

*Arts and Sciences Dean Innovation Fund Project:*

*Creating a New Curriculum for Latinx in Colorado and Beyond.*

Proposed by the Latin American and Latinx Studies Center (Leila Gómez, director) and affiliated faculty Arturo Aldama, ETHN, Gerardo Gutierrez, ANTH, Natalie Avalos, ETHN, Doris Loayza, LALSC, Lorraine Bayard de Volo, WGST, Gabriela Rios, PWR & ENGL, Jessica Ordaz, ETHN, Betty Leonardi, EDUC, Celeste Montoya, WGST, Marcos Steuernagel, THDN, Tracy Quan, SPAN, Kristie Soares, WGST, and Élika Ortega, SPAN, in collaboration with Maria Windell (ENGL), Megan K. Friedel (Assistant Faculty Director for Collections, CU Boulder Libraries Rare and Distinctive Collections) and Kathia Ibacache (Romance Language Librarian, CU Boulder Libraries)

**Abstract:**

In a collaborative and interdisciplinary effort to address our University's lack of curricular offerings on Latinx studies in the Colorado Borderlands, the Latin American and Latinx Studies Center (LALSC) has brought together sixteen of our affiliated faculty members in the departments of Theater and Dance, Women and Gender Studies, Ethnic Studies, Anthropology, Writing and Rhetoric, English, Spanish and Portuguese, the University Libraries, and the School of Education, as well as community partners such as the Latino History Project in Colorado, the Denver Museo de las Americas, and Queer Endeavor. LALSC affiliated faculty will collaborate to create content on the core topics of Latinx, Chicanx, and Indigenous-Latinx groups in Colorado Borderlands for 13 new and revised courses. To work on the curriculum development, LALSC will create workshops for faculty and host a symposium with invited speakers, artists, and activists of prominent visibility in the Latinx community of the Colorado Borderlands. This proposal seeks also to engage student participation in the symposium on Latinx in Colorado and Beyond by inviting them to contribute topic panels relevant to our Latinx students and community, and by making experiential learning opportunities available for students with our community partners.

*Creating a New Curriculum for Latinx in Colorado and Beyond.*

**New Latinx in Colorado Borderlands Curriculum:** In a collaborative and interdisciplinary effort to address our University's lack of curricular offerings on Latinx studies in the Colorado Borderlands, the Latin American and Latinx Studies Center (LALSC) has brought together sixteen of our affiliated faculty members in the departments of Theater and Dance, Women and Gender Studies, Ethnic Studies, Anthropology, Writing and Rhetoric, English, Spanish and Portuguese, the University Libraries, and the School of Education, as well as community partners such as the Latino History Project in Colorado, the Denver Museo de las Americas and Queer Endeavor. LALSC is proposing to work together with our affiliated faculty to create content on the core topics of Latinx, Chicana, and Indigenous-Latinx groups in Colorado Borderlands for 13 new and revised courses. These courses are: 1) Chicana/o Native American Cultures of the US (Arturo Aldama, ETHN); 2) Archaeology and Ethnohistory of the Old Mexicans in Colorado and New Mexico (Gerardo Gutierrez, ANTH); 3) American Indian Movement (AIM) and the Chicano Movement: Indigenous Resurgence in Colorado & Beyond (Natalie Avalos, ETHN); 4) Latinx and Indigenous Food in the Colorado Borderlands (Jessica Ordaz, ETHN); 5) LAMS 1000: Introduction to Latin American and Latinx Studies (Leila Gómez & Doris Loayza, LALSC); 6) Gender, Race and Migration (Lorraine Bayard de Volo, WGST); 7) Multicultural and Chicana Rhetorics (Gabi Rios, PWR & English); 8) Gender and Sexuality in Colorado and Beyond (Betty Leonardi, EDUC); 9) Performance in the Latinx Américas (Marcos Steuernagel, THDN); 10) Latina Leadership and Activism in Colorado (Celeste Montoya, WGST); 11) Spanish in Heritage/Bilingual Students at CU Boulder (Tracy Quan, SPAN); 12) Latina/x Studies (Kristie Soares, WGST); and 13) Spanglish (Tracy Quan & Erika Ortega, SPAN). (For the course descriptions and levels, please see the attached document.) These courses will involve critical thinking, close reading, and analytical writing; incorporating oral histories, surveys, literature, and films; and developing digital humanities projects such as podcasts, videos and resources for universal access. In order to ensure they have a broad impact, these courses will be proposed to fulfill the College of Arts and Sciences' General Education requirements for US Diversity and will be offered regularly by the aforementioned departments. Departments and respective JEDI committees have expressed their support of this proposal. In addition, these new and revised courses will be part of the Latin American and Latinx Studies Certificate Program created in 2019. The core course of the LALSC's certificate (LAMS 1000: Intro to Latin American and Latinx Studies) was first taught in 2019 with 23 students; in this current (Fall 2022) semester, the enrollment is at capacity with 50 students and a Wait List. LAMS 1000 appeals to a majority of Latinx students (approximately 80% of the students are Latinx from Colorado). It has been proven that this new core course has served both to recruit and to create community. Building on that experience, LALSC and its affiliated faculty seek to develop an expanded and stronger Latinx curriculum. As the largest public university in the Colorado Borderlands, CU Boulder is uniquely situated to implement this new undergraduate curriculum.

