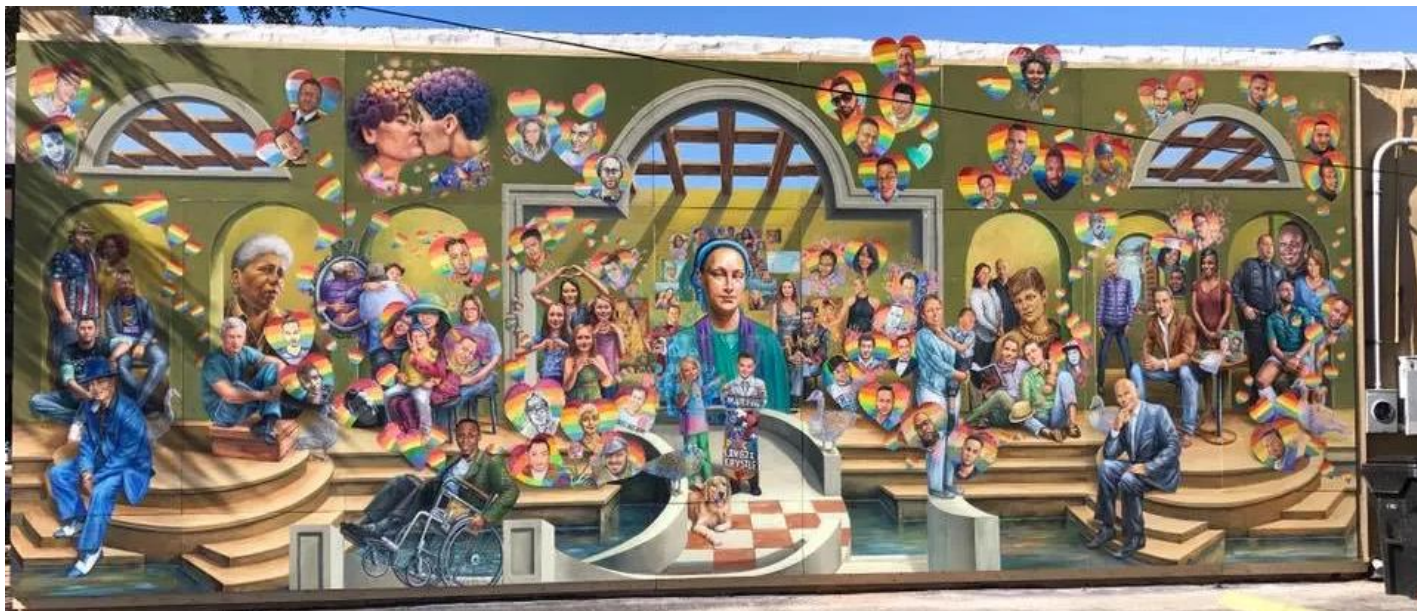


University of Florida, Gainesville / Center for Latin American Studies
LAS 4935/6935 and WST 6935



Artwork by Michael Pilato, Yurly Karabash, and Chimen Hurst. "Inspiration Orlando United,"
Honoring the lives lost by the Pulse nightclub shooting. Mural in Orlando, Florida

Queer Trans Expressions in the Américas

Fall 2025 / WEDNESDAYS 3:00 PM – 6:00 PM, ANDERSON 0019

Instructor: Professor Rafael Solórzano

Email: r.solorzano@ufl.edu

Office Hours: 360 Grinter Hall, Wednesday 12 PM – 2 PM

Course Zoom Link: <https://ufl.zoom.us/j/9672852737> Book Me Here: <https://proferafa.youcanbook.me>

This course explores Chicana/o/x and Latina/o/x sexuality and gender as a complex cultural, political, and intersectional formation in the United States and Latin America. Students will examine the origins of our modern conception of gender and sexuality, and how they were constituted through process of colonialism, racialization and the introduction of new gender systems within Latin America.

Additionally, we will highlight the "bottom-up stories" of every day experiences in which, queer and trans communities negotiate, contest, and struggle against systemic exclusion within institutions like housing, education, health care, immigration, and the economy.

