

## CSU Area F Core Competencies

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an Ethnic Studies (ES) prefix. Courses that are approved to meet this requirement shall meet at least **3 of the 5** the following core competencies.

- 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

**CSU GE Area F Worksheet**

**ES/ ENGL 152: Ethnic Studies in Latina/o Literature and Cultural Expression**

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an Ethnic Studies (ES) prefix. Courses that are approved to meet this requirement shall meet at least **3 of the 5** the following core competencies.

<b>CSU GE Area F Definition – Core Competencies</b>	<b>AHC COR Course Objective</b>	<b>AHC COR Content</b>
<p><b>1.</b> Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and antiracism as studied in any one or more of the above mentioned fields.</p>	<p>1. analyze and articulate ethnic studies concepts in texts and cultural productions: race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.</p> <p>4. explain and illustrate ways in which stereotypes and racial and other oppressions undermine diversity and sabotage equity.</p>	<p><b>Course Content</b></p> <p>Overview of European Colonization: Mesoamérica, Indigenous migration, agricultural revolution, Imperialism and the conquistadors, cultural genocide, ancestral maneuvers and influences, racism and ethnocentrism in Nueva España, and birth of La Raza.</p> <p>1. Introduction to Latina/o and Chicana/o Experience, Literature, and Cultures:</p> <p>Essential Definitions: race, ethnicity, gender, intersectionality, biculturalism and multiculturalism, bilingualism, equity, ethnocentrism, white supremacy, self-determination, colonization/decolonization, racism/anti-racism, etc.</p> <p>2. Critical Intersections of Ethnic Studies and Latina/o Literature and Cultures:</p> <p>Theoretical Approaches: Anti-Racist Theory,</p>

		<p>Decolonial Methodologies, Borderland Theories, Social Realism, Postmodernism, Deconstructionism, Marxism, Gender and Feminist Theories, Mythological Theory, etc.</p> <p>4. Literary Emergence of the Politicized Chicana/o: Breaking Silences</p> <p>Resistance literature: opposition, deconstruction, code-switching, and self-representation and empowerment</p> <p>Activism: LGBTQIA+, sexism, anti-racism, and resistance: power/privilege, linguistic and other violence, (mis)representation, leadership and community, education, beauty and identity, etc.</p> <p>5. Intersectionality, Transnationalism, and Decolonization: Discrimination and Transformation</p> <p>Ongoing Search for Identity: borderland ideology; la familia y la cultura cura; intersection of race and ethnicity, as expressed in the literature and in the lived experiences of authors, with other forms of difference affected by hierarchy, power, and oppression, such as socioeconomic class, gender, sexuality, religion/spirituality, national origin, immigration status, language, ability, skin color, and/or age</p>
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Pursuit of the American Dream and Transcending Boundaries: inclusion of the under- or misrepresented, diversity, cultural synergy, equity, and social justice

**Sample Assignments:**

**Example In-class Discussion**

**Assignment:** Compare and contrast Francisco Jiménez’s family experience in *The Circuit: Stories from the Life of a Migrant Child* to Ana Castillo’s family dynamics in *So Far From God*.

Include at least one element of literature (symbol, theme, etc.), as well as supporting quotes, and discuss the intersection of two or more of the following identities: race, socioeconomic class, gender, and religion.

**Example Discussion Board**

**Assignment A:** After critically analyzing Adichie’s TED Talk “The Danger of a Single Story,” please respond to each of the following questions in three well-developed, unified, coherent paragraphs: (1) What single stories have been perpetuated about Latina/o or Chicana/o people and/or cultures? (2) How do such single stories “flatten” the Latina/o or Chicana/o experience and propel dehumanizing stereotypes? (3) How can we challenge such depreciating single narratives, reclaiming dignity, power, and, ultimately, what Adichie refers to as “paradise”?

