



TEXAS TECH UNIVERSITY

Classical & Modern Languages & Literatures

Course Syllabus

SPANISH SPEAKING WORLD II Fall 2019

SPANISH 4332: Section 001 HISPANIC CIVILIZATION: US LATINX STUDIES NARRATIVES OF AWAKENING



(Cristy C. Road, *Spit and Passion*)

Professor: Dr. Britta Anderson

Office: Classical & Modern Languages & Literatures 258

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Office Hours: T Th 9:30-10:30, or by appointment

Class Meeting Time & Location

T Th 12:30-1:50 Classical & Modern Languages & Literatures 00103

Course Description

While many of the readings in this course will be in English, this course will be conducted in Spanish. Students must come to class ready to talk about all assignments in Spanish, and all written work must be completed in Spanish.

US Latinx literature is a field as varied as the histories, countries of origin, and personal experiences of the almost 60 million people of Latin American descent living in the United States. Ilan Stavans addresses the growing body of literature that tells their stories as “the tension between double attachments to place, to language, and to identity,” and Frederick Luis Aldama adds that the category of Latinx literature has emerged “out of a demographic presence

generationally and linguistically rooted in a common Hispanic ancestral heritage and shaped by the movement of national borders and migration flows” (Stavans liii, Aldama x). In this course, we will explore these complexities through coming of age stories from Chicano/ Mexican-American, Puerto Rican, Dominican-American, and Cuban-American writers. We will study a series of narratives of awakening written between 1972 and 2018, addressing themes including class inequality, gender, sexual identity, familial and state violence, generational inheritance, parental expectations, religion, linguistic codeswitching, and border crossing.

Required Texts

Elizabeth Acevedo, *The Poet X* (2018) ISBN 9780062662804

Norma Cantú, *Canícula: Snapshots of a Girlhood en la Frontera* (1995) ISBN-10: 0826318282

Sandra Cisneros, *The House on Mango Street* (1984) ISBN-10: 9780679734772

Cristy C. Road, *Spit and Passion* (2012) ISBN-10: 9781558618077

Justin Torres *We the Animals* (2011) ISBN-10: 0547844190

Helena María Viramontes, *Their Dogs Came with Them* (2007) ISBN-10: 9781416588344

Required Materials

All other readings available on Blackboard. Bring a printed or digital copy of each day’s reading to class. You may not use your cell phone to access readings during class.

Suggested Reference Materials

Aldama, Frederick Luis. *The Routledge Concise History of Latino/a Literature*. (2013)

González, Juan. *Harvest of Empire: A History of Latinos in America*. (2000)

Gutiérrez, David. *The Columbia History of Latinos in the United States since 1960*. (2004)

Stavans, Ilan. *The Norton Anthology of Latino Literature*. (2011)

Grading Policies

| Assignment | % of Final Grade | Date Due |
|---|------------------|--|
| Keyword Presentation and Glossary Entry | 10% | Ongoing Presentations Final Entry 11/21 |
| Discussion Leader | 5% | Ongoing |
| Blog Posts | 25% | 9/19, 10/3, 10/17, 11/14, 11/28 |
| Participation and In-class Assignments | 20% | Ongoing |
| Pruebas | 20% | 9/12, 10/8, 10/31, 11/21 |
| Creative Project or Essay | 20% | Proposal: 11/5 Final: 12/3 |

Keyword Presentation and Glossary Entry (10%). As a class, we will build a collective glossary of keywords that are central to our understanding of Latinx literature. You will sign up for one term/word, and will be responsible for adding a 300-500 word entry about the term into our collective document, including at least two citations. See assignment rubric in blackboard for details. Additionally, on the date indicated on the assignment sheet, you will give a 3-5 minute presentation to the class about the term's meaning, history, and relevance to our text. Additionally, you may add other terms to the glossary that we find relevant to our discussions and learning.

