



MORAVIAN COLLEGE
DEPARTMENT OF FOREIGN LANGUAGES
SYLLABUS SPAN 243
INTRODUCTION TO HISPANIC LITERATURE IN THE USA
Spring 2013

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Office: Comenius 408

Classroom and time: Comenius 201, MW 8:55-10:05am

Office Hours: Friday 11:00am to 1:00pm or by appointment

Textbook Required:

Kanellos, Nicolás (Editor): *En otra voz: Antología de la literatura hispana de los Estados Unidos*. Arte Público Press, 2002.

Other materials will be posted on Blackboard <http://blackboard.moravian.edu/>. Please go to blackboard and enroll yourself in this course after our first meeting. **Note:** announcements, specific instructions for assignments, outlines, handouts, online articles, link to videos, summaries and progress reports will be on blackboard.

Course Description:

This course provides an overview of the history of Hispanic literature in the U.S, introducing the major literary trends from the XIX century to the present: *Literatura nativa (native)*, *literatura de inmigración (immigration)* and *literatura de exilio (exile/refugee)*. Emphasis will be on similarities and differences in the experiences among diverse Hispanic groups, especially Puerto Rican, *Chicano* or Mexican-American and Cuban-American groups who represent the largest Hispanic population in the U.S. Topics to be discussed encompass the construction of Latino identity in terms of race, gender, sexuality, and class; bilingualism and code-switching; the experiences of the exile, the immigrant and the refugee. Pre-requisite: SP 215 or permission from instructor.

Student Learning Outcomes:

By the end of the semester, students should be able to:

- Read, understand, and analyze literary work and critical essays in Spanish
- Write critically, concisely, and clearly in Spanish

- Communicate with sophistication and ease in spoken Spanish about the class topics
- Demonstrate an understanding of the different literary terminology employed in the analysis of different types of narratives, such as poetry, short stories, and plays.
- Understand the social, cultural and political impact of Hispanics in the United States.

Course requirements and evaluation

1. Attendance

- Every student will be allowed to miss up to **two (2) classes** without losing points off their final grade (*however, remember that your weekly class participation grade will suffer beginning with the first absence, regardless of the reason for it*).
- Every absence beyond **two** will result in a **deduction of 1 point off the final grade**. It is the responsibility of the student to reserve his/her 2 absences for those circumstances when missing class is unavoidable (i.e. illnesses, field trips, participation in sporting events, etc.) and to inform the professor as soon as possible about the reason for the absence.
- In case of extended absences the student should talk to Student Services or the Academic Dean who will contact the professor. **Only if the Dean justifies the absences, they will be excused (and points will not be taken off)**.
- Remember:** Requests to excuse absences at the end of the semester will not be considered. Students have the responsibility of keeping track of their own absences. **No reminders will be given**.
- Four (4) late arrivals** to class (10 minutes or more) will be the equivalent of one absence and students will lose 1 point off their final grade. Please, be respectful to other students and the professor, late arrivals are disrupting.
- No late assignments will be accepted without official written documentation.
- Arriving to class late or leaving early will be considered as tardiness or absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.

- **Don't forget** to turn off your cellular phone before coming to class. **If you insist in using your cellular (talking, texting, etc.) you will be asked to leave the classroom.**

- **Note: Please make sure you read and understand the “Attendance Policy” and academic regulations. I will put into effect such regulations in my class.**

2. Papers (see list of suggested authors at the end of this syllabus)

Students will write **two essays** (5-6 pages) and a **final research paper** (8 pages) based on a primary source (a short story, a film, a poem, movie, etc.). **The final paper** must be a comparative analysis of literary works by two or more authors. Essays and the final paper must follow the MLA citation style and format (Use the latest edition of the *MLA Handbook*). The final paper must be at least eight pages long and should include a list of works cited. During the last two class sessions of the semester, you must come to your professor's office and discuss the topic of your final paper.

All essays are due at the beginning of class. The final research paper is the final exam and it's due on the day of the final. **Please DO NOT send essays and final paper via e-mail.** Be aware that content/information, completion of task, organization, grammar, and mechanics will be considered when grading these assignments (Your instructor will provide the rubrics).

3. Oral presentation (10 minutes – including discussion)

Each student **MUST** select a topic related to Latino/Hispanic literature (novel, drama, film, poetry, etc.), then research it and present it in class. Guidelines will be provided by instructor at least a week before presentations. **Topics for oral presentation and final research paper must be different.**

NOTE: Each student must turn in an outline of his/her presentation and a list of sources used.

