

CHICANA/O AND LATINA/O STUDIES (CHICLA)

CHICLA/AFROAMER/AMER IND/ASIAN AM/FOLKLORE 102 – INTRODUCTION TO COMPARATIVE US ETHNIC AND AMERICAN INDIAN STUDIES

3 credits.

Introduction to comparative ethnic studies, examining race, ethnicity, and indigeneity within the United States. Includes perspectives from African American, American Indian, Asian American, and Chican@ and Latin@ studies.

Requisites: None

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Recognize the multicultural history of the United States of America and the essential role of Indigenous, African, Asian and Chicana/x/e & Latina/x/e peoples in the American story.

Audience: Undergraduate

2. Identify the creation, development and legacies of race-based discrimination in the United States.

Audience: Undergraduate

3. Explain the role of race in the creation of value systems in American society.

Audience: Undergraduate

4. Explore the heterogeneity and complexity within persistently marginalized groups as well as their relations to each other.

Audience: Undergraduate

5. Reflect on their learning experience so that they may develop as well-rounded, informed, and educated members of society who can effectively and successfully participate in a multicultural society.

Audience: Undergraduate

CHICLA/HISTORY 151 – THE NORTH AMERICAN WEST TO 1850

3-4 credits.

Explores the history of places that have been called the American West before 1850. We start with Indigenous occupation; continue with European invasion and the creation of two new nations, Mexico and the U.S.; and end with U.S. conquest. We watch Indian lands becoming the object of Spanish, French, and English empires, and then see European incursions giving way to the hopes of new nation-states and newly empowered Indian peoples like Lakotas and Comanches. After studying the trails and trades that brought newcomers west, we reach key converging events: U.S. seizure of the Mexican North, resolution of the Oregon boundary dispute, discovery of western gold, West Coast arrival of Chinese immigrants, and Mormon exodus to the Great Basin. We use economic, environmental, political, cultural, and social analyses, and we attend to the dreams of many westerners: of North American, Latin American, European, African, and Asian origin or descent, and of all genders and class statuses.

Requisites: None

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Identify the various peoples who occupied the North American West before the 16th century, how they lived in their respective environments and vis-à-vis one another, and how scholars and Native communities themselves have made sense of that occupation

Audience: Undergraduate

2. Identify and analyze the relationships among the political, social, cultural, economic, and environmental factors that brought Europeans and enslaved Africans to places that came to be called the West from the 16th through the 18th centuries

Audience: Undergraduate

3. Identify and analyze the political, social, cultural, economic, and environmental factors that gave rise to two new occupying nations in places that came to be called the West in the late 18th and early 19th centuries, as well as increasingly powerful Indigenous peoples

Audience: Undergraduate

4. Identify and analyze the political, social, cultural, economic, and environmental factors that paved the way for U.S. conquest of various parts of the North American West by the middle of the 19th century

Audience: Undergraduate

5. Identify and analyze the political, social, cultural, economic, and environmental factors that brought increasing numbers of Americans, Europeans, and Asians to the West by the middle of the 19th century

Audience: Undergraduate

6. Explain the how the history of places that came to be called the West demonstrates the workings of imperialism and colonialism

Audience: Undergraduate

7. Identify and analyze the ways in which westerners of various genders navigated their lives; the forces that created hierarchies among and within human communities; and the means by which various westerners either maintained or challenged those hierarchies

Audience: Undergraduate

8. Explain the significance of the West for the development of the U.S. nation-state and for the fate of those who lived in the West before the U.S. claimed it

CHICLA/HISTORY 152 – THE UNITED STATES WEST SINCE 1850

3-4 credits.

Introduction to histories of places that have been called the American West, focusing on the period since 1850. Beginning in the mid nineteenth century, the United States sought to establish power over vast western regions that it claimed on maps but did not in fact control. Moving through the twentieth century to the present day, considers how attention to the American West allows us to reimagine US history more broadly - and how the United States represents just one facet the region's pasts. Learn to think like a historian by analyzing primary sources, evaluating competing narratives, and formulating arguments about the past. Investigate how people, ideas, and infrastructures have transformed a region repeatedly redrawn and consider the ongoing legacies of the past - and the stories we tell about it - in the American West today.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Challenge common myths that distort our understanding of the modern U.S. West

Audience: Undergraduate

2. Understand how historians make history and why our understandings of the past change over time

Audience: Undergraduate

3. Use primary sources to ask and answer questions about the modern North American West

Audience: Undergraduate

4. Evaluate arguments about history and weigh in on existing historical debates

Audience: Undergraduate

5. Identify how the past has affected present day circumstances regarding race and racial inequalities in the U.S.

Audience: Undergraduate

CHICLA/HISTORY 153 – LATINA/LATINO/LATINX HISTORY

3-4 credits.

Examines the historical, social, and legal experiences of Latinas/Latinos/Latinxs in the US since the mid-1800s with emphasis on Mexican migrations. Latinxs became an important part of the US population through western expansion, conquest, and immigration. We will learn about the 3 main Latinx groups in the US: Mexicans, Puerto Ricans, and Cubans, but will also learn about other Latinx communities. We begin with an examination of conquest by studying the Treaty of Guadalupe Hidalgo that annexed roughly half of former Mexican territory and the Spanish-American War that resulted in the possession of Puerto Rico. Then, we examine the history of Latinx immigration to understand the experiences of Mexicans, Central Americans, South Americans, and people from the Caribbean who have immigrated to the US in search of economic opportunities and political asylum. This course serves as an introduction to the varied experiences of Latinxs in the US in order to understand their unique histories.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Develop a critical understanding of the diverse experiences of Latinas/Latinos/Latinxs in the U.S. by conducting a close examination of assigned readings through assignments, lectures, presentations, and in-class discussions.

Audience: Undergraduate

2. Build a critical lens of race, ethnicity, gender, sexuality, and class by engaging in analytical essay writing that incorporates the assigned readings and primary research in the archives at the Wisconsin Historical Society.

Audience: Undergraduate

3. Develop sociological tools and perspectives to discuss the experiences of Latinas/Latinos/Latinxs in the U.S. through in-class oral presentations based on the research conducted for the final paper.

Audience: Undergraduate

4. Critically engage in public debates about policies pertaining to Latinas/Latinos/Latinxs in the U.S. and be able to make informed decisions by learning about historical social and legal issues surrounding Latina/Latino/Latinx communities that continue to impact Latinxs today. This, through the assigned readings, original research, and data presented in lectures.

Audience: Undergraduate

CHICLA 201 – INTRODUCTION TO CHICANA/O AND LATINA/O STUDIES

3 credits.

Introduction to the interdisciplinary study of Chicanas/os in the United States. Become acquainted with recent scholarly literature, paradigms, theories, and debates within Chicana/o studies pertaining to the historical, economic, cultural, and sociopolitical dimensions of the Chicana/o experience in the United States.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026

Learning Outcomes: 1. Articulate how the historical processes by which Chicanas/os/xs and Latinas/os/xs have been socially, politically, and legally constructed in the United States affect present-day circumstances regarding race and racial inequalities in the US today.

Audience: Undergraduate

2. Recognize and question your own assumptions and knowledge claims regarding race and ethnicity in the US in relation to communities of Latin American descent.

Audience: Undergraduate

3. Identify and analyze the interlocking issues of race, class, gender, migration status, and power relations as they relate to Chicana/o and Latina/o lives and communities in the United States.