**Example Essay Assignment**

**A:** Analyze and articulate the ways in which one of the examined works, such as Graciela Limón’s *Song of the Hummingbird*, illustrates one or more of the following ethnic study themes: challenges the status quo of eurocentrism; explores the intersection of race, gender, and religious identities; and/or promotes anti-racism and decolonization. Include and document specific supporting evidence from the text.

**Example Essay Assignment**

**C:** Craft a documented essay that discusses the way in which Ana Castillo’s multi-genre text *So Far From God* embraces the Indigenous perspective, challenges eurocentrism, patriarchy, and gender stereotyping and, instead, advocates a feminist ideology based on rebellion, solidarity, and self-determinism. Include an analysis of the social struggles and triumphs of Latina characters in the novel based on two or more of the following: gender, spirituality, sexuality, religion, socioeconomic class, and language.

**Example Quiz or Exam**

**Question:** Through any of the theoretical lenses we have covered this semester, identify, analyze, and discuss one archetypal machismo character in Sandra Cisneros’ *The House on Mango Street*, as well as one character, such as Marin or

		Esperanza, who undermines the patriarchal status quo, breaks taboo, and personifies self-determination.
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<p>2. Apply theory and knowledge produced by the above-mentioned Populations to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a particular emphasis on subjection or subject formation, agency and group affirmation.</p>	<p>5. analyze and discuss the intersection of race and ethnicity with identities affected by hierarchy and oppression: socioeconomic class, gender, sexuality, religion, national origin, immigration status, ability, and/or age.</p> <p>7. identify, analyze, and illustrate unique characteristics of Latina/o and Chicana/o literature including literary and rhetorical devices (narration, characterization, figurative language, symbolism, theme, magical realism, borderland identity, code switching, etc.) to highlight historical and current experiences, cultural contributions, and social struggles and triumphs.</p>	<p><b>Course Content:</b></p> <p>2. Critical Intersections of Ethnic Studies and Latina/o Literature and Cultures:</p> <p>Recurring Themes and Enduring Characteristics: Magical Realism, code-switching, borderland language and culture, oral traditions, religion/spirituality, Indigenous perspective and influence, minority stereotyping, sex and gender stereotypes and expressions (machismo, marianismo, La Llorona, etc), passing, familismo, education and class studies, otherness, El Milagro, etc.</p> <p>4. Literary Emergence of the Politicized Chicana/o: Breaking Silences</p> <p>Social, Political, and Historical Movements: Civil Rights and desegregation, Brown Power, El Movimiento y La Causa, El Teatro Campesino, Viva La Raza, etc.</p> <p>Resistance literature: opposition, deconstruction, code-switching, and self-representation and empowerment</p> <p>Feminism, rebellion, and subversion: gender</p>
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stereotypes and oppression and criticism of Catholicism

Activism: LGBTQIA+, sexism, anti-racism, and resistance: power/privilege, linguistic and other violence, (mis)representation, leadership and community, education, beauty and identity, etc.

**Sample Assignments:**

**Example Community Engagement Group**

**Project:** Choose a Latina/o or Chicana/o author, activist, or character, such as Cherrie Moraga, Cesar Chavez, or la curandera Ultima from *Bless Me Ultima*, and build an altar (ofrenda), which will be displayed in the Writing Center, that symbolizes the key characteristics of this person or persona. Write a 750-word dedication for your ofrenda in honor of this person/persona, including his or her contributions and how he or she has impacted your understanding of Latina/o or Chicana/o culture, experience, and literature.

**Example Community Engagement Assignment:**

Research a local community tradition, event, locale, exhibit, mural, organization, etc. and craft a presentation in the format of your choice (essay, audio/visual, performance, etc.) illustrating the topic's cultural significance to the Latina/o or Chicana/o community, specifically addressing anti-racism, solidarity, group affirmation,

and its cultural contributions to larger society. Include in your presentation, some discussion of what Amaro-Aguilar in *Mexican American Studies: Story of Aztlán and La Raza* refers to as “transcending boundaries.”

