**Course and Program Action Form**

**University at Albany – State University of New York**

**College of Arts and Sciences**

**Proposal No. 12-107**

**Department:** Latin America, Caribbean and U.S. Latinos  
**Effective Semester, Year:** Fall, 2013

<table>
<thead>
<tr>
<th>Please check one:</th>
<th>Course Proposal</th>
<th>Program Proposal</th>
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<tr>
<td>Please mark all that apply:</td>
<td>New Course</td>
<td>Revision of:</td>
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<td>Cross-Listing</td>
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<td>Deactivate/Activate Course (boldface &amp; underline as appropriate)</td>
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<tr>
<th>Course Number</th>
<th>Current:</th>
<th>New:</th>
<th>Credits:</th>
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<tr>
<td>Course Title:</td>
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| Course Description to appear in Bulletin: | |

| Prerequisites statement to be appended to description in Bulletin: | |

| If S/U is to be designated as the only grading system in the course, check here: | |

| This course is (will be) cross listed with (i.e., CAS ##): | |
| This course is (will be) a shared-resources course with (i.e., CAS ##): | |

| Explanation of proposal: | |

The revised core sequence will provides students with an array of academic skills and competencies to comprehend Latin America and the Caribbean, and the various dimensions of transnationalism of U.S. Latino populations. The core now combines rigorous examination of the dominant theoretical approaches with a detailed study of the region and its people. The new core strengthens the programmatic links between the fields of area and racial/ethnic studies, which has long been recognized as one of the distinctive academic features of LACS.

| Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: | |

<table>
<thead>
<tr>
<th>Chair of Proposing Department (TYPE NAME/SIGN)</th>
<th>Date</th>
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<td>MAX LIFCHITZ</td>
<td>10-29-12</td>
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<tr>
<th>Approved by Chair(s) of Departments having cross-listed course(s)</th>
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<tr>
<th>Dean of College</th>
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<tr>
<td>Kathleen Gersovitz</td>
<td>2/12/13</td>
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<tr>
<th>Chair of Academic Programs Committee</th>
<th>Date</th>
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<tr>
<td>Pinka Chatterjee</td>
<td>1/15/13</td>
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Proposed Revision of Core Curriculum of Graduate Programs in the Department of Latin American, Caribbean and U.S. Latino Studies.

LACS Masters Degree - Code 015103
LACS Ph.D. Concentration - Code 013107

I. Description of Proposed Revision

The Department of Latin American, Caribbean and U.S. Latino Studies proposes to revise the core curriculum of the Masters Degree Program and Doctoral Concentration. The proposal does not alter the 15 credit hours of core courses that are currently required for both degrees. Instead it calls for the elimination of a methods course (LCS500), the incorporation of a new course on U.S. Latinos (LCS506), and retooling two seminars to differentiate their scholarly content into political economy (LCS502) and cultural studies (LCS503), the two primary areas of specialization in the graduate program. All other requirements for the Masters Degree and Doctoral Concentration are preserved. The M.A. degree program is comprised of a total of 30 credits, 15 of which will be in the core curriculum. Students progressing to the Ph.D. concentration are also required to complete the core, and an additional 30 credits beyond the M.A. degree for a total of 60 credits.

We do consider, and hope the Academic Program Committees concurs, that while the changes reflect thoughtful and timely update by the faculty to the core components of both programs, the proposed changes are not of a magnitude to warrant an updated registration of either program.

The elimination of one course, and addition of a new course involve only six credits.

1. The specific changes LACS is proposing are the following

   Elimination of LCS 500. Interdisciplinary Research Seminar in LCS as a required core course

   LCS 502 Latin American Culture and Societies I will be renamed:

   Theoretical Approaches to Latin American, Caribbean, and US Latino Studies I

   LCS 503 Latin American Culture and Societies II will be renamed:

   Theoretical Approaches to Latin American, Caribbean, and US Latino Studies II

   LCS 506 Reading Seminar on U.S. Latinos (New Course)

2. Status of course revisions and new courses.
LCS 503: The CAS Academic Program Committee requested a syllabus and a description justifying the change in the course. The documents have been submitted and the proposed course is currently under review by APC. The syllabus for this course is appended.

LCS 502: Documents have been submitted to the CAS Academic Program Committee. The syllabus for this course is appended.