Audience: Undergraduate

4. Apply concepts from the course to your life outside the classroom.

Audience: Undergraduate

5. Demonstrate comprehension of interdisciplinarity as it pertains to Chicana/o and Latina/o studies.

Audience: Undergraduate

CHICLA 210 – CHICANA/O AND LATINA/O CULTURAL STUDIES

3 credits.

Introduction to the cultural worlds of Chicana/os and Latina/os in the U.S. Examines how diverse peoples came to understand themselves as members of a racial, ethnic, and cultural community by exploring the production of music, art, theater, film, television, and literature.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Summer 2024

Learning Outcomes: 1. Use interdisciplinary cultural studies theories and methods to analyze examples of Chicanx and Latinx/e cultural expression.
Audience: Undergraduate

2. Critically examine the ways Chicanx/e and Latinx/e cultural expression relates to the way Chicanx and Latinx/e communities have been imagined and imagine themselves in local and national contexts, including attention to nation, race, gender, and sexuality.

Audience: Undergraduate

3. Recognize and question assumptions related to course material and demonstrate consciousness of your own identity in relation to course material.

Audience: Undergraduate

4. Conduct research on an example of Chicanx and Latinx/e cultural expression and communicate this research to a broad audience.

Audience: Undergraduate

CHICLA/SPANISH 215 – BORDER AND MIGRATION STUDIES OF LATINX AMERICA

3 credits.

Drawing from cultural studies, border studies, migration and race theory, explores through cultural and literary texts the social and political issues regarding migration, contact zones, transculturation, and/or diaspora. Considers the various meanings of the word "border" or "frontera". What is a border geographically speaking? What does it mean in political and legal terms? How do we conceive the border in cultural, literary, linguistic, political, judicial, and personal ways? What is like to live on the border or on the margins? It is said that the border is a contact zone, a meeting point, a way to transfer and share information, an invitation to (in)tolerance and ex/inclusion. Read texts from history, politics, cultural anthropology, literature, and theatre to grasp the vast understanding of what is life on the border. Focus on the humanities, paying close attention to how visual artists (theater, performance, documentaries) understand and confront life on the border.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Identify and analyze the historical and political impact of the U.S.-Mexico border zone and Latin America.

Audience: Undergraduate

2. Demonstrate empathy for those impacted by border interventions.

Audience: Undergraduate

3. Explain the importance of speaking about borders and how borders have impacted present day circumstances regarding race and racial inequalities in the U.S.

Audience: Undergraduate

4. Recognize and question previously held assumptions about the border and migration.

Audience: Undergraduate

5. Demonstrate knowledge of artistic and literary interventions on and about the border.

Audience: Undergraduate

6. Explore the contemporary political and economic effects of border policy through a humanistic approach

Audience: Undergraduate

7. Apply important historical concepts and terms to draw conclusions on and about border literature, art, and theater.

Audience: Undergraduate

8. Interpret how literature, theatre, and performance explore a humanistic approach to a geopolitical dilemma.

Audience: Undergraduate

CHICLA/SPANISH 222 – INTRODUCTION TO LATINX CULTURES

3 credits.

Offers an introduction to the culture and history of the Mexican and Latin American origin people in the United States. Emphasis on diversity, emergence of new imagined communities, and cultural hybridity. Focusing on key issues such as U.S. imperial expansion, colonialism, nation and community formations, migration, urban spaces, and the dynamics of race, class, gender, ethnicity, and sexuality, study a range of socio-political, historical, literary, and artistic expressions that inform the whole process of culture and reveal the way Latinos and Latinas negotiate their presence, cultural difference, and creativity in the U.S.

Requisites: SPANISH 226 or concurrent enrollment, or SPANISH 311 or concurrent enrollment**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Frng Lang - 5th + semester language course

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Identify and analyze the factors that have shaped the presence of Mexican and Latin American origin peoples in the U.S., and the historical processes by which Latinos/as have been culturally, politically, and legally constructed in the United States.

Audience: Undergraduate

2. Demonstrate knowledge of the varied make-up of Latinos and the role that race, ethnicity, gender, class, and migration have played in their own histories.

Audience: Undergraduate

3. Demonstrate an understanding of how Latinidad is constructed and contested in the United States by various communities, institutions, and individuals.

Audience: Undergraduate

4. Demonstrate knowledge on how Latinos/as negotiate or respond to situations of internal colonialism, social disparities, lack of political representation, migration, generational conflicts, assimilation and transcultural issues, gender roles, and transnational situations.

Audience: Undergraduate

5. Learn and employ diverse tools and critical thinking in the analysis of Latinx cultural production.

Audience: Undergraduate

6. Demonstrate further mastering of Spanish speaking and writing skills necessary for articulating arguments in field of study.

Audience: Undergraduate

CHICLA/POLI SCI 231 – POLITICS IN MULTI-CULTURAL SOCIETIES

3-4 credits.

Race, ethnicity, and religion as political factors; cultural pluralism, politics, and policy in the United States and selected other multi-cultural politics.

Requisites: Freshman or sophomore standing only

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Articulate how events of the past gave rise to racial and ethnic hierarchies in the United States today and how those hierarchies manifest themselves in politics.

Audience: Undergraduate

2. Recognize and question assumptions about race and ethnicity that are embedded in discussions of U.S. politics.

Audience: Undergraduate

3. Apply concepts raised in class to life in a multi-cultural society.

Audience: Undergraduate

4. Describe the ways that racial and ethnic worldviews are shaped and how they change.

Audience: Undergraduate

CHICLA/GEN&WS/HISTORY 245 – CHICANA AND LATINA HISTORY

3 credits.

Introduces the cultural, economic, social, and political history of Chicanas and Latinas in the U.S. and focuses on four major themes: contact between different ethnic/racial groups; ideas of nation and nationalism; constructions of identity; and struggles for social justice.

Requisites: None

Course Designation: Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Summer 2025

Learning Outcomes: 1. Critically analyze the presence or absence of Chicanas and Latinas in US history.

Audience: Undergraduate

2. Use methods and vocabularies of history to analyze primary and secondary sources.

Audience: Undergraduate

3. Consider the relevance of Chicana and Latina history to present-day issues.

Audience: Undergraduate

4. Write and revise research aimed at an audience beyond the classroom.

Audience: Undergraduate

CHICLA/HISTORY/LACIS/POLI SCI 268 – THE U.S. & LATIN AMERICA FROM THE COLONIAL ERA TO THE PRESENT: A CRITICAL SURVEY

3 credits.

A critical examination of US-Latin American relations from the colonial era to the present, tracing the emergence and evolution of the United States as a hemispheric and global power and its political and economic impact on Latin America. Primary attention will be focused on US relations with Mexico, Central America and the Caribbean, but other Latin American countries will figure prominently during certain episodes.

Requisites: Sophomore standing

Course Designation: Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2020

Learning Outcomes: 1. Critically examine US-Latin American relations from the colonial era to the present.

Audience: Undergraduate

2. Examine tracing the evolution of the United States as a hemispheric and global power and its political and economic impact on Latin America.

Audience: Undergraduate

3. Discuss US relations with Mexico, Central America and the Caribbean.

Audience: Undergraduate

CHICLA 299 – DIRECTED STUDY

1-3 credits.

Introductory independent research, readings or projects mentored by faculty.

Requisites: Consent of instructor

Course Designation: Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2012

CHICLA 301 – CHICANA/O AND LATINA/O HISTORY

3 credits.