**Example Discussion Board Assignment B:** After reading about the trajectory of identification terminology in *The Chicano Studies Reader* and related news articles, discuss not only the changes in identification over time, but the current controversy surrounding Chicanx and Latinx as identifiers.

**Example Essay Assignment A:** Analyze and articulate the ways in which one of the examined works, such as Graciela Limón’s *Song of the Hummingbird*, illustrates one or more of the following ethnic study themes: challenges the status quo of eurocentrism; explores the intersection of race, gender, and religious identities; and/or promotes anti-racism and decolonization. Include and document specific supporting evidence from the text.

**Example Essay Assignment B:** Many of the works we have explored represent the rich yet challenging experience of belonging to dual or more cultures or identities. Choose one such work, analyze and explain how it thematically and aesthetically represents a dual cultural identity (race



and gender or race and language, for examples) and the manner in which the work highlights social and political forces that affect this complex identity. Include some discussion of Gloria Anzaldua's borderland theory.

**Example Essay Assignment**

**C:** Craft a documented essay that discusses the way in which Ana Castillo's multi-genre text *So Far From God* embraces the Indigenous perspective, challenges eurocentrism, patriarchy, and gender stereotyping and, instead, advocates a feminist ideology based on rebellion, solidarity, and self-determinism. Include an analysis of the social struggles and triumphs of Latina characters in the novel based on two or more of the following: gender, spirituality, sexuality, religion, socioeconomic class, and language.

**Example Essay Assignment**

**D:** Critically analyze Cisneros' *Woman Hollering Creek*. Discuss the text's portrayal of the hybridity of Mexican and American cultures; the aesthetic hybridity of literary form (poetry and prose); as well as the linguistic hybridity in the combination of Spanish and English languages.

**Example Quiz or Exam**

**Question:** Through any of the theoretical lenses we have covered this semester, identify, analyze, and discuss

		<p>one archetypal machismo character in Sandra Cisneros' <i>The House on Mango Street</i>, as well as one character, such as Marin or Esperanza, who undermines the patriarchal status quo, breaks taboo, and personifies self-determination.</p>
<p>3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above mentioned Populations.</p>	<p>2. examine, describe, and critique Latina/o and Chicana/o texts' and authors' historical, political, socio-cultural, and aesthetic contexts and backgrounds, especially as they reveal and exercise agency against multiple oppressions.</p>	<p><b>Course Content:</b></p> <p>2. Critical Intersections of Ethnic Studies and Latina/o Literature and Cultures:</p> <p>Recurring Themes and Enduring Characteristics: Magical Realism, code-switching, borderland language and culture, oral traditions, religion/spirituality, Indigenous perspective and influence, minority stereotyping, sex and gender stereotypes and expressions (machismo, marianismo, La Llorona, etc), passing, familismo, education and class studies, otherness, El Milagro, etc.</p> <p>3. Becoming "American": Acculturation, the Agonizing Search for Identity, and Survivalism Dual-culture experience and literature, biculturalism and bilingualism, the Chicana/o experience</p> <p>Spirituality hybridity: Indigenous beliefs and imposed Catholicism</p> <p>4. Literary Emergence of the Politicized Chicana/o: Breaking Silences</p>

		<p>Social, Political, and Historical Movements: Civil Rights and desegregation, Brown Power, El Movimiento y La Causa, El Teatro Campesino, Viva La Raza, etc.</p> <p>Resistance literature: opposition, deconstruction, code-switching, and self-representation and empowerment</p> <p>5. Intersectionality, Transnationalism, and Decolonization: Discrimination and Transformation</p> <p>Ongoing Search for Identity: borderland ideology; la familia y la cultura cura; intersection of race and ethnicity, as expressed in the literature and in the lived experiences of authors, with other forms of difference affected by hierarchy, power, and oppression, such as socioeconomic class, gender, sexuality, religion/spirituality, national origin, immigration status, language, ability, skin color, and/or age</p> <p>Anti-immigration legislation, multiracial identities, and multiculturalism: Dreamers, DACA, undocumented people</p> <p>Transnationality in Chicano/a/x and Mexican communities</p> <p><b>Sample Assignments:</b></p>
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**Example In-class Discussion**

**Assignment:** Compare and contrast Francisco Jiménez's family experience in *The Circuit: Stories from the Life of a Migrant Child* to Ana Castillo's family dynamics in *So Far From God*.