LCS 506: Reading Seminar on U.S. Latinos. This new course has been approved. The syllabus for the course is appended.

3. Curriculum Outline

<table>
<thead>
<tr>
<th>Current Core Curriculum</th>
<th>Credits</th>
<th>Proposed Core Curriculum</th>
<th>Credits</th>
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<td>LCS 500</td>
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<td>Eliminated</td>
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<tr>
<td>LCS 502 Cultures and Societies I</td>
<td>3</td>
<td>LCS 502 Theoretical Approaches (I)</td>
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<td>LCS 503 Cultures and Societies II</td>
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<tr>
<td>LCS 505 Seminar on the Caribbean</td>
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<td>LCS 505 Seminar on the Caribbean</td>
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<tr>
<td></td>
<td></td>
<td>LCS 506 Seminar on U.S. Latinos</td>
<td>3</td>
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</table>

Current credit total = 15 Credits  
Proposed credit total = 15 Credits

4. Effective Date of Change

If CAS and the GAC approve the proposal this academic year (2012/13) the effective date for implementing the new core curriculum will be the commencement of the 2013/14 academic year.

Students admitted to the LACS Masters and Ph.D. concentration graduate programs for Fall 2013 would be required to enroll in all the courses in the new core curriculum. Students who have completed the currently required LCS 500 will be given the option of taking LCS 506 as an elective, and enroll in an additional three courses in the core curriculum.

II. Rationale and Objectives of Proposed Revision of the Core Curriculum

The rationale for the proposed revision of the graduate core curriculum of the Department of Latin American, Caribbean and U.S. Latino Studies is based on two considerations:

1. Academically grounded considerations prompted by the report of the external review team (April 2011), and the accelerated scholarly development of the field.
2. An internal imperative to increase the efficiency of our instructional staff in order to provide students with an enhanced academic experience and increase the marketability of our graduate program.

1. Academic Considerations

Our overarching objective is to institute a revised core sequence that provides students with the array of lasting academic skills and competencies to comprehend Latin America and the Caribbean, and the various dimensions of transnationalism of U.S. Latino populations. The core combines rigorous examination of the dominant theoretical approaches with a detailed study of the area and its people. This training will prepare doctoral students, who are required to undertake rigorous research in a highly specific knowledge area, to contextualize the significance of their findings, and to further explicate the integration of Area and Ethnic Studies, one of the department’s distinctive academic features.

The External Report emphasized four innovative attributes of the LACS graduate programs that prominently position the department nationally in the fields of Latin American, Caribbean and U.S. Latino Studies.

“A genuine integrative, Americas-wide curriculum;” a focus on U.S. Latino Studies that employs “transmigratory, transdisciplinary, and transnational lenses;” a pan-Caribbean approach; and comparative “Latin American, Caribbean and Latino Cultural Studies.”

The External Report noted that the Ph.D. in LACS is “an intellectual market niche worth nurturing and expanding.” The revised core will enhance LACS’ national presence by thoroughly exploring and explicating the interconnections among the department’s four distinctive knowledge areas. Moreover, the proposed revision aligns with and fortifies the University’s strategic goal “to advance excellence in graduate education in support of the University’s reputation, role, and stature and the preparation and competitiveness of graduates.”

After evaluating the External Report and holding extensive discussions on the state of the scholarship in the field, the faculty agreed on the necessity to revise the core sequence. This exploration into the field revealed a number of factors that justified revisiting the core curriculum. Most prominently are: the diversity of analytical perspectives employed in the study of Latin America and Caribbean; the rich array of case studies on transnational community formation; the sustained increase in interdisciplinary research in Latino cultural studies and political economy; and the evolution of progressively richer theoretical frameworks to guide analysis of the region and its people.

LACS was on the vanguard of integrating Area and Ethnic Studies among higher education institutions in the United States. The revised core curriculum is will embed this integration into the very foundations of
graduate training. The five-course sequence provides students with a seamless academic continuity from explorations of diverse theoretical frameworks with substantive, historically grounded and comparatively framed knowledge of Latin American, the Caribbean and Latino communities in the United States.