Examines the history of the making of a people from pre-hispanic time to the present. Examines how people of Mexican and Latin American descent in the United States have come to think of themselves as constituting a collectivity by examining the social, cultural, and political worlds of Chicana/os and Latina/os.

Requisites: Sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

CHICLA/POLI SCI 302 – MEXICAN-AMERICAN POLITICS

3-4 credits.

This class examines the major problems and issues in Mexican-American politics since World War II. An emphasis will be placed on the ways in which race, class and culture have structured politics for the Mexican origin people. Not open to students with credit for POLI SCI 464 prior to fall 2017

Requisites: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Develop an analytical framework for understanding the political dynamics of multi-cultural societies.

Audience: Undergraduate

2. Understand how the dynamics of race, class, and ethnicity shape Mexican American politics and Latino politics.

Audience: Undergraduate

3. Examine the historical conflict between Mexican and Anglo Americans.

Audience: Undergraduate

4. Understand the politics of cultural pluralism in the United States.

Audience: Undergraduate

5. Assess the state of a body of scholarly literature related to course themes, identify gaps in that literature, and formulate an original research question in the context of those gaps.

Audience: Graduate

CHICLA/CURRIC 306 – LATINX LITERACIES

3 credits.

Addresses how members of Latinx communities have used writing for both personal and social change. Develop a deeper understanding of the political, family, and school contexts in which Latinx peoples in the United States write and read.

Requisites: Satisfied Communications A requirement

Course Designation: Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Develop a theoretical understanding of literacy studies, homing in on concepts, such as "reading the word and reading the world," "funds of knowledge," "mestiz@ scripts," relevant to many Latinx literacy traditions.

Audience: Undergraduate

2. Identify and analyze key social, political, and historical pressures on many Latinx literacies, including the relationship between racism and literacy, legal status and literacy, and linguistic discrimination.

Audience: Undergraduate

3. Identify and analyze central ways that Latinx communities have used and use writing for social change through close readings of ethnographic and literary accounts.

Audience: Undergraduate

4. Create a portfolio of creative, scholarly, and reflective writing connected to course themes, deepening understandings of Latinx literacies, and developing writing and revision techniques that will transfer to other contexts.

Audience: Undergraduate

CHICLA/GEN&WS/GEOG 308 – LATINX FEMINISMS: WOMEN'S LIVES, WORK, AND ACTIVISM

3 credits.

An examination of Latinx women's lives, experiences, and activism through the lens of testimonio, life histories, and feminist writings rooted in social justice movements and critical pedagogies.

Requisites: Sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Identify and describe key theoretical concepts and frameworks used in interdisciplinary studies of Latinas/xs and other women of color in the U.S.

Audience: Undergraduate

2. Explain the historical origins of Chicanx and Latinx feminisms and their relationship with social justice movements.

Audience: Undergraduate

3. Critically analyze the works of leading Latinx feminist scholars and theorists, who have written on issues of race, ethnicity, gender, LGBTQ identities, labor, color, citizenship status, and generation.

Audience: Undergraduate

4. Explore different writing genres and methodologies used in the study of women's lives, experiences, and activism.

Audience: Undergraduate

5. Apply the framework of testimonio to complete a digital storytelling project, examining a key theme or issue in women's lives.

Audience: Undergraduate

CHICLA/ED POL 310 – LATINE STUDENTS IN THE U.S. HIGHER EDUCATION SYSTEM

3 credits.

Develop a deeper understanding of U.S. higher education by examining connections between historical and present-day circumstances for a group of students often called the key to the sector's future. Latine students are the fastest growing population in postsecondary education today. Why did this growth happen? How has it impacted colleges and universities? How are Latine college students dealing with varying levels of institutional support? And what strengths do they bring to their education and future careers? By studying research from sociologists, historians, and education scholars, develop informed critiques of higher education and reimagine a better system for all.

Requisites: Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Identify the major players in the U.S. higher education system, along with their relationships to one another.

Audience: Undergraduate

2. Summarize the development of this system - especially its early treatment of People of Color - and identify the historical roots of modern educational trends.

Audience: Undergraduate

3. Describe the strengths Latine students bring to their own educational trajectories and list their contributions to American colleges and universities.

Audience: Undergraduate

4. Apply social science theories and methods to understanding inequality in college enrollment, experiences, and outcomes for underrepresented minority students, especially Latines.

Audience: Undergraduate

5. Evaluate new ideas for improving the productivity, diversity, stability, and/or innovativeness of the higher education system.

Audience: Undergraduate

6. Assess and synthesize existing education research to formulate new arguments about the U.S. higher education system.

Audience: Undergraduate

7. Participate in informed and respectful conversations about higher education with a variety of people - taking into consideration the cultural perspectives and worldview of others.

Audience: Undergraduate

CHICLA 315 – RACIAL FORMATION AND WHITENESS

3 credits.

Examines the construction of whiteness in the United States from the colonial period to the present with an eye to the ways in which Chicana Latinx communities have engaged with whiteness. Learn and apply a variety of relevant racial theories to historical cases, exploring the process of racialization through specific racial projects in time and space. Evaluate theories about identity, citizenship, and justice that influence contemporary anti-racist praxis and develop writing skills through essays that take positions on debates within Chicana Latinx studies.

Requisites: Sophomore standing**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Describe processes of racial formation in the United States from the colonial period to the present.

Audience: Undergraduate

2. Discuss historical, economic, and political forces behind the social construction and maintenance of whiteness in the United States.

Audience: Undergraduate

3. Analyze Chicana & Latinx identity in the United States in relation to processes of racialization and the construct of whiteness.

Audience: Undergraduate

4. Students will learn and apply various racial theories to concrete cases from the history of the United States and to their own lives.

Audience: Undergraduate

5. Develop written, spoken, and graphic communication and argumentation skills.

Audience: Undergraduate

CHICLA/CURRIC 321 – CHICANO/LATINO EDUCATIONAL JUSTICE

3 credits.

Addresses the ways Chican@s/Latin@s in contemporary U.S. society have engaged in social, cultural, political, and ideological struggles for educational justice. Begins with a broad overview of educational issues and examines major social movements, legal cases, and local and national efforts that have established important precedents. Focus on different enactments of resistance, struggle, resilience, self-determination, and educational justice and focus on how these precedents and enactments pertain to teaching, learning, and curriculum practices that reflect key tenets of educational justice for Chican@/Latin@ students.

Requisites: Sophomore standing**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2022

Learning Outcomes: 1. Summarize substantive educational issues and inequities that pertain to Chicana/o/x and Latina/o/x pupils in schools.
Audience: Undergraduate

2. Analyze underlying social, cultural, historical, and political, ideological dimensions that affect Chicana/o/x and Latina/o/x schooling.
Audience: Undergraduate

3. Apply knowledge about schooling for Chicana/o/x and Latina/o/x pupils to how organizations/entities outside of school advance notions of educational justice
Audience: Undergraduate

4. Identify concrete ways to improve Chicana/o/x and Latina/o/x pupils' learning opportunities, educational advancement, and academic achievement
Audience: Undergraduate

CHICLA 327 – TOPICS IN CHICANX/E AND LATINX/E LITERATURES

3 credits.

An examination of specific themes in Chicanx/e and Latinx/e literature that address persistent marginalization due to race/ethnicity, gender, sexuality, and class.

