

## LALS 495: Seminar in Latino Studies - Latinx Futurity

The University of Illinois at Chicago

**Time:** Wed 3:00-5:30 PM

**Location:** Behavioral Science Building 163

**CRN:** 36760 & 36761

**Instructor:** Esther Díaz Martín, Ph.D., Assistant Professor in LALS and GWS, [edmarti@uic.edu](mailto:edmarti@uic.edu)

**Drop-In Hours:** Mon 1-3 pm and by appointment, UH 1509 or Zoom

### Course Description

In this topic seminar we will explore futurist imaginaries across Latina/o/x cultural works and social and political movements. Selections will include literature, film, media, and philosophical works. Our exploration will be centered around the key questions: How do Latine/x peoples imagine their futures? How do these imaginaries extend or counter coloniality? How do they reflect contemporary crises? And, how do they offer utopic hope?

Prerequisite(s): any two 200-level LALS courses; or consent of the instructor.

### Required Materials

- Sanchez and Pita *Lunar Braceros 2115-2148* – Novel (PDF available)
- Hogan E. *High Aztec* - Novel
- Hernandez, Goodwin, and García. *Speculative Fiction for Dreamers* - Anthology
- Merla-Watson and Olguin, *Altermundos Latino Speculative Literature, Film, and Popular Culture*- Anthology
  
- Films: *Alita Battle Angel* and *Sleep Dealer*, you will need to rent from Youtube, etc.
- Other readings will be provided via Blackboard and UIC library holdings.

### Instructional Design

In person: the primary mode of instruction is in person at UIC. Virtual meetings: due to the ongoing pandemic, the instructor will use her discretion to hold meetings online through Blackboard Collaborate Ultra when deemed necessary.

### Course Requirements

#### Weighted Assignments

1. Participation 20%: attendance, contributions to class discussions
2. Presentation of assigned reading: 10%
3. Reading summaries: 40% (6 in total)
4. Term paper: 30%

### Grade Scale

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60

## Course Schedule

Note: Access Blackboard for updates and materials.

Week	Date	Agenda
1	Aug 24	Introduction to Course
2	Aug 31	<b>I. Theoretical Foundations: Utopia and Futurity</b> <ul style="list-style-type: none"> <li>• Muñoz. <i>Cruising Utopia: The Then and There of Queer Futurity</i>, Selections; <a href="#">Introduction and Chapter 3</a></li> <li>• Merla-Watson and Olguín, <i>Altermundos</i>, Introduction</li> </ul>
3	Sept 7	<b>II. Coloniality, Space Exploitation and the Anthropocene</b> <ul style="list-style-type: none"> <li>• Sanchez and Pita, <i>Lunar Braceros 2115-2148</i>, novel</li> </ul>
4	Sept 14	<b>III. Afro-Latinx Futurism</b> <ul style="list-style-type: none"> <li>• Selections, TBD <a href="#">Kaelyn Danielle Rodriguez, Ch.5 Afro-Latinx Futurism</a></li> </ul>
5	Sept 21	<b>IV. The Corporatist State, The Anthropocene, and Work</b> <ul style="list-style-type: none"> <li>• Film: Sleep Dealer (2008)</li> <li>• Selections from Marez, <i>Farm Worker Futurisms</i> <a href="#">Introduction and Afterword</a></li> </ul>
6	Sept 28	<b>V. Ancestral/Indigenous Futures</b> <ul style="list-style-type: none"> <li>• Diaz Martin, on Señora Futurity, draft in progress</li> <li>• Selections from <i>Altermundos</i>: “The Future of Food?”</li> </ul>
7	Oct 5	<b>VI. Femme Tech and Cyborgs, Disposable Bodies</b> <ul style="list-style-type: none"> <li>• Film: Alita Battle Angel (2019) or ISA, TBD</li> <li>• Selections from Wright, <i>Disposable Bodies</i></li> <li>• Short: Loquitas Anonymous</li> </ul>
8	Oct 12	<b>VII. Chicano Cyberpunk</b> <ul style="list-style-type: none"> <li>• <i>High Aztec</i> - a novel by Ernst Hogan</li> <li>• Selections from <i>Altermundos</i></li> </ul>
9	Oct 19	<b>VIII. Speculative Fiction for Dreamers</b> <ul style="list-style-type: none"> <li>• Selections, TBD</li> </ul>
10	Oct 26	Workshop: Formulating a research question
11	Nov 2	Work week, no meeting. Due: Proposal and Annotated Bibliography
12	Nov 9	Workshop Day 2: Peer review Due: Draft of Term Paper
13	Nov 23	Work week, no meeting. Thanksgiving Holiday 11/24-25.
14	Nov 16	Workshop Day 3: Editing
15	Nov 30	Last Meeting: Conference Presentations
	Dec 7	<b>Due: Term Paper</b>

## **Assignments**

### **1. Participation, 20%**

Attendance to all class meetings is required and is taken into consideration in your participation grade for the course. Should you need to miss a meeting, please email your instructor in advance with the reason for your absence. In class; engage in active listening and contribute to class discussions in a manner that demonstrates that you have read the assigned material. See "Group Discussion Guidelines" below.