This class is a mixture of many things: part lectures, part writing forum, part seminar, part virtual field trip, part creative laboratory, and part analyzing scholarly texts, alongside important and informative sources such as visual art, poetry, music and film.

Course Objectives

After completing this course, students will be able to:

- Identify and explore major themes and ideas that will provide the introductory knowledge and intellectual foundation for students interested in gender and sexuality studies.
- Gain a broader understanding of the ways in which this conception of sexuality and gender was constituted by institutions, economics and social structures, specifically through processes of colonialism, and racialization.
- Critically examine mainstream LGBTQ constructions, institutions, and social movements from the perspective of queer and trans expressions and queer studies as well as strategies and knowledges used by Chicanx and Latinx queer trans communities to challenge existing inequities.
- Connect and address the social relevance of sexual and gender diversity within Chicanx and Latinx communities for diverse groups within U.S. and across Latin America.

Indigenous Land Acknowledgement

I acknowledge and honorably recognize that this course was developed and will be conducted on the ancestral homelands of the Timucua, those who walked Gainesville before us, and continue to walk here. I recognize that every member of the UofF community has, and continues to benefit from the use and occupation of this land. By offering this land acknowledgement, I affirm indigenous sovereignty and their epistemologies.

Student Evaluation

10 Points Group Facilitation Activity: To facilitate student engagement with the readings students will take turns facilitating class discussion.

For Undergraduates and Graduate Students

20 Points Sentipensantes (Reflections): Students will be responsible to submit 10 weekly reflections of readings. I call these "Sentipensante" posts (200 words minimum double spaced). These reflections go beyond summarizing and critiquing the readings but aim to engage us in examining our values and beliefs and the emotions associated with the texts. Sentipensante reflections allow us to recognize what is happening inside of us as we engage and learn about queerness within the Latinx community.

OR

For Graduate Students

10 points Sentipensantes (5 weekly responses) and 10 Points Academic Book Review (1000 words minimum): Think about what kind of book would be most useful to you in writing your thesis, finalizing a paper for publication or conference, or passing your exams. It is best to choose a book that will work for you twice, as a publication and as research. Choose a book that (1) is in your field, (2) is on a topic for which you have sound background knowledge, (3) has been published in the past two or three years, and (4) has been published by a reputable publisher (i.e., any press affiliated with a university or large commercial presses).

15 Points Personal Essay (750 word minimum): *Con El Corazón Abierto: Reflections on Gender and Sexuality* This assignment invites you to reflect on your lived experience with race, gender and/or sexuality. You will explore a moment in your life when you became aware that gender and/or sexuality are

not just personal attributes, but social markers that shape one's identity, influence perception, and affect one's sense of worth or belonging in a community.

20 Points Critical Reflective Short Essay / Midterm (1000 words minimum): You will write a critical reflection essay that engages the first seven weeks that will be graded on highlighting key teorías/theories in the course. DUE WEEK 7

30 Points Research Paper: The goal of this final is to provide you an opportunity to build upon the work of the authors covered in class and be related to Latinx Genders and Sexualities. For your final, you can further engage and dive deeper into a topic covered in the course or one that we have not discussed. This paper can be a work of original research or an empirical research proposal or a conference presentation (AJAAS). Students must present a one-page research proposal during Week 10. Papers should be 2,250 words minimum. Research paper details will be outlined in Week 8.

5 Points Research Presentation: Presentation details will be outlined closer to the due date

UF Guidelines on Attendance: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Grade Points

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59 or below

How to view current grades in a current course on Canvas?

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-my-grades-in-a-current-course/ta-p/493>

Grading/Late Assignments/ Grade Disputes: I truly believe that grades serve the purpose of evaluating student work (your own learning) and also, as a source of motivation. To ensure that I'm grading with accuracy and fairness, students should expect grades and feedback on journal reflections, facilitation activities, and papers within two weeks. Assignments are due on specific due dates. Late assignments will be accepted with a legitimate excuse and with advance notice.

If you wish to dispute a grade, you have two weeks to discuss your grade. You may submit to me via email (1) the graded assignment and (2) a paragraph (no more than a page) describing the reasons for which you are requesting a change of grade on an assignment. Bear in mind that I have the right to raise or lower the assignment's grades.