Include at least one element of literature (symbol, theme, etc.), as well as supporting quotes, and discuss the intersection of two or more of the following identities: race, socioeconomic class, gender, and religion.

**Example Essay Assignment A:**

Analyze and articulate the ways in which one of the examined works, such as Graciela Limón's *Song of the Hummingbird*, illustrates one or more of the following ethnic study themes: challenges the status quo of eurocentrism; explores the intersection of race, gender, and religious identities; and/or promotes anti-racism and decolonization. Include and document specific supporting evidence from the text.

**Example Essay Assignment B:**

Many of the works we have explored represent the rich yet challenging experience of belonging to dual or more cultures or identities. Choose one such work, analyze and explain how it thematically and aesthetically represents a dual cultural identity (race and gender or race and language, for examples) and the manner in which the work highlights social and

political forces that affect this complex identity. Include some discussion of Gloria Anzaldúa's borderland theory.

**Example Essay Assignment**

**C:** Craft a documented essay that discusses the way in which Ana Castillo's multi-genre text *So Far From God* embraces the Indigenous perspective, challenges eurocentrism, patriarchy, and gender stereotyping and, instead, advocates a feminist ideology based on rebellion, solidarity, and self-determinism. Include an analysis of the social struggles and triumphs of Latina characters in the novel based on two or more of the following: gender, spirituality, sexuality, religion, socioeconomic class, and language.

**Example Essay Assignment**

**D:** Critically analyze Cisneros' *Woman Hollering Creek*. Discuss the text's portrayal of the hybridity of Mexican and American cultures; the aesthetic hybridity of literary form (poetry and prose); as well as the linguistic hybridity in the combination of Spanish and English languages.

Ongoing Search for Identity: borderland ideology; la familia y la cultura cura; intersection of race and ethnicity, as expressed in the literature and in the lived experiences of authors, with other forms of difference affected by hierarchy, power,

		<p>and oppression, such as socioeconomic class, gender, sexuality, religion/spirituality, national origin, immigration status, language, ability, skin color, and/or age</p> <p>Anti-immigration legislation, multiracial identities, and multiculturalism: Dreamers, DACA, undocumented people</p> <p>Transnationality in Chicano/a/x and Mexican communities</p> <p>Active engagement with anti-racist and anti-colonial movements among the local community</p>
<p>4. Critically situated, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned Populations are relevant to current and structural issues at the local, national, international, and</p>	<p>3. describe how Latina/o or Chicana/o struggles, resistance, social justice, solidarity, and liberation are relevant to current intersectional issues.</p>	<p><b>Course Content:</b></p> <p>5. Intersectionality, Transnationalism, and Decolonization: Discrimination and Transformation</p> <p><b>Sample Assignments:</b></p> <p><b>Example Discussion Board Assignment A:</b> After critically analyzing Adichie’s TED Talk “The Danger of a Single Story,” please respond to each of the following questions in three well-developed, unified, coherent paragraphs: (1) What single stories have been perpetuated about Latina/o or Chicana/o people and/or cultures? (2) How do such single stories “flatten” the Latina/o or Chicana/o experience and propel dehumanizing stereotypes?</p>