### **2. Presentation of Assigned Reading, 10%**

Deliver a summary of one of the assigned readings. As appropriate, provide the context of the text such as information about the author/artist and the social/political/historical context of the work. Summarize central arguments and/or key ideas.

You do not have to prepare slides (powerpoint) but you may if it helps you. As appropriate, you may read and analyze a short passage from the text, play a short videoclip (1-5 minutes), or include a presentation of any additional relevant media.

Requirements: Provide a 1-page handout to the class with notes from your presentation (submit on Blackboard). Your presentation should be between 12-18 minutes with 5 minutes of additional Q&A.

### **3. Reading Summaries, 40%**

Six (6), 400 to 600-word typed summaries of the assigned material for the week. Summarize key ideas of the readings and how they might relate to one another or other ideas presented in the course. At the end of your summary, compose one (1) question you would like to pose to the class for discussion.

Submit on Blackboard. Due on Tuesday night prior to our class meetings. This serves as evidence that you prepared for class, therefore, late work (after Wednesday at 3pm) is not accepted unless you make a prior arrangement for a deadline extension with the instructor. Note: You do not have to submit a summary for the week in which you are presenting.

### **4. Term Paper, 30%**

Your term paper is either an extended essay or a research paper where you explore a central question prompted by topics or texts explored in the course. There is some flexibility here as folks with a background in literature may want to write a monograph based on one novel, while folks from a social humanities or hard science background may want to research a particular topic or place different authors/artists "in conversation" through a comparative study. We will make time in class to workshop ideas and your work in progress. The approximate length is 12-15 pages, double spaced, 2+ references.

We will focus on the Term Paper starting on Week 10. The term paper will be broken down in parts with individual deadlines/weighted grades for:

1. Proposal Ideas (Workshop 1)
2. Question and Annotated Bibliography (10%)

3. Draft in Progress/Outline (at least 5 pages) (10%)
4. Peer Review (Workshop 2)
5. Term Paper (10%)

## Course Policies

For Course Policies and Academic Resources, consult the Blackboard course site.

## University Policies

### **COVID-19 Infection Procedures, Testing and Tracing:**

UIC has built an infrastructure for COVID-19 testing and tracing of UIC community members. Please refer to the UIC website, [Coronavirus Disease 2019 \(COVID-19\) | UIC Today](#), and the Circle Back to Campus Plan [website](#) and [newsletter](#) for up-to-date campus policies and procedures. For information about what to do: [UIC FAQs](#)

Students who think they have been exposed to COVID-19 or who have tested positive should inform Student Health Services at 312-996-2901, as soon as possible, so that the University can take action in accordance with [University policies](#). Please do not hesitate to share a positive diagnosis; your identity will NOT be revealed to your classmates. UIC's utmost concern is for the students' welfare and trying to ensure that everyone can take the needed precautions to reduce the likelihood of additional infection. Arrangements will be made with students on an individual basis to accommodate missed classes or assignments due to illness.

**Plagiarism:** Plagiarism is representing someone else's work as your own. This includes handing in another student's paper or part of someone else's work and using the words and/or ideas from a publication without providing appropriate citations. For help with citations, [check out the UIC library resources](#). Use either APA, Chicago, or MLA for this class.

**Academic Dishonesty:** Including plagiarism, but also selling your class notes online, using "white ink" to increase word counts (yea we know!), cheating on exams, signing in for someone else, etc. Any and all of these forms of academic dishonesty are prohibited and may result in you failing the class and a report of academic misconduct according to the severity of the incident as determined by the Professor. The procedures of the [UIC Student Disciplinary Policy](#) will be followed.

### **Disability Accommodation**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

## Grievance Procedures

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

### **Student Evaluation of Teaching Program (Course Evaluations)**

Student evaluations of teaching play a fundamental role in improving course content, format, and delivery (teaching) at UIC. The Office for Faculty Affairs offers all Colleges and Departments the opportunity to participate in an online course evaluation system. Students receive an email invitation in their 'uic.edu' inbox with the following title in the subject line: "UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year]." Please follow the instruction in the email. Your input via this evaluation is extremely valuable and appreciated!

**Campus Advocacy Network Under the Title IX** law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or (312) 996-5657.