

AML3285 Fall 2025
QUEER LATINIDADES
MWF 11:45am-12:35pm

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COURSE DESCRIPTION: This course asks two major questions: first, how has our understanding of Latinx been shaped by Latin American and North American ideas about racial identity, gender roles, and sexual norms? And second, how have queer Latinx writers, scholars, musicians, and filmmakers responded to these identities, roles, and norms by daring to imagine beyond the constraints of racialized cis-heteromascularity? We will engage historical, archival, and legal documents to explore the first question, and theoretical, literary, and filmic texts from Latinx and queer studies to respond to the second. In this way, “queer latinidades” describes both our objects of study (norms and their deviations, queer stories and films), but also the work we will do with and to latinidad, queering its historical and canonical understandings. This course encompasses Central American, Chicanx, Cuban, DominiYork, Nuyorican, and South American histories and collectives to do so.

LEARNING OUTCOMES: The work we will do together will be both skill building and knowledge building. By the end of the semester, you will have had the opportunity to:

1. Refine language for academic expression in writing and oral presentation
2. Demonstrate knowledge of major historical events, figures, works, and trends in queer Latinx cultures
3. Develop literary and cultural analysis skills paying attention to components like race, gender, sexuality, and citizenship

COURSE STRUCTURE

This course is designed to support your development as a thinker, writer, and speaker. Part of it has been structured to include important texts and building blocks that will support you towards this aim. The other part will be structured over the course of the first XXX weeks and through a series of scaffolded assignments, resulting in a co-constructed syllabus and course of study.

Academic policies: This course complies with all UF policies. Please see this link for the most up-to-date University policies about attendance, accessibility, grading, course evals, honesty policies, in-class recordings, academic resources, and Campus Health and Wellness Resources: <https://go.ufl.edu/syllabuspolicies>.

Assignments: The assignments listed below are opportunities for you to demonstrate you are building knowledge and skills in relation to the central focuses of our course. Your course grade will be determined by the quantity of assignments you complete in connection with these goals, assuming they follow instructions and satisfy Canvas rubrics. *Submitting work for this course, including contributions made in live, in-person discussions, presumes compliance with the University's Honesty Code and Honor Pledge.*

Reading list (10%): in order to demonstrate a growing understanding of historical events, figures, works, and trends in queer Latinx culture, students will assemble a reading list of texts you'd be interested in studying together. These could be based on or related to the texts we study in the Critical Vocabularies module, or they could be

related to your intellectual interests and professional goals. This list must include 1) primary cultural texts, 2) secondary historical or theoretical sources, and 3) a brief paragraph explaining the rationale behind assembling these texts. Please be sure they are readily accessible before suggesting them.

Module plan (10%): in order to facilitate our continued understanding of historical events, figures, works, and trends in queer Latinx culture, students will design a five-day module plan that includes a paragraph description outlining major focuses, contexts, and guiding question; a variety of relevant primary and secondary texts; and at least one assignment. This should be organized by day (day 1, day 2, day 3, and so on) and accessible to your peers so as to facilitate our in-class discussion of module planning.

Formative Assignments (4 x 10% = 40%): in order to work towards mastery of course objectives, students will devise an assignment for each module they design (one assignment per module) valued at 10% each. The details of these assignments will be determined by students in conversation with Tommy and posted to Canvas no later than Friday, September 19.

Final presentation (30%): in order demonstrate knowledge of queer Latinx cultures, refined academic expression, and developed analysis skills, students will prepare a 10-12 minute presentation related to the course's central questions, themes, and debates. While more details will be co-defined during the semester and posted to Canvas, these presentations will be shared over Zoom during our last two scheduled class sessions.

Reflection email (10%): in order to refine written academic expression, specifically in a reflexive move, students will send a final reflection email during the last week of class. This email should include at least three components: first, a synthesis of no fewer than three impactful final projects circulated by your peers. What were they about, how were they in conversation, what overarching lessons did they teach you? Second, a paragraph response about which texts, theories, or debates will stay with you after this course ends. What were they about, why are you still thinking about them, how might they appear in your life (or work or studies) in the future? And third, an open reflection on the co-constructed nature of this course: how did this involvement influence your motivation and engagement? Your relationship to queer Latinx studies? This email should be sent to Tommy (tconners@ufl) by the end of the day on Friday, December 5.

COURSE CALENDAR: Please see Canvas Modules for the most up-to-date schedule of what to read and when.