The core course sequence for both degrees is comprised of two integrated levels: theory (Level One) and regional knowledge (Level Two). Level One will consist of two current, complementary theory seminars in Latin America and the Caribbean that will be retooled to include academic content on U.S. Latinos. One course will emphasize political economy theoretical approaches, while the second will highlight the theoretical foundations of Latin American and Latino cultural studies. Level Two will consist of three reading seminars that provide historically specific and detailed knowledge of the regions and its people. The courses will be designed to assess the heuristic utility of the theoretical frameworks which students encountered in level one. Finally, each level two course (LSC 504, 505 and 506) will assess case study research designs and methods of seminal works in the field.

The department believes that this integrated core sequence renders the currently required interdisciplinary research seminar superfluous (LCS 500). The intellectual reasons for eliminating this requirement are implicit in the rationale we have articulated for the new core. Theory construction and evaluation, the attributes of well-designed research, and assessment of methodological approaches for case study and comparative research are thoroughly discussed in the core curriculum.

Moreover, the department offers graduate students the option of a master’s project or comprehensive examination. Students pursuing the latter option have consistently expressed concerns regarding the utility of a dedicated research methods course given their professional aspirations. The proposed curriculum will adequately inform students on how research is conducted and provide the requisite instruction for successfully completing a master’s project. However, M.A. level students can enroll in a discipline-specific methods course as an elective.

The dual M.A. program allows students the option of obtaining a terminal degree that provides training appropriate for employment in the profit, not-for-profit and government sectors, or for transition to the doctoral program with its emphasis on advanced research and scholarship.

Students in the doctoral program will have the option of enrolling in advanced research methods courses in cognate departments. A number of academic departments offer a variety of methods courses that can prepare LACS doctoral students for specialized field research. LACS encourages its doctoral students to enroll in these discipline-based methods and research design courses, given that most of Ph.D. recipients are employed by academic institutions.
2. Enhancing Instructional Efficiency and Program Marketability

The revised core will facilitate a more efficient and consistent allocation of faculty resources, and result in a more equitable allocation of teaching assignments. All LACS faculty with fulltime status and split joint appointments will be able to participate in the core sequence. Our faculty consists of active research scholars in the following fields: Latin America (3), the Caribbean (2) Latinos in the U.S. (3). We envision LACS faculty rotating instructional responsibilities on a sequential basis in their areas of expertise. Faculty will be encouraged to participate in team-taught sessions when their specialized knowledge will enhance the academic experience of students.

The new core will further amplify attributes that have made LACS virtually unique among masters and doctoral programs in area and ethnic studies. The revised curriculum sharpens the programmatic and conceptual linkages between area and ethnic studies, and will reposition LACS as a premier graduate program where students can acquire integrated knowledge of and practical expertise on Latin America, the Caribbean and U.S. Latino populations. LACS’s location in New York enhances its attractiveness and the value of its degree. With a population of 3.5 million Latinos in New York and well over 500,000 Caribbean born New York City residents, demand for individuals with expertise in those knowledge areas where LACS is strongest, is growing in government, education, business, the professions, the cultural and non-profit sector, and non-governmental organizations. The flexible core curriculum will provide students with an exceptional opportunity to acquire knowledge and skills that are appropriate for these careers, as well as the rigorous training necessary for specialized graduate or professional study.
The University at Albany
Latin American and Caribbean Studies Department

Lcs 502

THEORETICAL APPROACHES TO LATIN AMERICAN, CARIBBEAN AND US LATINO STUDIES 1

Spring 2013
Meets Thursdays 4:15 PM – 7:05 PM in SS 117
Course # 10203

Prof. Fernando Leiva
Office: Social Sciences 250
E-Mail: fleiva@albany.edu

Office Hours: Tue: 9:30 AM – 11:30 AM and by appointment

A. COURSE DESCRIPTION

This course provides students with a critical understanding of major theoretical approaches to the study of the political economy and socio-cultural development of Latin America, the Caribbean and US Latinos. Major themes addressed include (1) imperialism and colonialism and their impact on economic outcomes, social structure, politics and the state; (2) theories of development that have shaped debates and the field of Latin American, Caribbean and US Latino Studies; (3) neoliberal re-structuring and its consequences for how power is currently being exercised and contested; (4) social movement theory and its application; and (5) contemporary trends in critical political economy and Latin American, Caribbean and US Latino Studies.