**Workshops and work meetings:** LALSC will hold a series of work meetings/workshops with faculty creating the new curriculum three times each semester (a total of six workshops in FY 2023). These workshops will consist of collaborative presentations by the faculty involved, discussion of relevant bibliography, reading lists, assignments, outreach components, and further understanding and mapping the community and academic needs and resources. Although

teaching each particular class will be the task of individual faculty, the design of the courses will be accomplished through teamwork and interdisciplinarity. In addition to the aforementioned faculty, Assistant Professor Megan K. Friedel (Assistant Faculty Director for Collections, CU Boulder Libraries Rare and Distinctive Collections) and Assistant Professor Kathia Ibacache (Romance Language Librarian, CU Boulder Libraries) will join the workshops. The creation and revision of these courses will take place over the period of one year.

**Symposium:** In addition, LALSC will hold one symposium on Latinx in Colorado Borderlands open to the public with invited speakers who have been identified as community experts, scholars, leaders, and artists in Colorado Borderlands relevant to the curriculum to be created and proposed by the faculty on this proposal and students' organizations. Invitations will be extended according to budget. Some of the names being considered are Priscilla Falcon (University of Northern Colorado Professor of Mexican American Studies); Jason Romero (Director of the Latino History Project and member of the Bueno Center); Claudia Moran (Director of Denver Museo de las Americas); Gabriela de Robles (CU Denver Department of Modern Languages and co-founder of the Heritage Roots Colloquium); Damien Vergara Wilson (University of New Mexico coordinator of the Spanish Heritage Language Program); activists Nita Gonzales (director of Escuela de Tlatelolco), Tim Hernandez and Velia Rincon (Brown Berets); Ernesto Mireles (Arizona's Partido Nacional de la Raza Unida and director of Colegio Chicano del Pueblo); Eduardo Portillos (UCCS Associate Professor and Department Chair of Sociology); Andrea Herrera (UCCS Professor of Women and Ethnic Studies); Maricela DeMirjyn (CSU Associate Professor of Ethnic Studies); Cecelia Aragón (University of Wyoming Associate Professor of Latina/o Studies & Theatre and Dance); Adriana Nieto (University Metro Denver Chair of Chicana/o Studies); Chalane Lechuga (University Metro Denver Associate Professor of Chicana/o studies); as well as past Chicana state legislators such as Polly Baca, Federico Pena, Lucia Guzman, and Crisanta Duran; CU Boulder alumna Florencia (Flo) Hernandez-Ramos (co-founder of KUVO); Karen Roybal (Colorado College professor and author of book Archives of Dispossession: Recovering the Testimonios of Mexican American Herederos 1848-1960); Sara Jackson (Founder of Casa de Paz); and members of the MOTUS Theater UndocuAmerica Project and SU Teatro, one of the oldest Chicana/o theaters in the country.

What's more, the symposium will include student presentations on specific topics, such as a group of queer and trans Latinx youth invited and coordinated by Prof. Bethy Leonardi and their team. We would like to include the participation of Latinx students not only as panelists but also organizers of the symposium. Latinx student groups such as UMAS y MEXA and LLSL will be invited to advise on and create panels and round tables about DACA/dreamer, queer Chicana-Latinx, femicides, self-care, social justice leadership, mentoring programs and community outreach among other topics. Inviting students as co-organizers of the symposium will build a vibrant Latinx student series of events that will continue after the symposium and that will be central to their experience of representation, visibility, and presence at the CU-Boulder.

It will be nice to end the symposium with a poetry reading and finally a concert by the Denver-based Chicana hip hop bands Los Mochetes and 2mx2.