General Assignment Guidelines: All work must be double-spaced in 12-point Times New Roman font with 1" margins, page numbers inserted, and your name clearly printed on the first page of your paper. Page limits do not include images or the bibliography.

Assignment Assistance: I am happy to offer feedback on assignments during office hours or by appointment. Need more assistance? Such as with breaking down your reading assignments,

dealing with writer's block or understanding the rules for using commas, check out the amazing resources, tools and handouts for students. I highly recommend you visit UF's university writing center - <https://writing.ufl.edu/writing-studio/>

AI and Plagiarism Policies

Students are permitted to use of Artificial Intelligence (AI) tools for certain purposes, as long as they are cited properly. I believe that students should utilize all available resources to produce high-quality work. However, it is crucial to understand the limitations and potential pitfalls of relying on AI-generated content.

Permitted Use of AI:

1. Brainstorming and Outlining: Students may use AI tools to generate ideas, outlines, and structure for assignments. This can help stimulate creativity and provide a starting point for their research.
2. Standard word processing tools like basic spellcheck and grammar suggestions (e.g. the built in functions of Microsoft Word or Google Docs).
3. Citation and Reference: When using AI-generated content, students must properly cite the tool in their paper or include it in the footnote, following the American Psychological Association (APA) style guidelines.

APA Citation Example for Generative AI:

"The outline for this paper was generated using AI Writer (2023).

Prohibited Use of AI:

1. Writing and Content Generation: Students are not permitted to use AI tools to write or generate content for their weekly responses/Sentipensantes, essay assignments or final projects. This includes, but is not limited to, using AI to:
 - Write entire paragraphs or sections
 - Summarize or paraphrase content
 - Rewrite sentences or paragraphs
 - Generate conclusions or recommendations
3. Research on Key Concepts: Students are not permitted to use AI tools to research or understand key concepts, theories, or ideas we have covered in the course. You are encouraged to use lectures, readings, and documentaries as sources. Examples of prohibited uses of AI include, but not limited to:
 - Using AI to explain Latinx Immigration and Citizenship concepts and laws.
4. Fact-Checking and Verification: AI-generated content is not always accurate. Students must verify information from AI tools and outside resources to ensure that their paper is based on credible and reliable sources.

AI Data Centers and Use of Water Data: <https://andthewest.stanford.edu/2025/thirsty-for-power-and-water-ai-crunching-data-centers-sprout-across-the-west/>

Plagiarism: You are expected to write your own work for this course. Proper citation of other people's work is required. For this course, you will be using Chicago, APA, or MLA for your in-text citations and works cited page. Plagiarism or "Cheating" will not be tolerated and will be investigated. Per Dean of Students, UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that violate this code and the possible sanctions. Click here to read the Conduct Code <https://sccr.dso.ufl.edu/process/student-conduct-code/> If you have any questions or concerns, please feel free to consult with me.

Course Policies



Emails: You are required to use email (Canvas Inbox) for this class. I will send announcements via Canvas of your UofF account. You are responsible for checking it frequently. If you send me an email, expect a response from me within 48 hours. It is important that you practice "netiquette" when contacting me. Remember to please review the syllabi before you email me with a question.

Interested in Specializing in Latinx Studies: Choosing a specialization is not the same as choosing a career. Instead, choosing a specialization allows you to pursue your intellectual interest and develop skills that are transferable to a variety of careers. If you are interested in specializing in Latinx Studies at the Center for Latin American Studies or applying it to your – Let's Talk!

Minimum Technology Requirements: You are welcome to use a desktop/laptop, or mobile device (smartphone/ tablet) for this class. Access to a 2-3 year old computer would be best for installing necessary software for the course. An updated internet browser such as Google Chrome or Mozilla Firefox and the latest version of Adobe Acrobat Reader would be useful. And, most importantly a stable high-speed internet connection to access Canvas is needed to have a successful course. Please visit <https://helpdesk.ufl.edu/> for any questions concerning technology and remote learning support services such as network access, hardware, software, training, and tutorials.