In exploring each of these themes, students are introduced to key issues raised by migration and the transnational linkages connecting Latin America, the Caribbean and Latino communities in the United States.

B. COURSE OBJECTIVES

At the end of this course, students will have significantly enhanced their capacity to:

1. Examine the main theoretical approaches used to study the political economy and social development of Latin America, the Caribbean and US Latinos over the past seven decades;

2. Analyze how the theoretical approaches used in the field of Latin American, Caribbean and US Latino Studies have unfolded in a complex and changing interaction with society and existing power relations;

3. Assess the modalities through which the ‘coloniality of knowledge’ and Euro-...
centric social imaginaries of modernity have shaped public policy, debates and research design on Latin America, the Caribbean and US Latinos;

4. Explore how research on Latin America, the Caribbean and US Latinos can be enhanced by a critical approach that combines the material and symbolic dimensions;

C. COURSE REQUIREMENTS AND ASSIGNMENTS

This course requires systematic reading and active student participation. In this sense, class attendance is required.

Students are required to read all the required materials prior to class and to actively participate in class discussions. In some sections, readings are divided into three levels: a) required: all students registered for the course are expected to read; b) additional: all doctoral students should read and reference these in class assignments; and c) supplementary: optional readings on these particular matters.

D. EVALUATION OF PERFORMANCE

Your performance in the course will be evaluated as follows:

1. Three weekly response papers (3% each for a total of 30% of final grade)

2. Class participation (15%)

3. In-class presentation of book (15%). Students will not be required to hand in a response paper on the day of their presentation.

4. For the Spring 2013 semester, students can choose one of the following books:


- *Topik, Stephen* () *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500---2000*
5. Final Research Paper (40%)

• Class presentation and draft outline (10%)

• Finished paper (30%)

Grade equivalence:

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<td>94-100</td>
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<tr>
<td>90-93</td>
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<td>76-84</td>
<td>B</td>
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<tr>
<td>70-75</td>
<td>B-</td>
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E. POLICY ON ATTENDANCE

Please inform me in advance if you need to miss a session. Unexcused absence will drastically affect your final grade and if repeated can lead to failing the course. This course strives to create a learning community during the semester and this cannot be achieved without your physical presence and active participation.

F. POLICY ON PLAGIARISM

Plagiarism is a serious breach of academic honesty, the spirit of critical inquiry and university regulations.

It is your responsibility to familiarize yourself with university at albany guidelines. Likewise, I have done in the past, I will ensure that the university and our department apply the most severe penalties under existing regulations for plagiarism.

G. READINGS

The required texts for the course are:


• Additional readings will be available on Blackboard (BLS) and/or on the web (www).
Note: Changes in the readings (should they occur) will be announced with at least two weeks notice.

I highly recommend Duncan Green's Silent Revolution: The Rise and Crisis of Market Economics in Latin America (Monthly Review). This is a well-written primer on the process of economic and political reforms experienced by Latin America after 1973.

H. COURSE PROGRAM

Part I: Power, Theory, and Society: An Overview

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<th>Date</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction to Course: Power, Theory, and Society</strong></td>
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</table>
| 24-Jan | --How do “theory” and “society” mutually condition each other?  
--What analytical categories are useful for understanding contemporary dynamics in the field of Latin American, Caribbean and US Latinx Studies?  
--What does it mean to be theoretically self-aware?  
**a) Required**  
- "Hispanic Future" in "the" Cards’ by "Laura" Meckler, "The Wall Street Journal" (Dec, 13, 2012)  
| **Week 2** | **Land, Labor and Capital in Colonial and Semi-Colonial Societies** |
| 31-Jan | - What are the roots of underdevelopment?  
- Are there historical specificities to how Latin America and the Caribbean “developed” over the centuries? What are they?  
- What are the roots and implications of the three different theoretical approaches an
Part II. Theories of Development, Imaginaries of Modernity

Over the past six decades, the social sciences as well as Latin America and the Caribbean, have witnessed the rise and fall of different theories of development: modernization theory, Latin American structuralism, dependency theory, world systems theory, neoliberalism and Latin American neostructuralism. In this section, we review these to get a better grasp of:

- How power, theory, and society mutually condition one another;

- The intellectual heritage that informs the field of Latin America, Caribbean, and US Latino Studies. These theories not only interpret society, but also chart a set of necessary actions to arrive at a desired destination.