**Experiential Learning and Student Employee Opportunities:** Recognizing that experiential learning opportunities in and outside the classroom are key to connecting theory with practice,

the new and revised courses will engage students with community projects through class assignments. In addition to the classroom-specific assignments, this project seeks to fund 12 paid experiential learning opportunities for students to work with our university and community partners, such as the CU Boulder Libraries' Rare and Distinctive Collections, Museo de las Americas, the Latino History Project, and Queer Endeavor. Through partnerships with the Latino History Project, for example, students will collaborate with Latinx community groups and local historical organizations and in so doing prepare a multimedia history of Latinxs and Indigenous Latinxs in Colorado. They will work with diverse Latinx communities on documenting, presenting, and curating cultural material. The CU Boulder Libraries will furthermore offer one experiential learning opportunity for one undergraduate student to do background research and writing that will contribute toward Rare and Distinctive Collections' development of interpretive panels for two Chicano Movement murals that are currently on display in Norlin Library. Megan Friedel will supervise the student, and all hiring processes and funds will be managed by the Libraries HR. Professor Tracy Quan will work with two student assistants to develop the survey for the new curriculum on heritage speakers at CU Boulder. The Museo de las Americas in Denver will welcome students to work in their offices of communication, collections, and exhibitions. All our community partners have expressed their commitment to LALSC to support our students in experiential learning opportunities. They will select them from a pool of applicants drawn from the students enrolled in our courses.

**Library Material:** This proposal includes a request for the purpose of development of the collection of library resources that support the development of the coursework associated with this grant. Kathia Ibacache (Romance Language Librarian) will be the person to use those funds appropriately, in conversation with the faculty involved.

**Importance of the Topic:** According to the National Census Bureau, Latinxs in 2021 constituted 22.3% of Colorado's population, 32.3% of Arizona's, and 50.1% of New Mexico's. As of Fall 2022, of the 36,122 students enrolled at CU Boulder, 56.3% are Colorado residents and only 12% of the total number of students at CU are Latinx. Due to the demographics of the University, Latinxs in Colorado often choose not to attend CU Boulder. These new and enhanced courses will provide important support for LALSC and promote CU's key goals of increasing the percentage of Latinx students by enhancing recruitment and retention while at the same time offering a more diverse curriculum and learning experiences that better represent the demographic configuration of Colorado and the Southwest. We strongly believe that DEI efforts should serve to promote and sustain structural changes of recruitment, representation, and support. Proposing a new curriculum and providing Latinx students with tools and experiential learning is how faculty can best contribute to and facilitate DEI changes for CU at the present and in the future. Furthermore, LALSC is specially equipped to develop this project with the administrative dedication of Director Leila Gómez and Program Coordinator Sofí Alarcon.

This proposal is presented in awareness of and cooperation with the proposal "Hispanic Heritage Month Every Month: Building Community for Recruitment, Academic Success, and Retention among Latinx/Hispanic-identifying Students." As both projects aim to highlight and address the historical and changing demographics of Colorado, the two teams maintain that a curricular approach is complementary to a programming one. Jointly, these projects will best serve the Latinx community in and around campus, enhance our relationships with the local community,

and further our University's JEDI principles to improve and retain diverse students, staff, and faculty.

## **BUDGET**

A) Research account for faculty participants:  $\$800 \times 14 = \$11,200$

[Faculty: Leila Gómez, Arturo Aldama, Gerardo Gutierrez, Natalie Avalos, Doris Loayza, Lorraine Bayard de Volo, Gabriela Rios, Jessica Ordaz, Betty Leonardi, Celeste Montoya, Marcos Steuernagel, Tracy Quan, Kristie Soares, and Élika Ortega].

These funds will allow faculty to invite speakers to their classes, help with expenses related to traveling to relevant conferences in their own area of expertise.

B) Symposium (at the end of spring 2023)

1.  $\$600$  honorarium  $\times$  20 speakers (this includes transportation costs if applicable)  $= \$12,000$
2. Meals  $\$11 \times 75+$  people  $= \$825$  (for in person attendees—will be covered by LALSC)
3. Support to students organizers and advisors of the symposium:  $\$15.50$  hourly rate, 30 hours each student, 15 students  $= \$6,975$  ( $15.5 \times 30 \times 15$ )

C) Library material  $\$1100$

D) Student employee's opportunities to work with community partners and professors: 12 positions.

Student Assistant levels I or II – (Job code 4101 or 4012).