4. Homework

Homework will include a variety of readings and exercises such as debate preparation, and thesis development activities (must keep all these material and evidence of preparation in a separate folder). I will collect this folder at the end of the semester. Total points: 50pts. (10% of final grade). Quality and completeness of task will be considered when grading homework. It will be graded as follows: *full credit, half credit or no credit- guidelines will be provided by your instructor.*

5. Class participation and discussion

Students are expected to come to class having prepared all materials assigned. In class, students **must participate actively** speaking in group activities and class discussions. At this level, **ALL** students are required to participate in at least three activities/events organized by the Spanish Club, for example: Spanish Table, featured films, talks, museum visits, etc. Students can also

submit an entry for **Publication in BABEL** (*Babel* is the literary journal of the Department of Foreign Languages at Moravian. It invites submission of original poems, articles, and short stories in Spanish. Contact: Dr. Mesa cmesa@moravian.edu). Other cultural activities related to the Hispanic world will also count. These activities are part of your participation grade. Remember! students must participate in at least 3 different activities/events **to receive up to 5 points** which will be added to the final participation grade.

Active Participation in class will be graded as follows:

A=95 or higher *Excellent participation* (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment.

B= 85 *Good participation* (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment.

C=75 *Fair participation* (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn't seem to understand it.

D=65 *Poor participation* (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation.

F=55 *Lack of participation* (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

IMPORANT: As a general rule for this class, no late assignments will be accepted and make-up exams will be given in extremely unusual circumstances.

Final Course Grade			
Essays (2)	25%	Oral presentation	15%
Research paper	20%	Participation/discussion	25%
Homework	15%		
Letter Grades			
A	93-100	B	83-86
A-	90-92	B-	80-82
B+	87-89	C+	77-79
		C	73-76
		C-	70-72
		D+	67-69
		D	63-66
		D-	60-62
		F	0-59

Note: A weekly student progress report will be available on blackboard.

Academic integrity: academic dishonesty, that is, **cheating** on tests and exams, and **plagiarism** (using another person’s words and passing them off as your own) is a serious offense and will be handled according to the Moravian policy on Academic Honesty (please, see the *Student Handbook*). In addition, be advised that improper use of the dictionary or use of online translating services for written assignments will result in a grade of zero. It is your responsibility to avoid dishonest behavior!

Disability Statement:

“Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling (610) 861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.”

Classroom Civility:

Each Moravian student is encouraged to help create an environment during class that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

Course Calendar

Enero:

- 14 Introduction to the course
- 16 “Panorama de la literatura hispana de los Estados Unidos” by Nicolás Kanellos, pp. xi-xxxii
- 21 **MLK Day (no hay clase)**
- 23 “Panorama de la literatura hispana de los Estados Unidos” by Nicolás Kanellos, pp. xxxii-liv
- 28 **Literatura nativa.**
Los avatares del mestizaje: *Jesús, María y José* de Miguel Mathías de Quintana
Reminiscencias: *Una vieja y sus recuerdos* (fragmento) de Eulalia Pérez
- 30 Raíces de la resistencia: *Proclama* de Juan Nepomuceno Cortina, *Cartas a Mariano Guadalupe Vallejo* de María Amparo Ruiz de Burton.

Febrero:

- 4 En torno a los derechos culturales y civiles: *Caballeroso sí, pero bastante picante* de Eusebio Chacón, *Debemos trabajar*, *La conservación del nacionalismo* de Jovita Idar.
- 6 Estéticas militantes: *Peregrinos de Aztlán* (fragmento) de Miguel Méndez, *Don Orfalindo Buitureyra* de Rolando Hinojosa, *Soldado raso* de Luis Valdez.
Video: **Luis Valdez on the starting of El Teatro Campesino (10mins.)**
- 11 Reflexiones sobre la identidad: *Alma pocha...* de Américo Paredes, *my graduation speech* de Tato Laviera, *el desierto es mi madre* de Pat Mora.
- 13 Película (15mins.): **The Mambo Kings (1992) - Part 1/8** – It is an adaptation of Oscar Hijuelos's 1989 Pulitzer Prize-winning novel *The Mambo Kings Play Songs of Love*. El cubanoamericano Oscar Hijuelos - primer ganador hispano del premio Pulitzer.
- 18 Presentaciones orales
- 20 Presentaciones orales. **Entregar ensayo 1**

- 25 **Literatura de inmigración.** Encuentros con la ciudad moderna: *Coney Island...* de José Martí, *Nueva York por dentro* de Francisco Gonzalo “Pachín” Marín
- 27 Negociando nuevas realidades: *El deportado, lamento de un jíbaro y un jíbaro en Nueva York* (obras anónimas).