Discussion Leader (5%). In pairs, you are each responsible for leading 30 minutes of discussion with the class about a given text. We will sign up for these texts in class. For no more than ten minutes, you will share your interpretation of the text, and highlight the key themes and tensions that you identify. Do not use this time for biographical information or background context. For the remaining twenty minutes, you are responsible for engaging the class with the material in whatever way you find most effective: group work, partner work, hands-on activity, etc. You must send your plan for your discussion leading to me 24 hours before class, so that I can incorporate it into my plans. See assignment sheet and rubric in blackboard for details.

Blog Posts (25%). Five times during the semester, I will pose a discussion question to you, which you will answer as a post on blackboard. Posts should be 300-500 words, and should demonstrate comprehensive reading and critical thinking about the text. Each post is due before class on the day it is due.

Participation and In-class Assignments (20%) will be graded daily. Active participation includes interacting and responding to fellow students during group activities, as well as volunteering to contribute to the larger class discussion. It also includes bringing your day's reading to class for each class period. Periodically, I will hand out participation questions for the readings, which will count towards the participation grade and will be checked at random throughout the semester.

Pruebas (20%). Four comprehension quizzes will cover the material presented in lectures and readings. They will consist of vocabulary, multiple choice, and short 1-3 sentence-length answers.

Essay or Creative Project (20%). For your final project, you have the option of either writing a thesis-driven essay, or making a creative interpretation/ response to a text read in class. Options include recording a podcast, creating a digital story, making a photo essay, drawing a comic, creating a narrative poem, or proposing your own form of expression. All creative projects must be accompanied by an artist's statement. Essays should be 1,500-2,000 words and cite at least three academic sources. Artist's statements should be 1,000-1,200 words and cite at least one academic source. See assignment sheet and rubric in blackboard for details.

Letter grades will be determined as follows:

A+ = 97-100
A = 93-96.9
A- = 90-92.9
B+ = 87-89.9
B = 83-86.9
B- = 80-82.9
C+ = 77-79.9
C = 73-76.9
C- = 70-72.9
D+ = 67-69.9
D = 63-66.9
D- = 60-62.9

Extra Credit Policy

I do not offer extra credit in this course.

Class Attendance & Preparation

Regular attendance, prompt arrival, preparation for, and participation in class are expected. You must attend class in order to be successful in this class. **Bringing the day's reading to class is also an essential element of preparation and participation.** Students must sign in on the attendance sheets each class period. Arrival after 15 minutes, sleeping in class, or early departure from class is considered an absence. Attendance is taken every class period. **After your first unexcused absence, each subsequent unexcused absence will result in a two-point reduction from your final grade. Any student unexcused absent more than four (4) times will receive a grade of F.**

Acceptable excuses for missing class

Illness: Verification of illness is required for an absence to be excused. Documentation must be a note on letterhead indicating a timely visit to a physician **and must be presented upon your return to class** (For the Student Wellness Center, a receipt may also be required).

Absence Due to Religious Observance: Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.

Absence Due to University Approved Trips: Department chairpersons, directors, or others responsible for a student representing the university on officially approved trips should notify the student's instructors of the departure and return schedules in advance of the trip. The instructor so notified must not penalize the student, although the student is responsible for material missed.

Students absent because of university business must be given the same privileges as other students (e.g., if other students are given the choice of dropping one of four tests, then students with excused absences must be given the same privilege).

Preparation

The Bulletin of Texas Tech states that students are expected to spend approximately two hours in preparation for each hour of lecture.

Participation in Class

Students will often be asked to work in groups in order to engage course material more directly. It is expected that all students will be prepared to participate by **bringing the day's reading**, the written homework, answering and asking questions, and sharing additional information from your own knowledge or experience. A positive attitude when working with classmates in pairs or groups—being creative, respectful, and helpful—is especially crucial for achieving a good participation grade.

Your active participation in class discussion is essential to your success in this course. Attendance means full mental engagement in the class, not just physical presence. Participation can take many forms: a question, an answer, a quick remark, or a more sustained comment. Your participation grade will be based not only on your contributions to discussions, but also on your ability to listen, make space for other voices, and thoughtfully respond to ideas that differ from your own. I expect that we will all respect each other and give each other opportunities to speak, in discussions, group work, and in shared assignments.