Requisites: Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Literature. Counts toward the Humanities req

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, for 10 number of completions

Learning Outcomes: 1. History of literature and language: Recognize and identify the forms, techniques, social conditions, values, and genres, as well as cultural, aesthetic, philosophical, and ideological factors that are relevant to a particular topic or theme in Chicanx and Latinx literatures.
Audience: Undergraduate

2. Awareness of history's impact on the present: Appraise and contrast literary approaches to depicting a variety of social, cultural, and historical events and experiences.
Audience: Undergraduate

3. Critical thinking / Ability to recognize and question assumptions: Assess textual evidence leading to interpretation and discern multiple (and even contradictory) interpretations while querying textual meaning and significance.
Audience: Undergraduate

4. Creativity: Generate original ideas and texts, experimenting and taking risks, solving problems, and answering questions in a range of genres and media.
Audience: Undergraduate

5. Critical writing and communication: Write and present original, coherent, and compelling arguments that push beyond summary to analysis; are grounded in textual evidence; and offer independent and original thinking clear prose that meets expectations for grammatical correctness.
Audience: Undergraduate

6. Citizenship / A consciousness of self and other: Develop empathy by learning about the experiences of others and develop self-awareness of one's own positionality and views, and employ this consciousness in participating with others in the classroom while also creating productive patterns of study and work for yourself based on this growing self-awareness.
Audience: Undergraduate

CHICLA 328 – CULTURES AND HISTORIES TOPICS IN CHICANA/O & LATINA/O STUDIES

3 credits.

Topics in Chicano/a Studies: An examination of specific themes in Chicano/a life, ways and culture, with readings drawn primarily from the arts and humanities.

Requisites: Sophomore standing

Course Designation: Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, for 10 number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Comprehend, and employ various approaches to interpreting and creating cultural artifacts such as works of art, literature, music, architecture, philosophy, film, etc.

Audience: Undergraduate

2. Demonstrate knowledge of major movements, trends, or events in the development of one or more U.S. Latinx culture

Audience: Undergraduate

3. Demonstrate an appreciation of the complexities of the interpretative process within historical and cultural contexts

Audience: Undergraduate

4. Apply critical approaches to works and alternative ways of considering them

Audience: Undergraduate

5. Think critically about and appreciate the complex histories of U.S.

Latinx cultures and larger global communities

Audience: Undergraduate

CHICLA 329 – EDUCATION AND SERVICE TOPICS IN CHICANA/O & LATINA/O STUDIES

3 credits.

An examination of specific themes in Chicano/a life, ways and culture, with readings drawn primarily from fields related to education, social service, and applied social science.

Requisites: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Think critically about U.S. Latinx communities and the larger global community

Audience: Undergraduate

2. Demonstrate knowledge of one or more methodologies for the study of Latinx populations in relation to education and social services

Audience: Undergraduate

3. Synthesize and apply social science concepts to the study of communities of Latin American descent in the USA

Audience: Undergraduate

4. View issues related to communities of Latin American descent in the USA from multiple perspectives

Audience: Undergraduate

CHICLA 330 – TOPICS IN CHICANO/A STUDIES

3-4 credits.

An examination of specific themes in Chicano/a life, ways and culture. Topics may include border culture, Chicano/a ethnicity and identity, and Mexican immigration to the United States.

Requisites: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Explain core social science concepts within the topic area of Chicano/a & Latinx/e Studies.

Audience: Undergraduate

2. Discuss U.S. Latinx/e communities and the larger global community.

Audience: Undergraduate

3. Demonstrate knowledge of one or more social science methodologies for the study of Latinx populations.

Audience: Undergraduate

4. Synthesize and apply social science concepts to the study of communities of Latin American descent in the USA.

Audience: Undergraduate

5. Explain issues related to communities of Latin American descent in the USA from multiple perspectives.

Audience: Undergraduate

CHICLA/COUN PSY 331 – IMMIGRANT HEALTH AND WELLBEING

3 credits.

Develop an understanding of immigrant health in the United States from the perspective of social and structural determinants. Applies concepts to a comprehensive framework for the development of health. Describes health assets and risks for specific vulnerable immigrant groups, such as women, children, and undocumented individuals and mixed immigration status families. Provides guidelines for improving immigrant access to quality health care, including language services, provider competence, policy and organizational supports, and community-based collaboration, advocacy, and research.

Requisites: Sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Demonstrate knowledge of nature of health and well-being as well as concomitant risks for immigrant populations

Audience: Undergraduate

2. Examine the nature of social determinants and the pathways by which they influence health and well-being among immigrant populations

Audience: Undergraduate

3. Synthesize academic and public health data to provide an informed summary of health status of immigrants across domains of mental and physical health and disorders

Audience: Undergraduate

4. Survey personal, interpersonal, familial, and community contributors to health, well-being, resilience, healing/recovery, and disability across sociological contexts of immigrants

Audience: Undergraduate

5. Analyze public policy and health initiatives that address the health concerns specific to immigrant populations

Audience: Undergraduate

6. Identify skills, experiences, training, qualifications, and personal/ethical/professional standards involved in careers supporting health and well-being of immigrant populations

Audience: Undergraduate

CHICLA/GEN&WS 332 – LATINAS: SELF IDENTITY AND SOCIAL CHANGE

3 credits.

Explores the multiracial and multicultural reality of Latina societies by becoming familiar with the history and cultures of Chicana, Cuban-American, and Puerto Rican women. Interdisciplinary readings in law, journalism, public policy, history, and self-reflective literature.

Requisites: Sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2023

CHICLA/GEN&WS 334 – FEMINIST SOCIAL MOVEMENTS ACROSS THE AMERICAS

3 credits.

Explores feminist activism in the United States, Canada, the Caribbean, and Latin America. Feminist activism, broadly construed, will be explored through ethnography, interviews, documentaries, public facing scholarship, among other forms of intellectual production. Applies transdisciplinary perspectives to consider work from a range of academic fields and topics to understand the major political, economic, and social issues framing feminist social movements across the Americas.

Requisites: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Identify and recognize key themes and issues of feminist social movements across the Americas

Audience: Both Grad & Undergrad

2. Increase awareness of the histories of various social movements across the Americas and their impact in the present

Audience: Both Grad & Undergrad

3. Understand and analyze transnational connections among feminist social movements

Audience: Both Grad & Undergrad

4. Identify and critically analyze the theoretical frameworks that undergird feminist activist scholarship across the Americas

Audience: Both Grad & Undergrad

5. Engage more deeply with course materials with stronger written and analytical skills

Audience: Graduate

6. Develop critical thinking skills to identify and question the impact of power dynamics and institutionalized oppression on feminist social movements in the U.S and across the Americas.

Audience: Both Grad & Undergrad

CHICLA/ED POL/LACIS 342 – EDUCATION ACROSS THE AMERICAS: EMPIRE, CAPITALISM, AND RESISTANCE

3 credits.

Examines educational inequality across the Americas through the lens of imperialism, different forms of colonialism, and capitalism. By exploring the logics and actions of different education stakeholders, critically examine how educational policy across the hemisphere has a shared history of oppression and contestation.