Marzo:

2-10 Spring Recess

- 11 Continuación... negociando nuevas realidades: *La carreta* de René Marqués
- 13 Perspectiva de raza, género y clase: *La mujer de talento* de María Luisa Garza, *La estenógrafa* Julio Arce (Jorge Ulica), *La Flapper* Jesús Colón.
- 18 El descontento político: *Cómo unir a la colonia puertorriqueña* de Joaquín Colón, *A los que vuelven* de Rodolfo Uranga
- 20 (Des) encuentros culturales y reflexiones sobre el “yo” dislocado: *Argonautas* (fragmentos) de Isabel Allende, *Yo misma fui mi ruta* de Julia de Burgos.
- 25 **Literatura de Exilio.** Conflictos por la independencia americana y el destierro: *Canción patriótica* de Joaquín Infante, *Himno del desterrado* de José María Heredia, Versos I, V, XXXIX de José Martí.
- 27 Contra la tiranía: *Los de abajo* (fragmento) de Mariano Azuela

29 de marzo al 1 de abril: Easter Recess

Abril:

- 3 *Sangre* (fragmento) de Gustavo Solano, *Postal* de Lirón.

Entregar Ensayo 2

- 8 Exilios contemporáneos: *Ya me había acostumbrado, Aquí estoy ahora* de Emma Sepúlveda
- 10 *El año que viene estamos en Cuba* (fragmento) de Gustavo Pérez-Firmat
- 15 *Antes que anochezca* (fragmento) de Reinaldo Arenas (Movie: *Before Night falls*).
- 17 *De noche soy tu caballo* de Luisa Valenzuela

22 Consultas para trabajo final

24 Consultas para trabajo final

Note: The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time. **Final research paper will be due on Tuesday, April 30, 1:30pm, Comenius 408.**

Suggestions for Your Essays and Final paper

Ensayo 1: analyze literary works by one or more authors from part II of your textbook: *Literatura nativa*. I prefer if you try to select the literary works of *nativista* authors not discussed in class. However, if you wish to do a more in-depth study of literary works by an author already discussed in class, it will be acceptable.

Ensayo 2: analyze literary works by one or more authors from part III: *Literatura de inmigración* of your textbook. I prefer if you try to select the literary works of authors not discussed in class. However, if you wish to do a more in-depth study of literary works by an author already discussed in class, it will be acceptable.

For your two essays you can also select from the following groups of Hispanic authors who represent what Kanellos calls “la nueva ola (*the new wave*)” of Hispanic writers. Most of them obtained a college degree and/or received a formal training in Creative Writing. They are very prolific writers and their work has been published, mainly in English, by large publishers: Julia Alvarez, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Junot Díaz, Cristina García, Oscar Hijuelos, Alberto Ríos, Gary Soto, Gustavo Pérez Firmat, Vigil Suárez, Helena María Viramontes, Lorna Dee Cervantes, Gloria Anzaldúa, Ana Castillo, Nicholasa Mohr, Esmeralda Santiago, Sabine Ulibarrí, Tomás Rivera, Tino Villanueva, Alurista, Nicanor Bolet Peraza, Guillermo Cotto-Thorner, entre otros.

Final Paper: Must be a comparative study of literary works by two or more authors. You can do the following:

- 1) Compare and contrast literary works by two or more authors from Part IV: *Literatura de exilio* of your textbook.

OR

- 2) Compare and contrast literary works by two author, one from Part II: *Literatura nativa* and another from Part IV: *Literatura de exilio*

OR

- 3) Compare and contrast literary works by two author, one from Part III: *Literatura de inmigración* and another from Part IV: *Literatura de exilio*

OR

- 4) Compare and contrast literary works of three authors, one from Part II: *Literatura nativa*; one from Part III: *Lit. de inmigración*; one from Part IV: *Literatura de exilio*