Make-up Policy

No make-ups are allowed, except for excused absences.

Classroom Environment

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are also expected to respect and uphold the TTU Code of Student Conduct at all times. Please arrive on time, stay until the end of class, and refrain from private conversations. Help maintain a positive learning environment by turning off cellular phones before arriving in class and avoiding distracting behaviors. You may drink and eat in class, as long as you clean up after yourself and it does not create a classroom disturbance. Any student whose behavior disturbs our learning environment may be asked to leave.

This classroom is a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender expressions, national origins, citizenship statuses, parenting status, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences. All of you have a unique and important contribution to make to this class. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for everyone else here. If you disagree with someone, you should express your alternative view, using the evidence that led you to your interpretation. We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are

grounded in evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

Personalized comments, hateful language, insults, sleeping, and raised voices are not conducive to learning and will not be tolerated in the classroom.

For more details, please see the official TTU public information on the Code of Student Conduct, found at <http://www.depts.ttu.edu/studentjudicialprograms/conductcode.php>.

Student Use of Personal Technology

The use of a notebook computer or similar electronic or digital device in class is subject to the approval of the instructor. No personal electronic device should be used during quizzes, examinations or other testing or assessment situations without the authorization of the instructor. Authorized devices meant to be adaptive or assistive in nature, and which are incorporated as part of a documented disability or medical condition, are exempt from this policy.

The use of laptops and phones in class is permitted only when the professor directly invites their use for an in-class activity. At times, you may use your personal technology to consult an online Spanish-English dictionary. Please bring a printed copy of your texts to class, not a digital copy. The use of technology for social media, online shopping, or email will negatively impact your participation grade, and if persistent, will count as an absence.

Students with Disabilities

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Academic Honesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Plagiarism (copying directly from another source, for example from web sites or other sources, without providing the reference) and/or **the use of on-line translators** on your assignments will result in a 0 grade for said assignment. I will also have to report your case to the Office of Student Conduct.

Statement on LGBTQIA Resources

As a member of the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address concerns you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.

Statement on Pronouns

My name is Dr. Anderson and I use the pronouns she, her, and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name or title, is a way to show respect. If I ever mispronounce your name or use the wrong pronoun for you, please correct me, as it matters to me to address you correctly. At any time, I will gladly honor your request to address you by a different name or pronoun. You can learn about why pronouns matter here: <https://www.mypronouns.org/>

Statement on Children in Class

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

The struggles of balancing school, childcare and often another job are exhausting. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Mental Health Resources

If you are facing mental health challenges, I encourage you to utilize the resources available to you through the Student Counseling Center: <http://www.depts.ttu.edu/scc/>. If your mental health is affecting your performance in the course, I hope that you feel comfortable notifying me. I will consider absences and assignments missed due to mental health by the same criteria as I accommodate any other illness.

TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: [TTU Student Counseling Center](#), 806-742-3674 (*Provides confidential support on campus.*) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.*) [Voice of Hope Lubbock Rape Crisis Center](#), 806- 763-7273 (*24-hour hotline that provides support for survivors of sexual violence.*) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (*Provides a range of resources and support options focused on prevention education and student wellness.*) [Texas Tech Police Department](#), 806-742-3931 (*To report criminal activity that occurs on or near Texas Tech campus.*)

Food and Housing Insecurity

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is encouraged to talk with me and to contact Raider Red's Food Pantry: <https://www.depts.ttu.edu/dos/foodpantry.php>, South Plains Food Bank: <https://www.spsfb.org/>, University Student Housing <http://www.depts.ttu.edu/housing/>, or Neighborhood House: <https://www.upbring.org/programs-and-services/community-services/neighborhood-house/>.

If you are unable to focus in class due to hunger, you are welcome to stop by my office before class for a free healthy snack.