60 hours per student assistant at an hourly rate of 15-15.50  $= 9,300$  ( $60 \times 15.5 \times 10$ )

**Total: \$40,575**

## **Document attached to the Proposal “Creating a New Curriculum for Latinx in Colorado and Beyond.”**

### **List and descriptions of courses proposed:**

**1.Chicana/o and Native Am cultures of the Southwest (4000-level).** Theoretically engaged seminar considers intersections of Chicana/o and Native American studies to shape our scholarly understanding of the U.S. and Mexico borderlands. Ethnographies, historical studies, novels, film, and music will be used to understand the processes of Spanish and Euro-American colonization, neocolonialism, identity formation, gender, syncretism, and mestizaje. This course will be taught by Professor of Ethnic Studies Dr. Arturo Aldama at least once a year.

**2.Archaeology and Ethnohistory of the Old Mexicans of Colorado and New Mexico (1000-level).** This course will explore through an archaeological lens the historical experience of the old Mexicans populations that settled in the borderlands of Colorado and the greater American Southwest between the second half of the sixteenth century and the present. The course will analyze these “Old Mexican” groups over this period using their archaeological remains in the borderland settlements, ranches, military outposts, and religious missions, as well as the stories and testimonies of their struggles for identity, political rights, and the recognition of their historical contributions as part of the history of the United States of America. Their oral histories and literature will be included. This class will be taught by archaeologist Dr. Gerardo Gutierrez at least once every two years.

**3.American Indian Movement (AIM) and the Chicano Movement: Indigenous Resurgence in Colorado & Beyond (4000-level).** This course introduces students to the Indigenous diversity among Native Americans, Chicano and Latino peoples of the Colorado/Front Range area and the greater Southwest/Lower Plains region. The course will critically analyze literature (e.g. Ana Castillo's *So Far From God*), history, and interdisciplinary ethnography; and make special use of archival material on the American Indian Movement, the Native American Rights Fund (NARF), Los Seis de Boulder, United Mexican American Students (UMAS), and the Movimiento Estudiantil Chicano de Aztlán (MEChA) in the Special Collections at CU’s Norlin Library. This course will be taught by Professor of Ethnic Studies Dr. Natalie Avalos at least once every two years.

### **4. Latinx and Indigenous Food in the Colorado Borderlands (3000-level)**

This undergraduate course is centered around Latinx and indigenous foodways in and around Colorado. It includes discussions on historical and contemporary food justice, such as food production, food apartheid, and food sovereignty with an emphasis on activism, ancestral foods, and *abuelita* knowledge. The class is organized with an intersectional lens, highlighting critical understandings of race, gender, sex, class, and power. Some of the specific theme’s students will learn about include food displacement, food forests, and medicinal foods.

**5.LAMS 1000: Introduction to Latin American and Latinx Studies.** LAMS 1000 is the core course of the LALSC Certificate Program. It will be revised to include two units on Colorado Borderlands and the Southwest. It currently counts as a Social Science and Global Diversity General Education requirement for students. The plan is to revise it to make it a requirement also

in the Arts and Humanities, and a course that fulfills the US Global Diversity requirement. LAMS 1000 will be revised by Leila Gomez and Doris Loayza and will be taught twice an academic year by rotating faculty.

**6. Gender, Race and Migration (3000-level):** This class focuses on the effects of political, legal, economic, social and cultural forces on gender, race and sexuality in migrant communities, particularly from Central America's Northern Triangle countries (Guatemala, Honduras and El Salvador). This course will be taught by Dr. Lorraine Bayard de Volo, who teaches in the departments of Women and Gender, International Affairs, and Political Science. She will focus on immigration law and policy, in order to draw on her own strengths/work as well to avoid overlapping with several other migration courses on the books at CU. This would include sections on the ICE facility in Aurora, asylum, abuses in immigration detention, the local immigration courts and attorneys/pro-bono work. Therefore, it will have a Colorado focus. The course will also focus on the intersectional experience of migration and encounters with the state/military/police/immigrant-rights activism in Latin America.

**7. Multicultural Rhetorics (Chicana Rhetorics, 3000-level).** Kendall Leon has articulated "Chicana" as a rhetorical term: "Chicana/o/[x] people created 'Chicano' identity to speak to the experiences of living in the United States with a connection to a Latino/a/[x] background, and for most, recognizing an Indigenous connection as well (which terms like Hispanic and Latin American erase)." This course is *writing intensive* and will focus on the digital literacies needed to engage in writing in new and emerging platforms and genres like podcasting and testimonies. This course will be revised to include two units dedicated to learning about the role that Chicanas communities in the greater Colorado Borderlands region. This course will be taught on a regular basis by Dr. Gabriela Rios, faculty of the Program for Writing and Rhetoric.