Week 3

Theories of Development, Theories of Modernity (I): Modernization and Latin American Structuralism

Feb-7
- How can we differentiate between different theoretical approaches and theories of development?
- Why do different theoretical approaches/theories of development arise and then ebb?
- What has been the historical/political role of different theories of development? How can we systematically examine these roles?
**Week 4**
Theories of Development (II) Dependency Theory and World Systems Theory

<table>
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<tbody>
<tr>
<td>a) Required</td>
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<tr>
<td>• Nederveen Pieterse, Jan (2001), Ch1: “Trends in Development Theory,” in Development Theory: Deconstructions/Reconstructions (Sage Publications)</td>
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<td>• [AS] Chapters 2-4: The Modernization School</td>
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**Week 6**
NEOLIBERAL RESTRUCTURING OF CAPITALISM, CLASS FORMATION AND CONTEMPORARY IMAGINARIES OF MODERNITY

<table>
<thead>
<tr>
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<tr>
<td>----- What is neoliberalism? How has it engineered the restructuring of society?</td>
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<tr>
<td>----- What transformations in the class structure and in the dynamics of class formation have been enacted by neoliberal policies?</td>
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<tr>
<td>----- How does the neoliberal restructuring of capitalism force us to reconfigure our conceptual approach to Latin America, Caribbean and US Latinos?</td>
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### Week 7

**THE RETERRITORIALIZATION OF SOCIAL REPRODUCTION: MIGRATION, REMITTANCES AND TRANSCONTINENTAL COMMUNITIES**

**March 7**

| -- What is social reproduction? How can it help us understand the contemporary role of migration? |
| -- What is the role of migration and remittances in the reproduction of Latin Americans, Caribenos, and US Latinos under the conditions of contemporary capitalism? |
| -- What drives the emergence of transnational communities? |

| a) Required |
| [WR] Robinson, William (2003), Transnational Conflicts... Chapter 3 |
| Delgado Wise, Raúl. "Migration and Imperialism: The Mexican Workforce in the Context of NAFTA" |
| Darder, Antonia and Torres, Rodolfo. "Latinos and Society: Cultures, Politics and |

### Week 8

**RECALIBRATING THE ROLE OF THE STATE: A NEW MODEL OF ACCUMULATION AND GOVERNMENTALITY IN THE ERA OF NEOLIBERAL GLOBALIZATION**

**March 14**

| -- How does neoliberalism transform the role of the state? |
| -- What are the mechanisms for building legitimacy and managing contemporary conflicts and contradictions? |
Spring Break!!

**Week 9**
**PRODUCING NEW SUBJECTIVITIES: FROM RACIALIZED CLASS-BASED IDENTITIES TO A NEW POLITICAL ECONOMY OF CONSUMPTION, DEBT AND THE STATE**

--- What are the main cultural transformations brought about by neoliberal restructuring and current globalization?
--- How are new identities and subjectivities being produced?

*a) Required*


**Week 10**

**SOCIAL MOVEMENTS: COLLECTIVE ACTION, COMMUNITY, COMMODIFICATION—THE SCOPE OF COUNTER-HEGEMONIC ATTEMPTS**

Social movements can challenge not only existing power structures but also prevalent theoretical constructs.

1. What explains the rise and development of social movements?
2. When does contentious action become a social movement?
3. Do current theoretical trends in academia fully explain the shifting yet enduring logics for collective action in the region?

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<td>• a) Required</td>
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) Additional Silva, Eduardo,(2009), Chapters 4, 5, 6, 7 and 8

**Week 11**

**US LATINOS: THEORETICAL AND POLITICAL CHALLENGES**

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<thead>
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<tbody>
<tr>
<td>• What are the strengths and limitations of a “transnational hemispheric approach” in understanding the changing role of US Latinos in contemporary US society?</td>
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<tr>
<td>• What are the dynamics of transnational communities?</td>
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<tr>
<td>• How is “citizenship,” “immigration status” used to control these communities?</td>
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</table>
a) Required


Part IV: Critical Trends in the Field of Latin American, Caribbean and US Latino Studies

**Week 12**

**POST-NEOLIBERALISMS AND THE SEARCH FOR ALTERNATIVES**

--- What is post-neoliberalism?
--- How useful is it as a category of analysis?
--- What are the different types of “post-neoliberalisms” currently in existence?