Requisites: Sophomore standing

Course Designation: Gen Ed - Communication Part B
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Draw from different sources to evaluate the transnational contexts of education policy and pose relevant questions about hemispheric educational issues

Audience: Undergraduate

2. Use clear understandings of terms such as imperialism, colonialism, capitalism, racism, and transnationalism to explain unequal educational processes

Audience: Undergraduate

3. Formulate and communicate research-based arguments on topics in education policy using academic literature, including primary and secondary sources

Audience: Undergraduate

4. Produce expository and argumentative texts and draw from this work to produce a podcast

Audience: Undergraduate

CHICLA/COM ARTS 347 – RACE, ETHNICITY, AND MEDIA

3 credits.

Introduction to the changing images of race and ethnicity in U.S. entertainment media and popular culture. Surveys history, key concepts and contemporary debates regarding mediated representation of ethnic minorities. Critical and cultural studies approaches are emphasized.

Requisites: None

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Connect the way that racial minorities have historically been represented in mainstream media to the way that they are represented in contemporary media

Audience: Undergraduate

2. Analyze the representation of race/ethnicity in contemporary media in a sophisticated way

Audience: Undergraduate

3. Point to evidence of the way that racism is upheld systemically in society, and the ways racism has been and is currently being challenged

Audience: Undergraduate

4. Reflect on and articulate your own participation in contributing to or fighting against racial inequalities

Audience: Undergraduate

5. Increase your ability to understand different perspectives on race in your everyday life, and respectfully engage in discussions of race with colleagues and peers

Audience: Undergraduate

6. Articulate some of the effects the past has had on present day circumstances, perceptions of, and disparities in, race in the U.S.

Audience: Undergraduate

7. Recognize and question cultural assumptions, rules, biases, and knowledge claims as they relate to race and ethnicity

Audience: Undergraduate

CHICLA/CURRIC 354 – RACE AND LANGUAGE IN STEM AND ENVIRONMENTAL EDUCATION

3 credits.

Explores the contestation of ongoing histories of injustice, exclusion, and raciolinguistic hierarchies across science, mathematics, and environmental education. Scholarship from Chicane/Latine Studies, raciolinguistic perspectives, and post/de/anticolonial studies will be examined to critically analyze these school subjects and related hierarchies of knowing, languaging, and being. Applies transdisciplinary perspectives to consider how students, educators, and community activists have challenged those hierarchies and worked to repurpose science, mathematics, and environmental pedagogies toward aims of linguistic, racial, educational, and environmental justice.

Requisites: Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Learning Outcomes: 1. Articulate how the past has affected present day circumstances regarding race/ethnicities and related inequities in the U.S., with a focus on histories of science, mathematics, and environmental education in relation to colonial, racializing, linguistic, and curricular hierarchies.

Audience: Undergraduate

2. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others by analyzing how students, educators, or community activists have contested hierarchies of science, mathematics, or environmental education and repurposed pedagogies toward aims of linguistic, racial, or environmental justice.

Audience: Undergraduate

3. Critically evaluate contemporary media (e.g., film) related to STEM or environmental education and draw upon raciolinguistic, Chicane/Latine, or post/de/anticolonial perspectives.

Audience: Both Grad & Undergrad

4. Synthesize course concepts by investigating and developing a critical contribution to contemporary dialogue concerning issues of racial, linguistic, educational and/or environmental justice.

Audience: Undergraduate

5. Recognize and appraise the histories of science, mathematics, and environmental education in relation to colonial, racializing, linguistic, and curricular hierarchies

Audience: Graduate

6. Analyze how students, educators, or community activists have contested hierarchies of science, mathematics, or environmental education and repurposed pedagogies toward aims of linguistic, racial, or environmental justice

Audience: Graduate

7. Demonstrate graduate-level research knowledge of raciolinguistic perspectives, Chicane/Latine Studies, or post/de/anticolonial theories in STEM or environmental education.

Audience: Graduate

CHICLA/HISTORY/LACIS/POLI SCI 355 – LABOR IN THE AMERICAS: US & MEXICO IN COMPARATIVE & HISTORICAL PERSPECTIVE

3 credits.

Provides a critical examination of the history of labor and working people in the Americas, from the colonial era to the present. It focuses on the experience of the United States and Mexico, offering a comparative perspective on their distinct but also shared (and increasingly linked) histories. The seminar proceeds chronologically, highlighting major episodes in the evolution of labor systems in the two countries, beginning with the colonial labor systems implemented by the Spanish and British empires following the European conquest of the Western Hemisphere. Among other topics, we will examine the pivotal role of slavery and other forms of forced labor, the impact of the industrial revolution, the emergence and expansion of corporate capitalism and the labor unrest it provoked in the post-civil war U.S., the role of labor in the Mexican Revolution and its aftermath, the impact of the Great Depression and labor incorporation on the post-WWII social and political order of both countries, the breakdown of that order and the move to neo-liberalism in the 1970s and 1980s, and the emergence of an increasingly integrated North American production system and its consequences for labor and working people on both sides of the US-Mexico border.

Requisites: Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2021

CHICLA/SPANISH 364 – SURVEY OF LATINX/E POPULAR CULTURE

3 credits.

Analysis of Latinx/e popular culture to consider the varied make-up of Latinx/e populations, their specific histories, social dynamics, and politics through their creative expressions, performances, and cultural contestations. Covers key terms and concepts, cultural developments, and diverse interpretations while focusing in the analysis of Latinx/e music, performance art, film and media, sports, food, and car culture. Other topics include the production, circulation, and reception of Latinx/e popular culture, the use of Spanish and English languages, issues of identity, migration, and interculturality, the role of the cultural industry, and the context of globalization. Broadly explores the intersectionality of race, ethnicity, class, gender, sexuality, and nation regarding Latinx/e populations. Taught in Spanish.

Requisites: (CHICLA/SPANISH 222 or SPANISH 223) and SPANISH 224

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Explain the varied make-up of Latinx/e populations and their place and political positions in the United States.
Audience: Undergraduate

2. Analyze the dilemmas, debates, and creativity reflected in Latinx/e popular culture.
Audience: Undergraduate

3. Employ tools and critical perspectives in analyzing Latinx/e popular culture and the intersection of nation, ethnicity, race, gender, and sexuality.
Audience: Undergraduate

4. Explain how Latinidad is constructed and contested in the United States by various communities, institutions, and individuals.
Audience: Undergraduate

5. Engage in cross-disciplinary conversations relevant to the current field of Latinx/e studies.
Audience: Undergraduate

CHICLA/ENGL 368 – CHICANA/O AND LATINA/O LITERATURES

3 credits.

Historical, political, and aesthetic roots and directions of Latin@ and Chican@ short stories, novels, poetry, music, plays, films, and essays.

Requisites: Sophomore standing

Course Designation: Breadth - Literature. Counts toward the Humanities req

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. History of literature and language: Recognize and demonstrate knowledge of major forms, techniques, social conditions, values, genres, as well as cultural, aesthetic, philosophical and ideological factors that are relevant to the history of Chicana and Latinx literatures.
Audience: Undergraduate

2. Awareness of history's impact on the present: Appraise and contrast literary approaches to depicting a variety of social, cultural, and historical events and experiences.
Audience: Undergraduate

3. Critical thinking / Ability to recognize and question assumptions: Assess textual evidence leading to interpretation and discern multiple (and even contradictory) interpretations while querying textual meaning and significance.
Audience: Undergraduate

4. Creativity: Generate original ideas and texts, experimenting and taking risks, solving problems, and answering questions in a range of genres and media.
Audience: Undergraduate

5. Critical writing and communication: Write and present original, coherent, and compelling arguments that push beyond summary to analysis; are grounded in textual evidence; and offer independent and original thinking clear prose that meets expectations for grammatical correctness.
Audience: Undergraduate

6. Citizenship/ A consciousness of self and other: Develop empathy by learning about the experiences of others and develop self-awareness of one's own positionality and views, and employ this consciousness in participating with others in the classroom while also creating productive patterns of study and work for yourself based on this growing self-awareness.
Audience: Undergraduate

CHICLA/COM ARTS 419 – LATINO/AS AND MEDIA

3 credits.