		<p>(3) How can we challenge such depreciating single narratives, reclaiming dignity, power, and, ultimately, what Adichie refers to as “paradise”?</p> <p><b>Example Essay Assignment D:</b> Critically analyze Cisneros’ <i>Woman Hollering Creek</i>. Discuss the text’s portrayal of the hybridity of Mexican and American cultures; the aesthetic hybridity of literary form (poetry and prose); as well as the linguistic hybridity in the combination of Spanish and English languages.</p>
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<p>5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned Populations seeking a more just and equitable society.</p>	<p>6. craft arguments (textual, audio/visual, performance, etc.) and actively engage with anti-racist issues, practices, and movements to challenge historic oppression and to build a diverse, just, and equitable society beyond the classroom, especially in Latina/o and/or Chicana/o communities.</p>	<p><b>Course Content:</b></p> <p>5. Intersectionality, Transnationalism, and Decolonization: Discrimination and Transformation</p> <p>Active engagement with anti-racist and anti-colonial movements among the local community</p> <p>Pursuit of the American Dream and Transcending Boundaries: inclusion of the under- or misrepresented, diversity, cultural synergy, equity, and social justice, especially as applicable to</p>

the local Latina/o and Chicana/o communities

**Sample Assignments:**

**Example Community Engagement Group**

**Project:** Choose a Latina/o or Chicana/o author, activist, or character, such as Cherrie Moraga, Cesar Chavez, or la curandera Ultima from *Bless Me Ultima*, and build an altar (ofrenda), which will be displayed in the Writing Center, that symbolizes the key characteristics of this person or persona. Write a 750-word dedication for your ofrenda in honor of this person/persona, including his or her contributions and how he or she has impacted your understanding of Latina/o or Chicana/o culture, experience, and literature.

**Example Community**

**Engagement Assignment:**

Research a local community tradition, event, locale, exhibit, mural, organization, etc. and craft a presentation in the format of your choice (essay, audio/visual, performance, etc.) illustrating the topic's cultural significance to the Latina/o or Chicana/o community, specifically addressing anti-racism, solidarity, group affirmation, and its cultural contributions to larger society. Include in your presentation, some discussion of what Amaro-Aguilar in *Mexican American Studies: Story of Aztlán and La Raza* refers to as "transcending boundaries."



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## Course Objectives:

### At the end of the course, the student will be able to:

1. analyze and articulate ethnic studies concepts in texts and cultural productions: race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism. **Area F1**
2. examine, describe, and critique Latina/o and Chicana/o texts' and authors' historical, political, socio-cultural, and aesthetic contexts and backgrounds, especially as they reveal and exercise agency against multiple oppressions. **Area F3**
3. describe how Latina/o or Chicana/o struggles, resistance, social justice, solidarity, and liberation are relevant to current intersectional issues. **Area F4**
4. explain and illustrate ways in which stereotypes and racial and other oppressions undermine diversity and sabotage equity. **Area F1**
5. analyze and discuss the intersection of race and ethnicity with identities affected by hierarchy and oppression: socioeconomic class, gender, sexuality, religion, national origin, immigration status, ability, and/or age. **Area F2**
6. craft arguments (textual, audio/visual, performance, etc.) and actively engage with anti-racist issues, practices, and movements to challenge historic oppression and to build a diverse, just, and equitable society beyond the classroom, especially in Latina/o and/or Chicana/o communities. **Area F5**
7. identify, analyze, and illustrate unique characteristics of Latina/o and Chicana/o literature including literary and rhetorical devices (narration, characterization, figurative language, symbolism, theme, magical realism, borderland identity, code switching, etc.) to highlight historical and current experiences, cultural contributions, and social struggles and triumphs. **Area F2**

## Course Content:

The following topics will be covered: not necessarily in the order or detail presented here. Special attention will be given to the experiences, voices, social struggles, cultural contributions, and enduring themes of Latina/o Americans with an emphasis on Chicana/o Americans.