### a) Required

  - Articles by Sader, Cecena, and Stolowicz


### Week 13

**THE DECOLONIAL OPTION**

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<tr>
<td>- TBA</td>
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<tr>
<td>a) <strong>Required</strong></td>
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<tr>
<td>- <strong>READINGS TBA</strong></td>
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University at Albany
Department of Latin American, Caribbean, and US Latino Studies
(Latin American and Caribbean Culture and Society II)
Theoretical Approaches to Latin American, Caribbean, and US Latino Studies II

ALCS 503
Class # 9127 Fall 2012 Tue 4:15 – 7:05 pm LC 3A

Professor Patricia Pinho
E-mail: ppinho@albany.edu Phone: (518) 442-4893
Office: LACS 248a (Social Science Building)
Office Hours: Tue 10 – 11:30 am, Thu 3 – 4:30 pm, and by appointment

A. Course Description
The purpose of this course is to expose students to the major classic and current theoretical frameworks that have focused on the interconnections between culture and power to study Latin America, the Caribbean, and US Latinas/os. We begin the course with a definition of theory and a discussion of the importance of knowledge for critical thinking. We then move on to examine Latin American and Latina/o Studies epistemologies and the construction of Latin America as an object of study. We will discuss some of the major theoretical approaches that have been employed for the study of Latin America, the Caribbean, and US Latinas/os (i.e. cultural studies, postcolonial studies, subaltern studies, the modernity/coloniality/decoloniality project, racial formation theory and feminism), discussing their origin and development, and assessing their appropriateness as well as their contributions and limitations. We will look at the overlaps between area and ethnic studies and the blurry boundaries that these transdisciplinary frameworks share with disciplinary fields such as anthropology, sociology, literary studies, and history. We will also examine how theoretical frameworks developed in Latin America and the Caribbean converge with, diverge from, and mutually influence the theories produced in the so-called core countries to examine the peripheries from afar. Central to the theories examined in this course are the concepts of identity (as it pertains to race, ethnicity, gender, class, and nation in a context of increasing globalization), subjectivity, agency, discourse, representation, hybridity, transculturation, performativity, modernity, coloniality, post-modernity, and transmodernity.

B. Course Objectives
Engage students in some of the major classic and current theoretical frameworks employed in the study of Latin America, the Caribbean, and US Latinas/os, so that by the end of the semester, each one will be able to significantly:
1. Comprehend the origin, development, contributions and limitations of each of
these theoretical approaches.
2. Identify which of these theoretical frameworks are most suitable for one's graduate research.
3. Identify the major arguments and concepts in the readings so that one can also produce their own arguments and concepts.
4. Develop autonomy and initiative to develop graduate research.
5. Present and discuss ideas in a professional/academic setting.
7. Improve critical thinking skills in order to more effectively intervene in the world.

C. Course requirements and assignments
This course depends greatly on students’ participation. Students are required to read ALL the assigned material prior to class and are expected to participate actively in class discussion. Grades will be calculated according to the following assignments:
1. Participation in class discussion (15%).
2. 10 weekly response papers (3% each, total= 30%). The response papers should be 2--3 pages long and concentrate on the questions that will be submitted by the instructor the week before.
3. In-class presentation of a book (15%). (Students will not be required to hand in a response paper on the day of their book presentation.)
4. Paper draft to be handed in and presented in class on Dec. 4th (15%). (All paper topics must be chosen in consultation with the instructor by Nov. 6th.)
5. Final version of paper due on Dec. 13th (25%).

Detailed instructions for the book presentation, the paper draft, and the final version of the paper will be provided in writing.

D. Grade conversion

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<th>Score</th>
<th>Grade</th>
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<td>100%   = A</td>
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<td>90</td>
<td>94%    = A-</td>
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<td>89</td>
<td>A+</td>
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<td>69%    = C+</td>
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E. Policy on Attendance
Please inform me in advance if you need to miss a session. More than one unexcused absence will drastically affect your final grade, and may lead to failure of the course. Your presence in class and active participation are essential.

