

ENGLISH 119
Introduction to U.S. Latino/a Literature
 2a, Laird 212

Prof. Adriana Estill
 Laird 202, x7498
 Office hours: T 10-11:45am
 W 2-3:45pm
Or by appointment:
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We will begin by examining the foremothers and fathers of Latino/a literature: the 19th century texts of exile, struggles for Latin American independence, and southwestern resistance and accomodation. The early 20th century offers new genres: immigrant novels and popular poetry that reveal nascent Latino identities rooted in (and/or formed in opposition to) U.S. ethics and ideals. Finally we will read a sampling of the many excellent contemporary authors who are transforming the face of American literature.

By the end of this class you will be able to trace the themes and concerns that connect 19th to 20th century works and have a sense of the relationship between the growing “American” literature and identity and “Latino” literatures and identities; in addition, you'll be able to identify the major issues with which contemporary U.S. Latino authors struggle. And, along the way, you'll develop an easy familiarity with a critical vocabulary that will facilitate complex discussions of U.S. Latino literatures and the identities produced within them.

REQUIRED TEXTS:

Herencia: Anthology of Hispanic Literature in the U.S. Ed. Nicolás Kanellos.
Prentice Hall Anthology of U.S. Latino Literature. Ed. Eduardo del Río. (PHA in syllabus)
Drown, Junot Diaz
Homecoming, Julia Alvarez

SCHEDULE OF CLASSES and READINGS

Reading quantity varies; sometimes I will expect many pages, other times not so many; either way, you are expected to read carefully and be responsible for what you’ve read. Please plan ahead.

| Date | Topic | Readings due | Assignments due |
|------|---------------------------------|---|------------------------------|
| 9/12 | First Day | Introduction: Canons, Past and Present Tense | |
| 9/14 | Introduction | <i>Herencia</i> , introduction (1-22) <i>Time Magazine</i> , recent piece | |
| 9/16 | Exile in the East | <i>Herencia</i> : "The Friend of Man" (511-517); Bejarano (521-22); Tolón, "Always," (549-50); Marín, "A Statistic" (563-65); Sellén (566-75) | |
| 9/19 | The West: the Border Crossed Us | <i>Herencia</i> : Vallejo (100-02); Seguí (106-09); Ramírez (109-11); Ballad of Gregorio Cortez (118-20); Ruiz de Burton (123-29) Optional: Otero (120-122) | |
| 9/21 | Interventions | <u>Language</u> : In <i>Herencia</i> , Chapter 4: Chacón, White Lea, and "P.G." (130-142); Gares (445-447) <u>Parity</u> : Tenayuca (156-62); Paredes (170-75); Capetillo (432-34); Colón (448-51) | Close Reading #1, due by 5pm |
| | | See movie on reserve: <i>The Ballad of Gregorio Cortez</i> | |
| 9/23 | | Discussion of movie, the art of the corrido, translation, civil rights. | |

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| 9/26 | Preserving Traditions | <i>Herencia</i> Carrillo (178-83); González (184-86); Otero-Warren (188-91); Chavez (191-94); Ulibarri (296-300); Rivera (301-03) | Journal |
| 9/28 | Outsiders in America | <i>Herencia</i> Martí (337-341); Marín (341-43); Peraza (344-48); Díaz Guerra (348-52); Selva (352-53); Bolaños (361-64); Espinosa (364-67); Anonymous (379-85) | |
| 9/30 | Becoming American? America Becoming... | <i>Herencia</i> Soto (399-403); González (403-11); Braschi (462-65); Galarza (465-70); Prida (476-83) | |
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| 10/3 | | PHA: Paredes (80-86); Suarez (205-06 "Spared Angola"); Thomas (370-84); Medina (208-17) | |
| 10/5 | | PHA: Engle (218-25) <i>Herencia</i> Cervantes (326-29); Mora (329-31) | |
| 10/7 | | PHA: Vega (410-19); Rodriguez (420-31); Laviera (440-43) David Carrasco's convo | Close Reading #2 |
| | | | |
| 10/10 | Histories, Traditions; Voices and Memory | <i>Herencia</i> : Gonzales (195-199); Alurista (205-206); Pietri (212-220); Piñero (238-41) | |
| 10/12 | | PHA: Anaya (25-34); Castillo (34-48); Mora 87 ("Sonrisas"); Baca 100 ("Roots") | |
| 10/14 | | PHA: García (175-96); Pérez-Firmat (253-54); Medina 255 ("The Exile"); Hospital 267 | |
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| 10/17 | <i>mid-term break</i> | | |
| 10/19 | | PHA: Ortiz Cofer (329-47); Esteves (436-38); Hernández Cruz (439-40) <i>Herencia</i> : Anzaldúa (254-62) | journal |
| 10/21 | Gendered Bodies | <i>Herencia</i> : Arce (436-38); Colón (441-42); Esteves (266-67) | |
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| 10/24 | | PHA: Castillo (89-90); Cisneros (90-92); Mohr (348-69); Novas (226-30); Bevin (230-41) | Close Reading #3 |
| 10/26 | | PHA: Fernandez (61-72); Espada (455-57) <i>Herencia</i> : Moraga (247-54); Ríos (331): "Nani" | |
| 10/28 | | <u>Homecoming</u> 1-45 | |
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| 10/31 | | <u>Homecoming</u> 46-end | |
| 11/2 | Place and Space | <u>Drown</u> | |