Basic Needs Resources

You can find additional resources about basic student needs, including academic success, childcare, employment, financial support, housing, and transportation here: <http://www.depts.ttu.edu/dos/basicneeds.php>

CALENDAR

| | Readings Due Before Class | Assignments Due |
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| Week 1 Tuesday, August 27 | Marta Caminero-Santangelo, "Who are we?" <i>On Latinidad: U.S. Latino Literature and the Construction of Ethnicity</i> (2007) <i>In class: Richard Blanco, "One Today"</i> https://poets.org/poem/one-today | |
| Thursday, August 29 | Film to view before class: <i>Harvest of Empire</i> , Dir. Peter Getzels and Eduardo Lopez (2012) | |

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| Week 2 Tuesday, September 3 | Rodolfo Corky Gonzalez, "I am Joaquin" http://www.latinamericanstudies.org/latinos/joaquin.htm <i>In class: Emma Pérez, The Decolonial Imaginary: Writing Chicanas into History (1999), excerpts.</i> <i>In class: Judy Baca murals, Great Wall of LA</i> | |
| Thursday, September 5 | Gloria Anzaldua, <i>Borderlands/ La Frontera: The New Mestiza</i> , "The Homeland, Aztlán" | |
| Week 3 Tuesday, September 10 | Gloria Anzaldua, <i>Borderlands/ La Frontera: The New Mestiza</i> . "How to Tame a Wild Tongue" and "La conciencia de la mestiza" | |
| Thursday, September 12 | Schrrón del Río, María and Alan Aja, "The Case for 'Latinx': Why Intersectionality Is Not a Choice" (2015) https://www.latinorebels.com/2015/12/05/the-case-for-latinx-why-intersectionality-is-not-a-choice/ | Prueba 1 |
| Week 4 Tuesday, September 17 | Rudolfo Anaya, <i>Bless Me, Ultima</i> (1972) Selected chapters https://www.latinousa.org/2019/07/19/bloodlines/ | |
| Thursday, September 19 | Norma Cantú, <i>Canícula: Snapshots of a Girlhood en la Frontera</i> (1995) "Introduction" – "Margarita" | Blog Post 1 Due |
| Week 5 Tuesday, September 24 | Norma Cantú, <i>Canícula: Snapshots of a Girlhood en la Frontera</i> (1995) "Blue Stroller" – "Christmas" | |
| Thursday, September 26 | Norma Cantú, <i>Canícula: Snapshots of a Girlhood en la Frontera</i> (1995) "Henrietta" – "Martin High" | |
| Week 6 | Sandra Cisneros, <i>The House on Mango Street</i> (1984) "The House on Mango Street"- "The First Job" | Blog Post 2 Due |