F. Classroom Atmosphere
A positive classroom atmosphere is vital for the processes of learning, sharing, and producing knowledge. The learning environment is shaped by both professor and students. Come to class prepared to engage in and
contribute to the learning process. Use of cell phone, text messaging, or browsing the Internet will not be accepted while we are in class.

G. Policy on Plagiarism
Plagiarism will not be tolerated at any level. Students that plagiarize a paper will receive a failing grade for the course and, following university policy, will be reported to the dean's office. According to the University at Albany's Academic Regulations, plagiarism consists of: “Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations”. For more information, visit http://www.albany.edu/eas/104/plagiaryst.htm

H. Readings
All the readings are mandatory for all students, except the books that have been selected for oral presentations. We will read 5 books plus a variety of journal articles and book chapters. The books are available at the campus bookstore. The other readings will be e-mailed as pdf files throughout the semester.

Books:


PROGRAM
Week 1 – Introduction and Overview of the Course

Tuesday Aug. 28th

What are theories and why do we need them?

Reading and discussion of Stuart Hall's “Cultural Studies and Its Theoretical Legacies” (S. During. The Cultural Studies Reader, 33---44).

Week 2 – Inventing Latin American (and Latina/o) Studies

Tuesday Sep. 4th


Week 3 – Inventing Latin America

Tuesday Sep. 11th


Book for presentation: Dussel, Enrique. The Invention of the Americas: Eclipse of "the Other" and the Myth of Modernity.

Tuesday Sep. 18th

NO CLASS DUE TO HOLIDAY

Tuesday Sep. 25th
NO CLASS DUE TO HOLIDAY

Week 4 – Foundations of Latin American Cultural Studies

Tuesday Oct. 2nd

The Latin American Cultural Studies Reader:
Intro to Section II (Foundations) by Ana del Sarto (153---181) Jean Franco (183---202)
Roberto Schwarz (233---249) Jesus Martin---Barbero (310---328) Nestor Garcia Canclini (329---346)


Week 5 – Practices and Polemics of Latin American Cultural Studies

Tuesday Oct. 9th


The Latin American Cultural Studies Reader:
Intro to Section III (Practices) by Abril Trigo (347---373) Eduardo Archetti (406---426)
Ana López (441---458) Renato Ortiz (474---497) Daniel Mato (498---512)
Debra Castillo et at (584---605) George Yúdice (654---668)
Neil Larsen (728---735)
John Kraniauskas (736---759)


Week 6 – Colonial Discourse and Postcolonial Theory

Tuesday Oct. 16th

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Empire Writes Back. 1---36, 153---222.


Bhabha, Homi. “Interrogating Identity: Frantz Fanon and the Postcolonial Prerogative.” The Location of Culture, 57---93.

Hall, Stuart. “Cultural Identity and Diaspora.” Williams, Patrick and Laura
Week 7 – Latin American Subaltern Studies

Tuesday Oct. 23rd


The Latin American Cultural Studies Reader:
José Rabasa (561-583) John Beverley (623-641) Mabel Moraña (643-654)


Week 8 --- Latina/o (ethnic) Studies

Tuesday Oct. 30th


Week 9 – Latina/o Racial Formations
Tuesday Nov. 6th


Week 10 – Nov. 13th --- Session with LACS librarian Jesus Alonso-Regalado on how to find sources for research papers.

Week 11 – Translating Race in the Postcolonial Atlantic

Tuesday Nov. 20th


Week 12 – Culture Wars in the Postcolonial Atlantic

Tuesday Nov. 27th


Week 13 – Dec. 4th --- Presentation of Research Paper Drafts

Week 14 – Dec. 11th --- Wrapping Up and Assessing the Course Objectives

Dec. 13th: Deadline to hand in final papers – hardcopies only please!
LACS 506 Reading Seminar in U.S. Latino Studies  
Spring 2013  
Department of Latin American, Caribbean and U.S. Latino Studies

Professor Pedro Cabán       Wed 4:15- 7:05  
Social Science 248          Room AS 14 pcaban@albany.edu  
Office Hours    Weds 2:30-3:30  
By Appointment

