell University Press, 2002.
- Torres, Andrés, and José E. Velázquez, eds. *The Puerto Rican Movement: Voices from the Diaspora*. Philadelphia: Temple University Press, 1998.
- Zentella, Ana Celia. *Building on Strength: Language and Literacy in Latino Families and Communities*. New York: Teachers College Press, 2005.

## COURSE POLICIES & PROCEDURES

### Academic Misconduct

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. This can include, but is not limited to: cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another students' work. Acts of academic dishonesty will not be tolerated. Instructors are required to report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For the student, this may result in an E for the course and additional disciplinary action. Students are responsible for being familiar with the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

### Accommodations

Students with disabilities should inform the instructor as soon as possible of their needs. Appropriate accommodations will be coordinated with The Office for Disability Services, 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901. For further information, visit <http://www.ods.ohio-state.edu/>.

### Assignments

All assignments must be completed and submitted by the announced deadlines. Extensions will not be granted unless they have been arranged ahead of time with the instructor and for extenuating circumstances only.

*Presentations*. Students will be asked to lead discussion on the week's readings at least once during the quarter.

*Weekly Response/Reflection Papers*. Students will write a 2 page single-spaced response to the week's readings for each class meeting. Students should examine the readings in relation to

one another and plan to come prepared to contribute to the day's discussion and present your thoughts or reactions to the week's reading.

*Final Paper.* Students will identify a specific research topic and write a theoretical/secondary literature review on the topic. The essay should draw on scholarship across disciplines and be 15-20 pages in length.

### Discussions

In courses that deal with race, sexuality, gender, class, identity, and other social topics, people often have very strong personal opinions regarding these issues and conversations may sometimes become uncomfortable. As students and teachers engaged in intellectual inquiry, we should aim to conduct ourselves in a respectful and cordial manner towards one another, listening to each other's comments and contributing constructively to the conversation. Ultimately, our goal is to engage in discussion that furthers our knowledge of Latinas/Latinos in U.S. society. I ask students to think critically, engage and reflect upon the readings, and learn from one another.

### Grading

The following is the grade distribution for this class:

Presentation/Discussion Leading	20%
Weekly Response Papers	40%
Final Paper	40%

### Grade Breakdowns

A: 92.6 and above A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Note: At the instructor's discretion, this syllabus is subject to change. Any changes will be announced in class and will override what is written here on this syllabus.

## **COURSE SCHEDULE**

- Week 1**      **Introduction to Latina/o Studies—Latinas/os as Historical Subjects**  
Juan Gonzalez, *Harvest of Empire: A History of Latinos in America*  
\*Vicki L. Ruiz, "Nuestra América: Latino History as United States History."  
*Journal of American History* 93, no. 3 (2006): 655-72.
- Week 2**      **From Nationalism to Panethnic Latina/o Studies**  
Suzanne Oboler, *Ethnic Labels, Latino Lives: Identity and the Politics of*  
*Re(Presentation) in the United States*  
\*J. Jorge Klor de Alva, "Aztlán, Borinquen, and Hispanic Nationalism in the  
United States" in *The Latino Studies Reader*, Antonia Darder and Rodolfo  
Torres, eds. (63-82)  
\*Angie Chabram-Dernersesian, "'Chicana! Rican? No, Chicana Riqueña!'  
Refashioning the Transnational Connection." In *Between Woman and Nation:*  
*Nationalisms, Transnational Feminisms, and the State*, Caren Kaplan, Norma  
Alarcón and Minoo Moallem, eds., 264-95.

