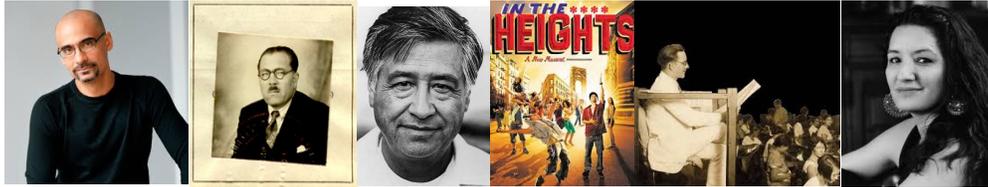


University of Florida/Gainesville
Center for Latin American Studies
Spring, 2017
LAS 4935/LAS 6938:
Latino/a Culture



Professor: Efraín Barradas.

Class: Tuesday, 4:05 - 7:05.

Section number: 0945 / 02FB

Room: Grinter 376 (Little 207)

Office: Grinter 305.

Office hours: Tuesday, 1:30-3:00; Wednesday, 1:30-3:00, and by appointment.

Telephone: 392-5235.

E-mail address: barradas@latam.ufl.edu

Course description and objectives:

This course will study the development of Latino/a culture in the United States. The course will focus on the three major Latino communities: Chicanos or Mexican-Americans, Cuban-Americans, and Neoricans or Puerto Ricans in the United States. The goal of the course is to use different cultural expressions – music, religion, art, language, and literature – to explore some of the central issues that affect these groups in order to understand their contributions to American culture and society. The course will present historical, social, and political issues through works of art – both elite and popular expressions – placed in a historical context. The evolution of these three groups will serve as the intellectual framework for the entire course. Here culture is seen mainly from a historical perspective and, at the same time, as the result of the political, social, and educational issues that shaped these communities.

The course's main objective is to make students aware of the presence and the development of Latino/a culture in the United States, and to provide them with intellectual tools to understand it. We base this objective on the premise that through the study of representative cultural texts one is able to understand important social, political and educational issues that are central to any society, in this case, to the Latino communities. The defense of bilingualism, the preservation of the family structure and the fear of assimilation into the main or dominant North American culture, for example, are some of the problems that will be discussed in order to reach a better understanding of Latino communities.

Texts:

- Harold Augenbraum and Margarite Fernández Olmos (eds.), The Latino Reader: An American Literary Tradition from 1542 to the Present.

- All the other readings will be found in E-Learning [EL].

Program and Assignments:

January

10: General introduction

17: Labels and concepts: What is a Latino?

Readings:

- Carmen Diana Deere, "Latino Studies a Separate Discipline" [EL]
- Samuel Huntington, "The Hispanic Challenge" (E-Reserve and available on line)
- Tony Horwitz, "Immigration and the curse of the Black Legend" [EL]
- Ruth Behar, "Latina without apologies" [EL]

Graduate students:

Assignment of dates for oral presentations.

24: Spanish Colonial World.

Readings:

- Cabeza de Vaca (Augenbraum and Fernández Olmos (pp. 4-17)
- Garcilaso de la Vega (Augenbraum and Fernández Olmos (pp. 17-21)
- "The Comanches" (Augenbraum and Fernández Olmos (pp. 42-56)

31: The 19th Century: Martí and the Cigar Workers.

Readings:

- José Martí, "Coney Island," "The Brooklyn Bridge," and "New York Under the Snow" [EL].
- Bernardo Vega, Memoirs (Augenbraum and Fernández Olmos, pp. 166-173).
- Bernardo Vega, Memoirs (chapters 1, 2 and 3) [EL].
- Ferdie Pacheco, "Ybor City's Last Intellectual" [EL].

February

7: Chicano Folklore: Corridos.

Readings:

- "The Ballad of Gregorio Cortez." (Augenbraum and Fernández Olmos, pp. 132-135).
- Américo Paredes, "With His Pistol in His Hand...", pp. 151-158 [EL].

Undergraduate students:

Questions for first take-home exam distributed in class

14: The Invention of the Chicano.

Readings:

- José Antonio Villarreal (pp. 237-247), Rodolfo "Corky" González (pp. 266-279), Alurista (pp. 287-290), Tomás Rivera (pp. 290-295), Rudolfo Anaya (pp. 295-307) and, Oscar "Zeta" Acosta (pp. 307-317). (All selections from Augenbraum and Fernández Olmos).
- César Chávez, "The Plan of Delano" [EL].

Undergraduate students:

First take-home exam due in class

21: The Invention of the Latino from the Outside.

Readings:

- West Side Story
- Alberto Sandoval, "A Puerto Rican Reading of the America of West Side Story" [EL].
- Frances Negrón-Muntaner, "Feeling Pretty: West Side Story and Puerto Rican Identity [EL].

28: The Invention of Latinos from the Inside

Readings:

- Quiara Alegría Hudes, In the Heights (Act 1, Scene 11, Act 2, Scene 5) [EL]
- Lin-Manuel Miranda, In the Heights (Video) [EL]
- Michael Gioia, "Brief Encounter with Lin-Manuel Miranda." [EL]
- Ben Brantley, "Review: Hamilton." [EL]

March

7: Spring break

14: Latino Music

Readings:

- Carmen R. Lugo-Lugo, "Ricky Martin ain't no Dixie chick..." (EL).
- Leonardo Acosta, "Perspectives on Salsa" [EL].
- Deborah R. Vargas, "Bidi bidi bom bom: Selena and the Tejano music in the making of Tejas" [EL]
- Jairo Moreno, "Bauzá-Gillespie-Latin/Jazz: Difference, modernity, and the Black Caribbean" [EL].