For 24-hour one-on-one technical assistance, visit ITS Helpdesk Information: <https://helpdesk.ufl.edu/>

Commitment to Parenting Students: Together we will work to create a welcoming environment that is respectful of parenting status. For older children and babies, I understand that unforeseen disruptions in childcare often put parenting students in the position of having to choose between missing class or leaving a child with someone they are not comfortable with. Occasionally bringing a child to class to cover gaps in care is acceptable. All breastfeeding babies are welcome in class. While I maintain the same high expectations for all students in my classes regardless of

parenting status, if you share your parenting status with me, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Accommodations: If you prefer a different name or gender pronoun than what is listed on your records, please let me know. Also, if you need any accommodation for disability, illness, or other reasons please see the instructor so we can create an accommodating plan for success. Reasonable accommodation will be provided to any student who is registered with the Disability Resource Center and requests needed accommodation (American with Disabilities Act (ADA)) <https://disability.ufl.edu/> Once registered, students will receive an accommodation letter. Students with disabilities should follow this procedure as early as possible in the semester. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Students may access information about various resources on the

Sexual harassment of any kind will not be tolerated in this course: UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment: <https://policy.ufl.edu/regulation/4-040/>

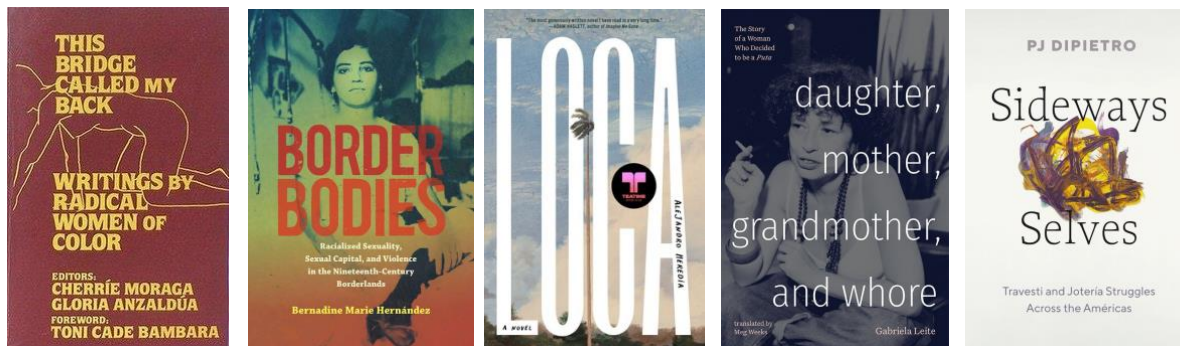
Title IX Compliance Statement. Gender and sexual-based discrimination and violence are antithetical to the university's mission and values, violate university policies, and may also violate federal and state law. The Office for Title IX Compliance and Ethics is here for anyone who has been affected by gender-based discrimination and violence. If you or someone you know has experienced gender-based discrimination or violence, please contact the Office to get support and information about your rights and reporting options. You can learn more about university protections, supportive resources, response processes, and prevention efforts by visiting www.titleix.ufl.edu The University Title IX Coordinator is responsible for providing support to anyone affected by gender-based discrimination or violence. If you would like to report gender-based discrimination or violence affecting our community, you can submit a report using the online portal: https://cm.maxient.com/reportingform.php?UnivofFlorida&layout_id=20

Video or Audio Recording of Class Lectures. Students may record video or audio of class lectures for their own personal educational use, in connection with a complaint to the University, or as evidence in, or in preparation for, a criminal or civil proceeding. A "class lecture" is an educational presentation delivered by faculty (including any individual hired or appointed by the University to conduct classroom, teaching activities) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Students may not publish recorded lectures without the written consent of the faculty or guests. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered to be published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of

action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Required Texts

The following books are required and other readings will be on Canvas. Majority of books will be available on ebooks through UF's University Library.