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| 11/4 | | <u>Drown</u> | |
| 11/7 | | <u>Drown</u> | Close Reading #4 |
| 11/9 | | PHA: Cisneros (9-11); Muñoz (264-66); Santiago (391-410) | |
| 11/11 | Speaking Latinidad | PHA: Anzaldúa (98-99); Pau-Llosa 262: "Foreign Language" Gómez-Peña, "Documented/Undocumented" (e-reserve) Rodriguez, excerpt from <i>Brown</i> (e-reserve) | |
| 11/12 | | | Essay due, by 5pm |
| 11/14 | | Wrap-up, performances | Journal |
| 11/16 | | Performances, prep for exam | |
| 11/20 | EXAM 3:30-6pm | | |

COURSE REQUIREMENTS/GRADING:

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| Primarily, <i>reading</i> assigned texts and <i>being willing</i> to discuss, argue, and question. <i>Active, informed participation</i> is fundamental. | 15% |
| A Dialectical Journal, turned in three times during term. | 15% |
| Four Close Readings (due 9/21, 10/7, 10/24, 11/7). | 20% |
| One 5-7 pp essay, typewritten (due 11/12). | 20% |
| A Dramatic Presentation. | 10% |
| A final exam. | 20% |

This class, like many an English class, is designed to help you become a more sophisticated reader and writer. To that end, the writing assignments in this class are stepped, that is, there are (A) low-stakes assignments (the journal) in which I encourage you to not hold back any thoughts or musings, (B) mid-stakes assignments (the close readings) which should be presented more formally but don't represent as large a portion of the grade as the (C) high-stakes assignment, which is the formal essay. These assignments are "stepped" in the sense that I hope that the work you do in the journal might lead you to a particular approach to a close reading and, ideally, one of those close readings will be the foundation for your essay.

The Dialectical Journal

On the right-hand pages of a standard notebook, take copious notes as you read for classes. Basically, instead of highlighting interesting turns-of-phrase or remarkable images, write them down in the notebook. Use this right-hand side for taking down basic elements of plot, characterization, mood, theme, symbolism, and voice. (Please journal at least one text per class. You will have access to this journal for the final exam, so organized and consistent journaling is to your advantage.

Then, on the left-hand pages, create an interactive commentary. Pose questions, raise doubts, make connections, argue with the character, the voice, the author (just be aware of the difference between them all!), link the readings with personal experience or with knowledge from other courses.

This journal will provide you with a detailed history of how you read texts and how your initial questions and confusions can lead to interesting analyses and syntheses. The journal will be evaluated on first, yes, the *profusion* of notes in the right-hand side and second, the willingness to question, think through, argue, and deeply reflect on the notes you have taken. Grammar and spelling errors will not affect this grade.

Close Readings

Two to three pages, double-spaced, in answer to a question that I will provide (e.g.: “What does the writer see as the role of U.S. American values?”). Your reading should use direct quotes from a particular text (of your choosing, from a list I will provide) in order to defend your answer. These brief readings will be presented in class and used to initiate debate.

Essay

Five to seven pages, double spaced, on a topic of your choice. I'll provide a hand out on the essay at midterm.

POLICIES:

Academic honesty: It is understood that all work for the course is to be your own and that others' contributions shall be properly credited. For more information about Carleton's definition of academic honesty, please see

http://webapps.acs.carleton.edu/campus/doc/information_students/academichonesty/

Late essays/assignments: Apart from circumstances arising from medical or family emergencies, it is expected that assignments will be turned in on time. Late assignments will be marked down a third of a grade (plus or minus) for each day they are late. I will allow one extension per student during the term, as long as I am notified before the due date and time of the assignment.

Missing assignments: Count as an F. If you fail to turn in an entire category worth of assignments, chances are that you will fail the course.

Attendance policy: Three absences during the term (including those because of athletics) will be automatically excused. Any absences after that, regardless of the reason for the absence, will have to be made up with extra work (usually an additional 2-page paper) or your grade will be significantly lowered.

Note: Students who have any disability which might affect their performance in class should consult with me as soon as possible.