Critical and historical survey of the participation and representation of Latino/as in U.S. film, television, and popular culture, with a primary focus on Hispanic representation in Hollywood-produced imagery. The counter-images of Latino and Latina media producers also will be explored.

Requisites: Sophomore standing

Course Designation: Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Connect the way that Latinx people have historically been represented in mainstream media to the way that they are represented in contemporary media and to their treatment in contemporary society more

Audience: Both Grad & Undergrad

2. Define anti-Latinx racism and its connections to other forms of oppression, including sexism, heteronormativity, classism, colonization, and ableism

Audience: Both Grad & Undergrad

3. Analyze the different constraints and possibilities for how Latinx people produce and consume media texts

Audience: Both Grad & Undergrad

4. Respectfully engage in nuanced discussions about race and reflect on the cultural perspectives and worldviews of others

Audience: Both Grad & Undergrad

5. Demonstrate advanced analysis of Latinx media texts that rigorously engages with scholarship in Latinx media studies

Audience: Graduate

CHICLA/HISTORY/POLI SCI 422 – LATINO HISTORY AND POLITICS

3 credits.

Students will examine the historical, social, political, economic, and cultural experiences and conditions of Latinos, one of the largest US racial/ethnic minority groups. Course focus is on people who trace their origins to Mexico, the Caribbean, and countries of Latin America.

Requisites: Sophomore standing

Course Designation: Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Discuss the complexity of the Latino population and divergent political agendas of various subgroups.

Audience: Undergraduate

2. Develop an understanding of the historical origins of how Latino social/political movements have emerged and changed.

Audience: Undergraduate

3. Evaluate the role of movements and activists in policy reform and social/political change.

Audience: Undergraduate

4. Examine the impact of the Latino vote on contemporary politics.

Audience: Undergraduate

5. Explore contemporary policy issues affecting the Latino population.

Audience: Undergraduate

CHICLA/HISTORY 435 – COLONY, NATION, AND MINORITY: THE PUERTO RICANS' WORLD

3 credits.

A historical introduction to the Puerto Rican experience, from island to mainland. Varieties of colonial rule, social institutions, cultural processes, and ethnic and national identity. Migration to the U.S. and social dynamics of stateside communities.

Requisites: Sophomore standing**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Identify major trends and debates in the historical studies about Puerto Rico and its global diaspora.

Audience: Both Grad & Undergrad

2. Explain how those who have inhabited the Puerto Rican archipelago have resisted and navigated colonialism.

Audience: Both Grad & Undergrad

3. Compare and contrast Spanish and United States colonialism in Puerto Rico.

Audience: Both Grad & Undergrad

4. Analyze the complex realities of Puerto Rican communities in the archipelago and abroad.

Audience: Both Grad & Undergrad

5. Evaluate colonial violence in present-day Puerto Rico

Audience: Both Grad & Undergrad

6. Analyze the history of Puerto Rico through the lens of three key concepts: la brega, coloniality, and nationhood.

Audience: Both Grad & Undergrad

7. Demonstrate advanced written and analytic skills through engagement with course materials.

Audience: Graduate

CHICLA/LEGAL ST/SOC 440 – ETHNICITY, RACE, AND JUSTICE

3-4 credits.

An examination of ethnicity, race, and justice, with a specific emphasis on US Latinos, the largest minority group in the United States.

Requisites: C&E SOC/SOC 140, 210, 211, SOC 181, FOLKLORE/AFROAMER/AMER IND/ASIAN AM/CHICLA 102, CHICLA 201, CHICLA 210, CHICLA 230, POLI SCI/CHICLA 231, HISTORY/CHICLA/GEN&WS 245, LEGAL ST/SOC 131, or POLI SCI/LEGAL ST 217**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Discuss ethnic and racial differences in crime and criminal justice outcomes and analyze these patterns through the application of theory and empirical data in the social sciences.

Audience: Undergraduate

2. Engage major theoretical debates in social and legal scholarship. Why are there racial/ethnic disparities in crime and violence? How and why have these disparities changed over time? Are minorities treated differently by legal officials? Has mass incarceration mitigated or exacerbated racial and ethnic inequality? How has the Supreme Court viewed issues of ethnicity, race, and the law?

Audience: Undergraduate

3. Competently interpret representations of data and critically analyze study design in published research on ethnicity, race, and justice.

Audience: Undergraduate

4. Critically assess the often-controversial issues surrounding ethnicity, race, crime, and the law in society, drawing on readings and class discussion.

Audience: Undergraduate

CHICLA/LEGAL ST/SOC 443 – IMMIGRATION, CRIME, AND ENFORCEMENT

3-4 credits.

A study of immigration, crime, and border enforcement, engaging both historical and present-day debates, focusing on Latino immigration and the U.S.-Mexico border.

Requisites: C&E SOC/SOC 140, 210, 211, SOC 181, FOLKLORE/AFROAMER/AMER IND/ASIAN AM/CHICLA 102, CHICLA 201, CHICLA 210, CHICLA 230, POLI SCI/CHICLA 231, HISTORY/CHICLA/GEN&WS 245, LEGAL ST/SOC 131, or POLI SCI/LEGAL ST 217

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Discuss trends in immigration, crime, and border enforcement in recent decades and analyze these patterns through the application of theory in the social sciences and empirical data.

Audience: Undergraduate

2. Engage major theoretical debates in migration scholarship. Why do people (not) move? How are migration decisions made? What effect does migration have on (a) receiving societies, (b) sending societies, and (c) migrants themselves? How is migration organized by gender? What differentiates forced and unforced migration? How are immigrants incorporated into new societies?

Audience: Undergraduate

3. Develop a broader understanding of border enforcement through critical analysis of immigration policies and practices from an international perspective. That is, are recent trends in border enforcement unique to the United States?

Audience: Undergraduate

4. Critically assess the often-controversial issues surrounding ethnicity, race, crime, and the law in society, drawing on readings and class discussion.

Audience: Undergraduate

CHICLA/ENGL 460 – BLACK AND LATINX IN LITERATURE AND VISUAL CULTURE

3 credits.

Chicanxs and Latinxs are frequently imagined in ways that erase the history, presence, and influence of African-descended peoples within these groups. However, this anti-Blackness does not go unanswered in Chicanx and Latinx cultural production. Covers literature, life-writing/autoethnography, visual culture, philosophy/theory, and history that takes up Black Latinx experience and/or that comparatively explores the African American and Latinx convergences, exploring a rich vein of thought and representation in U.S. literatures that is often more transamerican than American and that offers new definitions of both Latinx and Black. Readings on racial paradigms in the Americas, paying attention to the differences between US and Latin American contexts, as well readings on decoloniality, intersectional feminisms, borderlands, and diaspora.

Requisites: Declared in Chicana/o and Latina/o Studies (major or certificate) or English major, and sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Literature. Counts toward the Humanities req

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Know major forms, techniques, social conditions, values, genres, as well as cultural, aesthetic, philosophical and ideological factors that have shaped the history of Black and Latinx literatures.