**8. Gender and Sexuality in Colorado & Beyond (4000-level).** This course is an inquiry into the topics of gender, family, and sexuality throughout the Colorado region and beyond, and in Latinx communities in particular. The class will use tools of gender theory to understand identities along the intersections of race, ethnicity, dis/ability, and social class. Since its creation, this has been an outreach course, in that CU Boulder students have partnered with educators and secondary school students throughout Colorado. Middle and high school students and their teachers have worked with CU students and faculty to investigate the history (and present-day situation) of their local communities. This course will be revised to focus on the Colorado Borderlands and taught once a year by School of Education Professor Dr. Bethy Leonardi.

**9. Performance in the Latinx Américas (4000-level).** This course investigates the performance of politics and the politics of performance across the Américas. Through a transdisciplinary and transborder approach, students engage with theatre, dance, and performance as methodological lenses to investigate key concepts that inform our understanding of the Latinx Americas: borders and migration, race and gender, coloniality and imperialism, neoliberalism and far-right populism. Employing a Performance-as-Research approach, students will engage with local artists from the Colorado Borderlands, New Mexico, and Arizona, who employ and complicate these concepts, including Boulder-based theatre company Motus Theatre. This course will be taught at least once every two years by Assistant Professor of Theater & Dance Dr. Marcos Davi Silva Steuernagel.



### **10. Latina Leadership and Activism in Colorado (3000-level)**

This upper-division class provides students with a historical overview of Latina political leadership and activism in Colorado from the 1950s through the contemporary moment. Students will learn about the role that Latinas have played in community activism, social movements, and in political office across the state. Students will learn and apply a critical intersectional framework to explore the different way that gender, race, class, and sexuality shape the lives and advocacy of these women. They will also learn and engage in archival and ethnographic research methods, as we work to collect and curate oral histories and artifacts for a digital archive. This course will be designed and taught by Associate Professor Celeste Montoya, WGST.

### **11. Spanish for heritage/bilingual students (2000 and 3000-level)**

This sequence of coursework, taught primarily in Spanish, centers the linguistic, affective, and professional needs and interests of Spanish heritage students—broadly defined as individuals who grew up speaking or hearing Spanish at home and/or in their community and are, to some degree, bilingual in English and Spanish. Using a range of different texts in Spanish, English, and Spanglish (e.g., videos, fiction, popular and academic articles), we will critically reflect on the relationship between language and identity on a personal and societal level, unpack ideologies around Latinxs/Hispanics and Spanish in the U.S., discuss sociolinguistic variation in Spanish and language contact phenomenon, learn about the history of Spanish in Colorado and the Southwest, and explore other topics of interest to students. Simultaneously, we will add to students' existing linguistic repertoires by learning metalinguistic terminology and furthering their confidence to read, write, listen, and speak in Spanish about various topics across registers and contexts. Projects will include: critical autobiographies and oral history interviews. These courses will be taught in the Spanish and Portuguese Department once a year by Tracy Quan.

### **12. Spanglish (1000-level)**

This first-year course explores Spanglish from multiple disciplinary perspectives: the literary, cultural, sociopolitical, and linguistic. “Spanglish,” a heavily debated term and practice, refers to the mixing of English and Spanish. We will survey popular media, and literary and artistic works where Spanglish is used for both creative and political reasons to signal Latinx culture and identity, tying it to the “New Latino Boom” in U.S. publishing. We will also use these examples to analyze Spanglish as a linguistic phenomenon (e.g., code switching, loan words, indexing of social identities), demonstrating its functionality, systematicity, and sophistication. In so doing, students will have an opportunity to experience methods of literary, cultural, and linguistic analyses which they can then extend to other fields of study. This course will be co-designed by Drs. Élika Ortega-Guzman and Tracy Quan, and taught, in rotation, at least every two years in the Spanish and Portuguese Department.

### **13. Latina/x Studies (3000 level)**

This course draws from work produced by and about Latina/xs. The term “Latina/x” refers to both “Latina” (meaning woman-identified) and Latinx (meaning existing outside of the gender binary) people of Latin American descent. We will survey the experiences of these groups through an analysis of Latina/x pop culture. Students will learn methods for analyzing pop culture with particular attention to gender, sexuality, and race. They will then apply these methods of analysis across four genres: television, music, film, and social media. By pairing pop

culture texts with theoretical secondary readings, the course will train students to examine how Latina/x identities are constructed in relationship to race, gender, sexuality, nationalism, migration, and citizenship. Particular attention will be paid to regional depictions of Latinidad in the Colorado Borderlands, including how Latina/x people have been discursively constructed in relationship to Indigeneity and the U.S./Mexico border. This course will be revised and taught by Assistant Professor Kristie Soares in WGST.