- Week 3**      **(Im)migrants and (Im)migrations**  
Peggy Levitt, *The Transnational Villagers*  
\*Ana Patricia Rodríguez, “Departamento 15: Cultural Narratives of Salvadoran Transnational Migration” *Latino Studies Journal* 2005, volume 3, number 1 (19-41)  
\*Ted Henken, “Balseros, Boteros, and El Bombo: Post-1994 Cuban Immigration to the United States and the Persistence of Special Treatment” *Latino Studies Journal* 2005, 3 (393-416)
- Week 4**      **Contested Spaces—Intra-Latino Relations**  
Gilda L. Ochoa, *Becoming Neighbors in a Mexican American Community: Power, Conflict, and Solidarity*  
Milagros Ricourt and Ruby Danta, *Hispanas de Queens: Latino Panethnicity in a New York City Neighborhood*
- Week 5**      **Languages of Latinidad**  
Ana Celia Zentella, Building on Strength: Language and Literacy in Latino Families and Communities  
\*Juan Flores and George Yudice, “Living Borders/*Buscando América*: Languages of Latino Self-Formation” in *Latinos and Education: A Critical Reader*, eds., Darder, Torres, Gutiérrez (174-200)  
\* Rosaura Sánchez, “Mapping the Spanish Language Along a Multiethnic and Multilingual Border.” In The Latino Studies Reader: Culture, Economy, and Society, edited by Antonia Darder and Rodolfo D. Torres. Malden, MA: Blackwell Publishers, 1998.
- DUE: Research topic
- Week 6**      **Latinas/os, Politics, and Social Movements**  
Andrés Torres and José E. Velázquez, eds. The Puerto Rican Movement: Voices from the Diaspora (selected chapters)  
Ernesto Chavez, 'Mi Raza Primero!' (My People First):  
\*Louis DeSipio and Rodolfo O. de la Garza, “Forever Seen as New: Latino Participation in American Elections” in *Latinos Remaking America*, eds., Marcelo Suárez-Orozco and Mariela M. Páez (398-409)
- Week 7**      **Schooling and Education**  
Gregory Michie, Holler If You Hear Me: The Education of a Teacher and His Students  
\*Lilia Fernández, “Telling Stories about School: Using Critical Race and Latino Critical Theories to Document Latina/Latino Education and Resistance” in *Qualitative Inquiry*, 2002, vol 8, no 1, (45-65)
- Week 8**      **Latinidad as Capital**  
Arlene Davila, *Latinos Inc.: The Marketing and Making of a People*

\*Marta Gimenez, “Latino/Hispanic - Who Needs a Name?: The Case Against a Standardized Terminology” in *Latinos and Education: A Critical Reader*, eds., Darder, Torres, Gutiérrez (225-238)

**Week 9**

**Sexuality & Popular Culture**

Michelle Habell-Pallán and Mary Romero, eds. Latina/o Popular Culture (selected chapters)

\*Horacio Roque Ramírez, “‘That’s My Place!’: Negotiating Racial, Sexual, and Gender Politics in San Francisco’s Gay Latino Alliance, 1975-1983” in *Journal of the History of Sexuality* 2003, vol 12, no 2 (224-258)

\*Frances Aparicio, “Jennifer as Selena: Rethinking Latinidad in Media and Popular Culture” *Latino Studies Journal* 2003, vol 1, no 1 (90-105)

**Week 10**

**Latino Studies in the 21<sup>st</sup> Century**

Juan Poblete, ed. *Critical Latin American and Latino Studies*

**Dena Myers**

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**From:** Elliot Slotnick  
**Sent:** Tuesday, February 03, 2009 2:26 PM  
**To:** aldama.1@osu.edu; Jessica Mercerhill  
**Cc:** myers.663@osu.edu; Susan Reeser  
**Subject:** Latino/a Studies GIS

Dear Frederick and Jess,

Just a brief note to let you know that your proposal to create a Graduate Interdisciplinary Specialization in Latino/a Studies was endorsed at today's meeting of the Curriculum Committee of the Graduate Council. It will now go to the full Graduate Council at its meeting next week (2/9) where, I expect, it will receive a "routine" approval vote. I am asking Dena Myers to get back in touch with you to confirm that vote since I will be out of town for two weeks starting tomorrow.

Once approved by the Council, Dena will forward the proposal and the associated documentation to Randy Smith and his assistant Briggs Cormier for final approval by the Council on Academic Affairs (CAA). I would expect the approval process to be wrapped up early in Spring quarter, certainly before the end of the academic year—and then you'll be ready to roll.

Best,  
elliot