Audience: Undergraduate

2. Appraise and contrast literary approaches to depicting a variety of social, cultural, and historical events and experiences.

Audience: Undergraduate

3. Understand multiple interpretations, question textual meanings and significance, discern and integrate divergent and contradictory perspectives, identify and question assumptions, and assess evidence and methods.

Audience: Undergraduate

4. Generate original ideas and texts, conduct thought experiments, and answer critical questions about and in a range of genres and media.

Audience: Undergraduate

5. Write original, coherent, and compelling arguments that push beyond summary to analysis that is grounded in textual evidence and offer independent and critical thinking in clear prose that meets expectations for grammatical correctness.

Audience: Undergraduate

6. Develop empathy by learning about the experiences of others and develop self-awareness of one's own positionality and views, and to employ this consciousness in participating with others in the classroom. Create productive patterns of study and work for yourself based on this growing self-awareness.

Audience: Undergraduate

CHICLA/SPANISH 467 – US LATINX/E LITERATURE

3 credits.

Study the literature of Latinx/e populations in the United States, particularly of writers of Mexican, Puerto Rican, Cuban, Dominican, and Central American descent. Examines the impact of race and how individuals and communities negotiate situations of internal colonialism, migration, generational conflicts, tensions between assimilation and cultural preservation, gender roles, literary traditions, and transnational situations. Considers the linguistic, cultural, and formal singularity of Latinx/e literature, the use of Spanish and English languages, the advent of feminist and queer writing, and the vision of the United States in their works regarding its past, present, and future. Explores the intersectionality of race, ethnicity, class, gender, sexuality, and literary forms. Diverse theories and ways to read literary texts will be explored. Literary texts - novels, short stories, poetry, and essays - will be read in English or Spanish, or a combination of both. Taught in Spanish.

Requisites: (CHICLA/SPANISH 222 or SPANISH 223) and SPANISH 224

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Literature. Counts toward the Humanities req

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2024

Learning Outcomes: 1. Achieve an understanding of how the past affected present day circumstances to Latinx people regarding race and racial inequalities and patterns of oppression in the U.S.

Audience: Undergraduate

2. Develop critical thinking skills to recognize and question cultural assumptions, situations of privilege, and knowledge claims as they relate to race and ethnicity.

Audience: Undergraduate

3. Demonstrate self-awareness about their own racial and ethnic identities and empathy towards the perspectives and histories of others

Audience: Undergraduate

4. Apply key cultural concepts to a diverse array of literary texts in relation to lives outside the classroom

Audience: Undergraduate

CHICLA/SPANISH 469 – TOPICS IN LATINX CULTURE

3 credits.

Focuses on the cultural evolution of Chicanos, Puerto Ricans, Cuban-Americans, and other U.S. Latinos in relation to their countries of origin.

Topics vary.

Requisites: (CHICLA/SPANISH 222 and SPANISH 224), (SPANISH 223 and 224), SPANISH 361, 363, or CHICLA/SPANISH 364

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2025

Learning Outcomes: 1. Recognize the place of migration in the development of the U.S. as a nation, of migration as an integral social phenomena, and of Mexican migration in particular.

Audience: Undergraduate

2. Apply various analytical tools and perspectives to grasp diverse practices of cultural retention, cultural transformation, hybridity, transnationalism, and plural identities.

Audience: Undergraduate

3. Recognize the intersectionality of ethnicity, race, gender, nation, and sexuality.

Audience: Undergraduate

4. Identify various cultural expressions in critical dialogue with hegemonic/dominant cultures.

Audience: Undergraduate

CHICLA/SOC 470 – SOCIODEMOGRAPHIC ANALYSIS OF MEXICAN MIGRATION

3 credits.

Introduces students to social and demographic analysis and explanations of the historical and present day causes and consequences of migration of the largest immigrant group to the United States in the 20th century.

Requisites: SOC 134, 170, 181, SOC/ASIAN AM 220, SOC/C&E SOC 140, 210, 211, CHICLA 201, CHICLA 210, or POLI SCI/CHICLA 231; or graduate/professional standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2020

Learning Outcomes: 1. Describe micro-level and macro-level patterns in Mexico-U.S. migration and analyze these patterns through the application of theory and empirical data in the social sciences.

Audience: Undergraduate

2. Examine major theoretical debates in migration scholarship. Why do people (not) move? How are migration decisions made? What effect does migration have on (a) receiving societies, (b) sending societies, and (c) migrants themselves? How is migration organized by gender? What differentiates forced and unforced migration? How are immigrants incorporated into new societies?

Audience: Undergraduate

3. Apply empirical findings on Mexico-U.S. migration to evaluate theories in migration scholarship.

Audience: Undergraduate

4. Competently interpret representations of social science data on Mexico-U.S. migration.

Audience: Undergraduate

5. Critically analyze study design in published social science research on Mexico-U.S. migration.

Audience: Undergraduate

CHICLA/LAND ARC 475 – LATINO URBANISM: DESIGN AND ENGAGEMENT IN THE AMERICAN CITY

3 credits.

Urban design in the 21st century American city explores a new understanding of urban placemaking and development. Explores the intersections of culture, place, and design to critically address how the socioeconomic dynamics that underlie demographic shifts in the U.S. are influencing urban change in the American landscape. Focuses on the evolution and ways by which Latinos shape the built environment, both in the public realm and in the home.

Requisites: Sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Analyze the role that design, planning, and public engagement have in addressing the needs of Latino communities in the U.S.

Audience: Undergraduate

2. Evaluate through a historical lens how socio-economic conditions of Latinos influence choices in the contemporary American city

Audience: Undergraduate

3. Use real world examples to demonstrate how diversity and culture can impact regions, governments, and economies for producing a just city

Audience: Undergraduate

4. Understand the concept of justice in the city through both qualitative and quantitative measure

Audience: Undergraduate

5. Explain the social, economic, and/or environmental dimensions of the sustainability challenges as they relate to planning for Latino communities.

Audience: Undergraduate

6. Analyze the causes of and solutions for the sustainability challenge of marginalized population groups.

Audience: Undergraduate

CHICLA/SPANISH 478 – BORDER AND RACE STUDIES IN LATIN AMERICA

3 credits.

Drawing from cultural studies, border studies and/or critical race theory, this course explores through cultural and literary texts the social and political issues regarding migration, contact zones, transculturation, and/or diaspora.

Requisites: (CHICLA/SPANISH 222 or SPANISH 223) and SPANISH 224. Not open to students with credit for CHICLA/SPANISH 215.

Course Designation: Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Explain political and historical issues between the U.S. and Latin America.

Audience: Undergraduate

2. Analyze the ways in which literature, theatre, and performance represent a humanistic approach to a geopolitical dilemma

Audience: Undergraduate

3. Recognize the visual arts (theatre and performance) as a way to explore issues of and about immigration.

Audience: Undergraduate

CHICLA 501 – CHICAN@ AND LATIN@ SOCIAL MOVEMENTS IN THE U.S.

3 credits.

Explores Chicana/o and Latina/o social movement participation and collective action from the 1940s to the contemporary moment. Using interdisciplinary scholarship and mixed media, analyze paradigms, theories, and debates pertaining to the historical and contemporary economic, cultural, and sociopolitical dimensions of the Latina/o position in the United States. Focuses on social movements and collective action (rooted in labor, community, civil and human rights organizing) and the topics of race and racialization, power and powerlessness, migration, community development, and gender. Compares the experiences of different Latin@ groups.