1. Introduction to Latina/o and Chicana/o Experience, Literature, and Cultures:
  - Overview of European Colonization: Mesoamérica, Indigenous migration, agricultural revolution, Imperialism and the conquistadors, cultural genocide, ancestral maneuvers and influences, racism and ethnocentrism in Nueva España, and birth of La Raza.
  - Identity and Terminology: hyphenated identities, marginality, Chicana/o, Chicax, Latina/o, Latinx, Mexican-American, Pachuca/o, La Raza, etc.
  - Essential Definitions: race, ethnicity, gender, intersectionality, biculturalism and multiculturalism, bilingualism, equity, ethnocentrism, white supremacy, self-determination, colonization/decolonization, racism/anti-racism, etc.
0. Critical Intersections of Ethnic Studies and Latina/o Literature and Cultures:
  - Theoretical Approaches: Anti-Racist Theory, Decolonial Methodologies, Borderland Theories, Social Realism, Postmodernism, Deconstructionism, Marxism, Gender and Feminist Theories, Mythological Theory, etc.

- Recurring Themes and Enduring Characteristics: Magical Realism, code-switching, borderland language and culture, oral traditions, religion/spirituality, Indigenous perspective and influence, minority stereotyping, sex and gender stereotypes and expressions (machismo, marianismo, La Llorona, etc), passing, familismo, education and class studies, otherness, El Milagro, etc.

### 3. Becoming “American”: Acculturation, the Agonizing Search for Identity, and Survivalism

- Dual-culture experience and literature, biculturalism and bilingualism, the Chicana/o experience
- Spirituality hybridity: Indigenous beliefs and imposed Catholicism
- Mexican Independence from Spanish colonial rule
- U.S. westward expansion/imperialism/Manifest Destiny, Mexican-American War, the Treaty of Guadalupe Hidalgo, and annexation by conquest
- Homestead Act, land dispossession, and culture clash
- Mexican Revolution Impact: immigration and the struggle for cultural identity and unity
- WW1: the “Mexican problem,” Bath Riots, and the Immigration Act of 1924
- The Great Depression: migration and Border Patrol, repatriation, and La Frontera
- World War II and its Aftermath: identity, defiance, American G.I. Forum, Zoot Suit Riots, etc.
- Farmworkers, unionization, and job discrimination: Bracero Program and Cesar Chavez
- “Operation Wetback”
- Education and Desegregation, MEChA, affirmative action, and bilingual education

### 4. Literary Emergence of the Politicized Chicana/o: Breaking Silences

- Chicana/o Movement and Studies: En la Lucha
- Social, Political, and Historical Movements: Civil Rights and desegregation, Brown Power, El Movimiento y La Causa, El Teatro Campesino, Viva La Raza, etc.
- Resistance literature: opposition, deconstruction, code-switching, and self-representation and empowerment
- Feminism, rebellion, and subversion: gender stereotypes and oppression and criticism of Catholicism
- Activism: LGBTQIA+, sexism, anti-racism, and resistance: power/privilege, linguistic and other violence, (mis)representation, leadership and community, education, beauty and identity, etc.
- Immigration reform, citizenship and voting, and political affiliation/identity

### 5. Intersectionality, Transnationalism, and Decolonization: Discrimination and Transformation

- Ongoing Search for Identity: borderland ideology; la familia y la cultura cura; intersection of race and ethnicity, as expressed in the literature and in the lived experiences of authors, with other forms of difference affected by hierarchy, power, and oppression, such as socioeconomic class, gender, sexuality, religion/spirituality, national origin, immigration status, language, ability, skin color, and/or age
- Anti-immigration legislation, multiracial identities, and multiculturalism: Dreamers, DACA, undocumented people
- Transnationality in Chicano/a/x and Mexican communities
- Active engagement with anti-racist and anti-colonial movements among the local community
- Pursuit of the American Dream and Transcending Boundaries: inclusion of the under- or misrepresented, diversity, cultural synergy, equity, and social justice, especially as applicable to the local Latina/o and Chicana/o communities