21: Latino Visual Arts.

Readings:

- Mary Jane Jacob, "Ashé in the art of Ana mendieta" [EL]
- Anna Indych, "Nuyorican Baroque..." (Available via Internet)
- Tomás Ybarra-Frausto, "Rasquachismo [sic]: A Chicano Sensibility" [EL]

Undergraduate students:

Questions for second take-home exam distributed in class.

28: Latinos and Language.

Readings:

- Andrew Lynch, "Spanish-Speaking Miami in Sociolinguistic Perspective" [EL].
- Guadalupe Valdés, "Bilingualism and Language use among Mexican Americans" [EL].
- Ana Celia Zentella, "Hablamos los dos. We speak both: Studying Bilingualism in the Community Context" [EL].
- Richard Otheguy and Nancy Stern, "On so called Spanglish" [EL]

Undergraduate students:

Second take-home exam due in class.

Graduate students:

Topics, brief proposal and preliminary bibliography for final paper due.

April

4: Religion in the Latino communities.

Readings:

- Edwin I. Hernández, et al, Faith and Value in Action [EL]
- Virgilio Elizondo, "A Galilee of Mestizos" [EL].
- Terry Rey, "The Spirit(s) of African Religion in Miami" [EL].
- Sandra Cisneros, "Guadalupe de Sex Goddess" [EL].

- **Graduate students:**

- **Comments on final paper proposal from professor**

11: Sexualities and the Latino Communities.

Readings:

- Carla Trujillo, "Chicana lesbians" [EL].
- John Leguizamo, "Félix" [EL]
- Marysol Asencio and Katie Acosta, "Mapping Latina/o ssexualities: Rsearch and scholarship" [EL]
- Pierrette Hondagneu-Sotelo, "Gender and the Latino experience in the late-twentieth-century America" [EL]
- Flavio Risech, "Political and Cultural Cross-Dressing..." [EL]

Undergraduate students:

Questions for third take-home exam distributed in class.

Exam is due on Tuesday, April 18.

18: Latino Politics.

Readings:

- Lisa García Bedolla, "Latinos and U.S. Politics" [EL].
- Louis Desipio, "The Pressure of Perpetual Promise: Latinos and Politics, 1960-2003" [EL].
- Michael A. Olivas, "'Breaking the Law' on Principle," University of Pittsburgh Law Review [EL].

Graduate students:

**Final papers due on Monday, April 24, no later than 1 pm.
(Please place exam in professor's mailbox in Grinter 319)**

STANDARDS FOR EVALUATION AND GRADES.

All students, graduate and undergraduate, can present their written work for this class either in English or Spanish.

Grade Scale

The final grade scale is as follows:

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Make up-work.

The dates for oral reports and exams are included in the course syllabus. All work is due on the assigned date. There will be no make-up exams or changes in the dates for the oral reports. Students who fail to present their work on the due date will receive a failing grade.

Undergraduate students.

1. Students are expected to complete all assigned readings by the day they are assigned. Attendance and class participation will constitute **15%** of the final grade. Students can be absent once during the semester.
2. All undergraduate students will do a brief oral presentation (10 minutes) on one of the assigned texts. By the second day of classes they will select the text that he/she will introduce. Once the text is assigned, there cannot be changes on the date of the presentation. This presentation will count as **10%** of the final grade.
3. There will be three take-home exams during the semester. These will constitute **75%** of the final grade (25% each). All exams will consist of two essay type questions. Students will select one and write a four or five-page essay on the topic.

Graduate students.

1. Students are expected to complete all assigned readings for the day they are assigned. Attendance and class participation will constitute **10%** of the final grade. Students can be absent once during the semester. 5% of the attendance and participation component will be deducted for any further absence.

2. All graduate students will give an oral presentation (30 minutes long) in class. This will constitute **30%** of the final grade. The presentation will be based on the discussion of an article or a chapter of a book on the subject discussed in class the day of the presentation. Students will notify the professor by the second class of their choices of date/topic for the presentation. (Please come with more than one possible date/topic since another student might be assigned your first choice.) The presentation should consist of a critical reading of the selected article. The presenter should engage all students in a discussion of the text and should also provide them with any background information (theoretical ideas used in the text, historical perspective, etc.) that will help understand the article. This text will become part of the assigned readings for the class, so it is necessary that the student who is presenting provide the professor with a photocopy or a scant copy of the text at least the week before the presentation in order to distribute it to the entire class. Time limits for the presentation will be strictly observed. Students should include in their presentation a bibliography of the texts that they used for their presentation. They should give the professor an annotated version of this bibliography.

3. A 12 to 15-page research paper on a specific theme on Latino/a culture is the main requirement for the course. This will count as **60%** of the final grade. By March 28th students must submit the topic of the final paper and a preliminary bibliography for approval. The final paper is due (in my mailbox in the Center for Latin American Studies) by 1 PM on April 24th.

Students with disabilities

In order to better help any student with learning or physical disabilities, he/she should contact the University of Florida Disability Service Office so the professor will be officially notified of any arrangements needed to be made in this class.

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The UF Honor Code reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

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." For more information please refer to <http://www.dso.ufl.edu/studentguide>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

Nota Bene: Please make sure that you cell-phones are off during the class period. Also, please, remember that by university rules no food or drinks are permitted in the classroom.