Course Description

This course is designed to provide students with a thorough understanding of dominant approaches to the study of Latinos in the United States. Scholars have employed a variety of theoretical constructs and methodological approaches to explore a wide range of issues of particular significance for Latinos and Latinas. Latino social science research broadly falls into a set of readily defined categories, but shares a distinctive concern with reinterpreting standard narratives that reinforce structures of white privilege. Much of Latino-directed research aims to develop alternative conceptualizations and interpretations of the Latino experience in order to enhance the capacity of Latinos to purposefully engage U.S. society. This course is interdisciplinary and is based on a diverse and varied set of readings. Classic academic studies are interspersed with policy studies and reports from think tanks. Students will be expected to thoroughly explore the intersections of diverse disciplinary approaches and demonstrate their understanding in their writing and discussions. We will examine how these scholars conceive of the subject they study, analyze the internal coherence and logic of their narratives, evaluate the conceptual approach they employ and its utility for the analysis they are undertaking, discuss the primary and secondary sources they use, and assess the strength of their conclusions.

The books and articles have been selected to give the student as wide a coverage as possible in one semester’s worth of reading. Among the most prominent themes this course will explore are political participation and coalition building, immigration and transnationalism, the legacies of imperialism and colonialism, varieties of identity formation, alternative meanings of citizenship, the nature and contours of Latino demographic change in the U.S., social movements and protest, employment and poverty, civil rights and the law as a discourse for inclusion as well as exclusion. Readings will include seminal works on each of these issues, as well as legal texts, policy studies and reports, and census data.

Requirements

Six (6) Session Response Papers-4 Pages  (60%) Handout on how to write response papers

By the second session students will have selected six sessions on which to write the response papers.

Lead Class Discussion         (10%) Handout on how to conduct session
Class Participation (10%) Reflection Paper 10 Pages (20%)
A final reflection paper of 8-10 pages, double spaced, will be due a week after the last class meeting. The purpose of this paper is to think about the semester’s class discussions and readings and to discuss what you have found most meaningful in these works, meaningful in terms of developing an understanding for the field and useful for masters thesis or doctoral dissertation.

Attendance, Lateness, Completion of Assignments and Academic Integrity.

Unexcused attendance and lateness will adversely affect your grade. I expect assignments to be submitted on due date, grade for late papers will be lowered. I am required to inform you that you are responsible for understanding and abiding by the standards of academic integrity. If you are unfamiliar with these please see the graduate bulletin:
http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity

Required Texts
We will read the following books either in their entirety or substantially. They are available for purchase at Barnes and Noble.


Reading Assignments

Week 1: Introduction
Jan 23

Cabán, Pedro. 2004 “The New Synthesis of Latin American and Latino Studies” In


Week 2: The U.S. Empire, Puerto Rico and Mexico
Jan 30


Week 3: Legacies of Colonialism and Imperialism
Feb 6


Recommended
Nancy Raquel Mirabal. “‘Ser De Aquí’: Beyond The Cuban Exile Model.” Latino Studies, 1, 2003: 366-382. ON RESERVE

Week 4: Legacies of Colonialism and Imperialism

Feb 13


Nancy Raquel Mirabal. “‘Ser De Aquí’: Beyond The Cuban Exile Model.” Latino Studies, 1, 2003: 366-382. ON RESERVE


Week 5: Citizenship and Racialization I
Feb 20

De Genova, Nicholas. Chap. 3 “The Legal Production of Mexican/Migrant "Illegality." in Oboler, “Latinos and Citizenship. 61-90; ON RESERVE


Week 6: Citizenship and Racialization II

Feb 27


Gutierrez, David G. Walls and Mirrors: Chaps. 3 & 4. 69-151.


Week 7: Immigration and Transnationalism
March 6


Week 8: Immigration and the Nation
March 13


Provine, Doris Marie, “The Criminalization of an Immigrant Population.” 9 Pages. ON RESERVE

Week 9: Protest and Social Movements: Then and Now
March 27


Week 10: The Identity Debate
April 3


Week 11: Labor Markets and Poverty
April 10


Week 12: Formal Political Participation
April 17


Week 13: Community-Based Organizations and Social Mobilization
April 24


Week 14: The Law and Modes of Inclusion and Exclusion
May 1


WEEK 15: Recapitulation
May 8
## LACS GRADUATE COURSE ROTATION

**ACADEMIC YEAR 2013/2014**

### FALL 2013 SPRING 2014

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TENTATIVE AY 2014/15-AY 2015/16

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