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| Tuesday, October 1 | | |
| Thursday, October 3 | <p>Sandra Cisneros, <i>The House on Mango Street</i> (1984) “Papa Who Wakes Up Tired in the Dark”- “Mango Says Goodbye Sometimes”</p> <p>Sandra Cisneros, “Woman Hollering Creek” (1991)</p> <p><i>In class: Pictures of Cisneros’ home</i> https://www.texasmonthly.com/articles/the-purple-passion-of-sandra-cisneros/ https://www.latinousa.org/2019/06/07/cisneroschicago/</p> | |
| Week 7 Tuesday, October 8 | <p>Elizabeth Acevedo, <i>The Poet X</i> (2018) Parts I and II</p> | Prueba 2 |
| Thursday, October 10 | <p>Elizabeth Acevedo, <i>The Poet X</i> (2018) Part III</p> | |
| Week 8 Tuesday, October 15 | <p>Junot Díaz, “The Silence: The Legacy of Childhood Trauma” (2018) https://www.newyorker.com/magazine/2018/04/16/the-silence-the-legacy-of-childhood-trauma?mbid=social_facebook</p> <p>“Junot Díaz Faces Accusations of Sexual Misconduct” (2018) https://remezcla.com/culture/junot-diaz-sexual-misconduct-accusations/</p> <p>“Open Letter. Against Media Treatment of Junot Díaz” (2018) https://www.chronicle.com/blogs/letters/open-letter-against-media-treatment-of-junot-diaz/</p> <p>Alana Vagianos, “Junot Díaz Speaks Out for First Time Since Sexual Misconduct Allegations” (2018) https://www.huffpost.com/entry/junot-diaz-speaks-out-for-the-first-time-since-sexual-misconduct-allegations_n_5b3a1a9de4b08c3a8f6c317d</p> | |
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| Thursday, October 17 | Junot Díaz, <i>Drown</i> (2008) “Fiesta, 1980,” “Aguantando,” and “Negocios” | Blog Post 3 Due |
| Week 9 Tuesday, October 22 | Justin Torres <i>We the Animals</i> (2011) “We Wanted More” – “Big-Dick Truck” | |
| Thursday, October 24 | Justin Torres <i>We the Animals</i> (2011) “Ducks” – “Zookeeping” | |
| Week 10 Tuesday, October 29 | Achy Obejas, “We Came all the Way from Cuba so you Could Dress Like This?” (1994) <i>In class: Gustavo Pérez Firmat, Life on the Hyphen: The Cuban-American Way (1995), excerpt</i> | |
| Thursday, October 31 | Cristy C. Road, <i>Spit and Passion</i> (2012). Graphic novel pages 1-77 | Prueba 3 |
| Week 11 Tuesday, November 5 | Cristy C. Road, <i>Spit and Passion</i> (2012) Pages 77-157 | Creative Project or Final Essay Proposal Due |
| Thursday, November 7 | Helena María Viramontes, <i>Their Dogs Came with Them</i> (2007) Chapters 1-3 | |
| Week 12 Tuesday, November 12 | Helena María Viramontes, <i>Their Dogs Came with Them</i> (2007) Chapters 4-5 | Blog Post 4 Due |
| Thursday, November 14 | Helena María Viramontes, <i>Their Dogs Came with Them</i> (2007) Chapters 6-8 | |
| Week 13 Tuesday, November 19 | Helena María Viramontes, <i>Their Dogs Came with Them</i> (2007) Chapters 9-10 | Prueba 4 |

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| Thursday, November 21 | Helena María Viramontes, <i>Their Dogs Came with Them</i> (2007) Chapters 11-13 | Final Glossary Entry Due |
| Week 14 Tuesday, November 26 | Helena María Viramontes, <i>Their Dogs Came with Them</i> (2007) Chapters 14-17 | Blog Post 5 Due |
| Thursday, November 28 | Thanksgiving Day- No Class | |
| Week 15 Tuesday, December 3 | Conclusions and Celebration | Creative Project or Final Essay Due |

Suggested Additional Reading (Available in Blackboard)

Linda Alcoff, "Is Latina/o a Racial Identity?"

Robert Aponte, "Latinos in the US: The New Largest Minority & Its Discontents." *Journal of Latino-Latin American Studies*, Vol. 1, No. 1 (Fall 2003): 29-46.

Pedro A. Cabán, "Moving from the Margins to Where? Three Decades of Latino/a Studies," *Latino Studies* Vol. 1, No. 1 (2003): 5-35.

Juan Flores. "The Latino Imaginary: Dimensions of community and identity." *From Bomba to Hip-hop Puerto Rican Culture and Latino Identity*. New York: Columbia UP, 2000, 191-203.

Ramon Gutierrez, "Community, Patriarchy and Individualism: The Politics of Chicano History and the Dream of Equality," *American Quarterly*, Vol. 45, No. 1 (March 1993), 44-72.

Suzanne Oboler, "The Politics of Labeling: Latino/a Cultural Identities of Self and Others." *Latin American Perspectives*, Vol. 19, No. 4 (Autumn 1992): 18-36.

Silvio Torres-Saillant, "Inventing the Race: Latinos and the Ethnoracial Pentagon," *Latino Studies*, 1 (2003), 121-153.

Salvador Vidal-Ortiz and Juliana Martínez, "Latinx thoughts: Latinidad with an X." (2018)