Requisites: CHICLA 201, 230, FOLKLORE/AFROAMER/AMER IND/ASIAN AM/CHICLA 102, POLI SCI/CHICLA 231, or HISTORY/CHICLA/GEN&WS 245

Course Designation: Gen Ed - Communication Part B

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Apply Chicana/o and Latina/o studies concepts and vocabulary to the topics of social movements, race, organized labor, migration and immigration.

Audience: Undergraduate

2. Demonstrate familiarity with the basic literature on Latina/o social movements and migration.

Audience: Undergraduate

3. Analyze the connections between contemporary social movements and groups organized around such issues as labor, migration, and citizenship.

Audience: Undergraduate

4. Relate issues faced by contemporary immigrant and non-immigrant Latina/a workers face today to those faced by earlier generations.

Audience: Undergraduate

5. Write well-organized, coherent arguments about Latina/o social movements.

Audience: Undergraduate

6. Collect, evaluate, and use information from resources in the University of Wisconsin libraries in their writing.

Audience: Undergraduate

7. Give clear, engaging formal oral presentations on topics related to the course.

Audience: Undergraduate

CHICLA 520 – LATINX DIGITAL PUBLICS

3 credits.

Study and reflect on Latinx unequal access to media and the political and social context of media in Latinx communities. Develop research, writing, editing and copyediting, collaboration, and project management skills while contributing to Latinx Studies research. Create content for such online outlets as Latinx Talk, La Bloga, Latinx Project, Wikipedia and UW-Madison publications.

Requisites: CHICLA 201

Course Designation: Gen Ed - Communication Part B
Ethnic St - Counts toward Ethnic Studies requirement
Breadth - Humanities

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

Learning Outcomes: 1. Recognize and appraise the histories, experiences, and perspectives of Latinx people in creating, participating in, and influencing media, journalism, and digital/online information.

Audience: Both Grad & Undergrad

2. Identify links between media created by Latinx and minoritized peoples and their audiences, evaluate the effectiveness of these media for those audiences, and examine the significance of particular media forms.

Audience: Both Grad & Undergrad

3. Critically evaluate contemporary Latinx digital/online humanities and arts projects, scholarly publications, journalism, and community-based knowledge projects.

Audience: Both Grad & Undergrad

4. Create digital/online Latinx studies content and make convincing spoken presentations about their work, using appropriate style and disciplinary conventions and drawing on core Latinx studies library resources.

Audience: Both Grad & Undergrad

5. Evaluate the contributions of peers and provide useful feedback

Audience: Both Grad & Undergrad

6. Engage in best practices for collaborative work.

Audience: Both Grad & Undergrad

7. Demonstrate graduate-level research knowledge of Latinx Studies in the digital sphere in additional final research paper.

Audience: Graduate

CHICLA/COUN PSY 525 – DIMENSIONS OF LATIN@ MENTAL HEALTH SERVICES

3 credits.

Provides training for students who aspire to one of the helping, health, or mental health professions and who currently work or who envision themselves working with Latin@ populations. Provides important frameworks for working with Latin@s, including cultural, spiritual, linguistic and historical features relevant to this population and begin to apply their knowledge in service learning placements.

Requisites: Junior standing or 6 credits of CHICLA

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Acquire knowledge of the social, cultural, linguistic, spiritual, ethnic, and racial diversity within Latinx communities
Audience: Undergraduate

2. Develop sensitivity to the forms of bias and discrimination that have historically and continue to impact Latinx communities

Audience: Undergraduate

3. Increase awareness of the strengths and barriers in social services for the Latinxs communities

Audience: Undergraduate

4. Increase skills to address social justice, advocacy, and cultural responsiveness in the context of Latinx communities

Audience: Undergraduate

5. Reflect on students' own social identities and the implications of those identities and identity intersections when serving in Latinx communities

Audience: Undergraduate

CHICLA 530 – ADVANCED TOPICS IN CHICANA/O AND LATINA/O STUDIES

1-4 credits.

Topics vary each semester, but may include history, literature, media, political science, culture, social work, etc., as they relate to Chicana/os and Latina/os in the United States.

Requisites: Junior standing

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Explain advanced social science concepts within the topic area of Chicana/x/e & Latina/x/e Studies.

Audience: Undergraduate

2. Discuss U.S. Latina/x/e communities and the larger global community.

Audience: Undergraduate

3. Demonstrate advanced knowledge of one or more social science methodologies for the study of Latina/x/e populations.

Audience: Undergraduate

4. Synthesize and apply social science concepts to the study of communities of Latin American descent in the USA at an advanced level.

Audience: Undergraduate

5. View issues related to communities of Latin American descent in the USA from multiple perspectives.

Audience: Undergraduate

6. Assess the state of a body of scholarly literature related to course themes, identify gaps in that literature, and formulate an original research question in the context of those gaps.

Audience: Undergraduate

CHICLA/COUN PSY 590 – ESPERANZA COMMUNITY-ENGAGED RESEARCH WITH LATINES

3 credits.

Introduction to the development and implementation of community-engaged research and programming for Latine populations with "Esperanza," an innovative university-community partnership with Centro Hispano of Dane County. Community-engaged research draws on interdisciplinary research and practice across education, psychology and public health that seeks to disrupt, mitigate, and eliminate mental health disparities among local Latine populations. Learn the principles of community-engaged research and apply them through the development of mutually beneficial, reciprocal, effective, equitable, and justice-oriented community-university projects.

Requisites: CHICLA/COUN PSY 525 or graduate/professional standing
Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 2 number of completions

Learning Outcomes: 1. Identify guiding principles of community-engaged research with Latines based on the social, cultural, linguistic, and historical influences on this population.

Audience: Both Grad & Undergrad

2. Develop equitable, effective, and culturally informed collaborations with Latine-serving community partners.

Audience: Both Grad & Undergrad

3. Apply principles of community-engaged scholarship to develop and implement projects that promote health equity and justice through a strengths-based approach for local Latine communities.

Audience: Both Grad & Undergrad

4. Relate the content and course skills to an interdisciplinary health profession role of scientist-practitioner-advocates to promote effective research with culturally diverse populations.

Audience: Both Grad & Undergrad

5. Integrate trauma-informed scholarly peer-reviewed publication with healing-centered Latine and indigenous epistemologies

Audience: Graduate

CHICLA 699 – DIRECTED STUDY

1-3 credits.

Advanced independent research, readings or projects mentored by faculty.

Requisites: Consent of instructor

Course Designation: Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2023

CHICLA 902 – INTERDEPARTMENTAL SEMINAR IN CHICANX/E & LATINX/E STUDIES TOPICS

3 credits.

Interdisciplinary inquiry in communities of Latin American descent in the United States.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, for 10 number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Discuss, analyze, and evaluate major theories, approaches, concepts, currently informing Chicanx/e and Latinx/e studies.

Audience: Graduate

2. Synthesize research in Chicanx/e and Latinx/e studies, applying methods and theories from more than one discipline to a research question.

Audience: Graduate

3. View issues related to communities of Latin American descent in the USA from multiple perspectives.

Audience: Graduate

4. Develop an extended original research project that can be submitted for publication, engaging with interdisciplinary scholarship in Chicanx/e and Latinx/e studies.

Audience: Graduate