COURSE CALENDAR

Section I: Contextualizing

WEEK 1 – Introduction to The Political is Personal

Wednesday, August 27, 2025

Syllabus Overview and Introduction

Required Readings for All Students:

1. Dossier: Joteria Studies, Aztlán: A Journal of Chicano Studies. Volume 39, Number 1. 2014.
 - Michael Hames-Garcia. "Jotería Studies, or the Political is Personal." Aztlán: A Journal of Chicano Studies 39, no.1 (2014): 135-142
 - Xamuel Bañales. (2014) "Jotería: A Decolonizing Political Project." Aztlán: A Journal of Chicano Studies 39, no.1: 155-165
 - Anita Tijerina Revilla and Jose Manuel Santillana (2014) "Jotería Identity and Consciousness," Aztlán: A Journal of Chicano Studies 39, no.1 (2014): 167-179.
 - Daniel Enriquez Pérez. "Jotería Epistemologies." Aztlán: A Journal of Chicano Studies 39, no.1 (2014): 143-154.

Additional Readings For Graduate Students:

- Hames-García, Michael. "Queer Theory Revisited." In *Gay Latino Studies: A Critical Reader*, edited by Michael Hames-García and Ernesto Javier Martínez, 19–45. Duke University Press, 2011. <https://doi.org/10.2307/j.ctv111jj6c.5>.
- Lugones, María. "It's All in Having a History: A Response to Michael Hames-García's 'Queer Theory Revisited.'" In *Gay Latino Studies: A Critical Reader*, edited by Michael Hames-García and Ernesto Javier Martínez, 46–54. Duke University Press, 2011. <https://doi.org/10.2307/j.ctv111jj6c.6>

WEEK 2 – Colonization, Racialization, and the History of La Chingada and Sexuality (in the Americas)



*Vogue cover spotlights Mexico's Muxe Women

Wednesday, September 3rd, 2025

Required Readings:

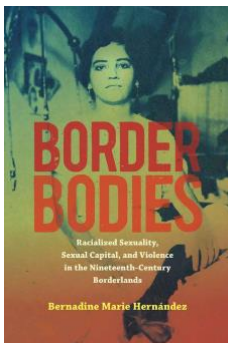
1. Quijano, A., & Ennis, M. (2000). Coloniality of Power, Eurocentrism, and Latin America. *Nepantla: Views from South* 1(3), 533-580.
2. Maria Lugones. "Heterosexualism and the Colonial /Modern Gender System." *Hypatia* 22, no.1 (2007): 186-209

Additional Readings For Graduate Students:

3. Pete Sigal. Ed. *Infamous Desire: Male Homosexuality in Colonial Latin America*. Chapter 3, "Gendered Power, the Hybrid Self, and Homosexual Desire in Late Colonial Yucatan."

Activities: Student Presentations #1

WEEK 3 – Colonization, Racialization, and Sexuality (in the US)



Wednesday, September 10th, 2025

Required Readings for all students:

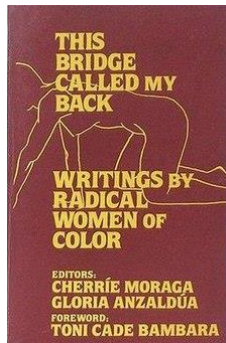
1. Hernández, Bernadine Marie. 2024. *Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth-Century Borderlands*. – Chapter 1, 2 and 3.

Additional Readings For Graduate Students:

1. Hernández, Bernadine Marie. 2024. *Border Bodies: Racialized Sexuality, Sexual Capital, and Violence in the Nineteenth-Century Borderlands*. – Introduction

Activities: Student Presentations #2

WEEK 4 – Making Bodies and Theories of the Flesh in the 20th Century



Wednesday, September 17th, 2025

Required Reading for all Students:

1. Cherríe Moraga and Gloria Anzaldúa. (1983) *This Bridge Called My Back: Writings by Radical Women of Color*. 2nd ed. New York: Kitchen Table, Women of Color Press: xiii – xix, and 23 – 34, 195 – 233,
2. Selected work of tatiana de la tierra – Redonda y Radical and Para Las Duras: Una fenomenologia lesbiana/For the hard ones: A Lesbian Pehnomenology

Additional Readings For Graduate Students:

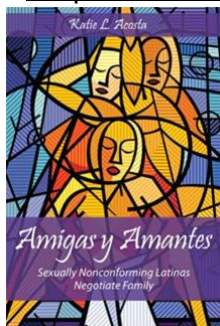
1. Moraga, Cherríe., and Celia Herrera. Rodríguez. 2011. *A Xicana Codex of Changing Consciousness : Writings, 2000-2010 / Cherrie Moraga ; Drawings by Celia Herrera Rodríguez*. Durham, NC: Duke University Press. SELECTED Chapters

Activities: Student Presentations #3

WEEK 5 – Sexual Conformity and the Tacit Subject

Wednesday, September 24th, 2025

Required Readings for All Students:



1. Carlos Ulises Decena. (2011) *Tacit Subjects: Belonging and Same-Sex Desire among Dominican Immigrant Men*. Durham N.C.: Duke University Press: Selected Chapters – Chapter 4
2. Katie L. Acosta. (2013) *Amigas y Amantes: Sexually Nonconforming Latinas negotiate family*. New Brunswick, N.J.: Rutgers University Press: Chapter 1 and 2

Additional Readings For Graduate Students:

1. Carlos Ulises Decena. (2011) *Tacit Subjects: Belonging and Same-Sex Desire among Dominican Immigrant Men*. Durham N.C.: Duke University Press: Selected Chapters – Introduction, Chapter 1
2. Katie L. Acosta. (2013) *Amigas y Amantes: Sexually Nonconforming Latinas negotiate family*. New Brunswick, N.J.: Rutgers University Press: Introduction

Activities: Student Presentations #4

WEEK 6 – Queerness Y Afro Latinidad



October 1st 2025

Required Readings for All Students:

Alejandro Heredia, 2025. *Loca*, Simon & Schuster, Pages 1 to 200

WEEK 7 – Queerness, Afro Latinidad, and Midterm

Wednesday, October 8th 2025

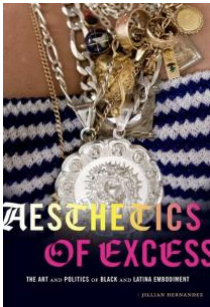
Required Readings for All Students:

Alejandro Heredia, 2025. *Loca*, Simon & Schuster, Pages 200 to 352

Midterm Due October 10th 2025

Section 2: Deconstructing the Chicanx Latinx Genders and Sexualities

WEEK 8 – Tracing the Art and Politics of Black and Latina Excess



Wednesday, October 15th 2025

Required Reading for All Students:

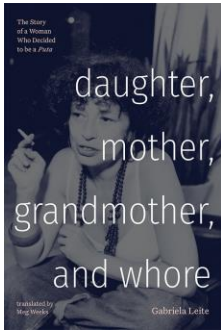
Jillian Hernandez. 2020. *Aesthetic of Excess: The Art and Politics of Black and Latina Embodiment*. Chapter 1, 2, and 5.

Additional Readings For Graduate Students:

Jillian Hernandez. 2020. *Aesthetic of Excess: The Art and Politics of Black and Latina Embodiment*. Read All Chapters

Activities: Student Presentations #5

WEEK 9 – Latina and Latin American Sexuality and Sexual Labor



Wednesday, October 22nd 2025

Required Reading for All Students:

1. Gabriela Leite. 2024. Daughter, Mother, Grandmother and Whore. Translated by Meg Weeks
Pages 1 – 100

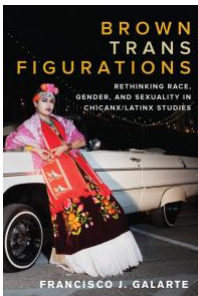
Additional Readings For Graduate Students:

1. Gabriela Leite. 2024. Daughter, Mother, Grandmother and Whore. Translated by Meg Weeks

Pages 1 - 171

Activities: Student Presentations #6

WEEK 10 – Thinking Brown, Trans, and Dolor Together Part I



Wednesday, October 29th, 2025

Required Reading For ALL Students:

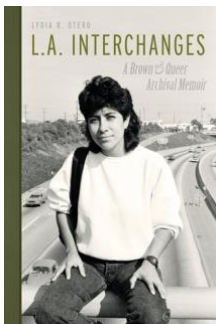
1. Francisco J. Galarte. (2020) Brown Trans Figurations: Rethinking Race, Gender, and Sexuality in Chicanx/Latinx Studies. Austin: University of Texas Press – Chapters 1 and 2

Additional Readings For Graduate Students:

1. Francisco J. Galarte. (2020) Brown Trans Figurations: Rethinking Race, Gender, and Sexuality in Chicanx/Latinx Studies. Austin: University of Texas Press – Introduction

Activities: Student Presentations #7

WEEK 11 – Entre Jotos/as/xs: Recovering Chicana/o/x Latina/o/x LGBTQ Transformative Place Storytelling



Wednesday, November 5th 2025

Required Reading For ALL Students:

- Lydia R. Otero. 2023. L.A. Interchanges: A Brown & Queer Archival Memoir. Planet Earth Press. – Chapters, Introduction, 1, 2, 3, 4, and Appendix

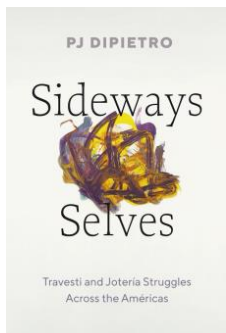
Additional Readings For Graduate Students:

- Lydia R. Otero. 2023. L.A. Interchanges: A Brown & Queer Archival Memoir. Planet Earth Press. Read All Chapters

Activities: Student Presentations #8

Section 3: Chicana/o/x Latina/o/x LGBTQ Transformative Storytelling

WEEK 12- Thinking Brown, Trans and Atravesadas Together Part II



Wednesday, November 12th 2025

Required Reading For ALL Students:

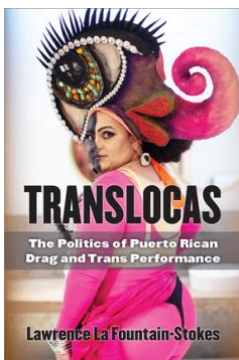
1. PJ DiPietro. 2025. Sideways Selves: Travesti and Jotería Struggles Across the Americas. University of Texas Press – Chapter 1, 2 and 4

Additional Readings For Graduate Students:

1. PJ DiPietro. 2025. Sideways Selves: Travesti and Joteria Struggles Across the Americas. University of Texas Press – Introduction

Activities: Student Presentations #9

WEEK 13 - Locas and The Politics of Latinx Drag



Wednesday, November 19th 2025

Required Reading For ALL Students:

1. Lawrence La Fountain-Stokes. 2021. Translocas: The Politics of Puerto Rican Drag and Trans Performance – Chapter 1, 2, 3 and 7

Additional Readings For Graduate Students:

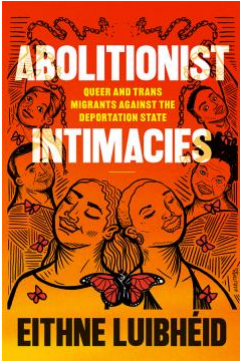
1. Lawrence La Fountain-Stokes. 2021. Translocas: The Politics of Puerto Rican Drag and Trans Performance – Introductions

Activities: Student Presentations #10

Fall Break – No Class

Monday, November 24th to Friday, November 28th, 2025

WEEK 14 - Shining Bright Like a Queer Trans Migrant



Wednesday, December 3rd, 2025

Required Reading For ALL Students:

1. Eithne Luibhéid and Karma R. Chávez. 2020. Queer and Trans Migrations: Dynamics of Illegalization, Detention, and Deportation -- Chapter 1 and 7
2. Eithne Luibhéid. 2025. Abolitionist Intimacies: Queer and Trans Migrants Against the Deportation State – Chapter 3 and 4

Additional Readings For Graduate Students:

1. Eithne Luibhéid. 2025. Abolitionist Intimacies: Queer and Trans Migrants Against the Deportation State – Introduction

Workshopping Final Papers

WEEK 15 NO CLASS - Good Luck on Finals!
Research Papers Due TO BE DECIDED