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 Neoricians 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.

Program and Assignments:
January
9: General introduction
16: Labels and concepts: What is a Latino?
   **Readings:**
   - Carmen Diana Deere, “Latino Studies a Separate Discipline”
   - Samuel Huntington, “The Hispanic Challenge” (Available on line)
   - Tony Horwitz, “Immigration and the curse of the Black Legend”
   - Ruth Behar, “Latina without apologies”

   **Graduate students:**
   Assignment of dates for oral presentations.

23: 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)

30: The 19th Century: Martí
   **Readings:**
   - José Martí, “Coney Island,” “The Brooklyn Bridge,” and “New York Under the Snow”

February
6: The Cigar Markers
   **Readings:**
   - Arthur A. Schomburg, “The Negrdigs up his past”
   - Bernardo Vega, *Memoirs* (chapters 1, 2 and 3)
   - Jesús Colón, “Arthur Schomburg and negro history”
   - Ferdie Pacheco, “Ybor City’s Last Intellectual”

13: 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

   **Undergraduate students:**
   Questions for first take-home exam distributed

20: 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”

   **Undergraduate students:**
   First take-home exam due in class

27: 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”
   - Frances Negrón-Muntaner, “Feeling Pretty: West Side Story and Puerto Rican Identity

March
6: Spring break
13: The Invention of Latinos from the Inside

Readings:
- Quiara Alegría Hudes, *In the Heights* (Act 1, Scene 11, Act 2, Scene 5)
- Lin-Manuel Miranda, *In the Heights* (Video)
- Michael Gioia, “Brief Encounter with Lin-Manuel Miranda”
- Ben Brantey, “Review: Hamilton”

20: Latino Music

Readings:
- Carmen R. Lugo-Lugo, “Ricky Martin ain’t no Dixie chick…”
- Leonardo Acosta, “Perspectives on Salsa”
- Deborah R. Vargas, “Bidi bido bom bom: Selena and the Tejano music in the making of Tejas”

27: Latino Visual Arts.

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

Undergraduate students:
Questions for second take-home exam distributed

April

3: Latinos and Language.

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

Undergraduate students:
Second take-home exam due in class

Graduate students:
Topics, brief proposal and preliminary bibliography for final paper due

10: Religion in the Latino communities.

Readings:
- Edwin I. Hernández, et al, *Faith and Value in Action*
- Virgilio Elizondo, “A Galilee of Mestizos”
- Terry Rey, “The Spirit(s) of African Religion in Miami”
- Sandra Cisneros, “Guadalupe de Sex Goddess”

Graduate students:
Comments on final paper proposal from professor

17: Sexualities and the Latino Communities.

Readings:
- Carla Trujillo, “Chicana lesbians”
- John Leguizamo, “Félix”
- Marysol Asencio and Katie Acosta, “Mapping Latina/o ssexualities: Research and scholarship”
- Pierrette Hondagneu-Sotelo, “Gender and the Latino experience in the late-twentieth-century America”
- Flavio Risech, “Political and Cultural Cross-Dressing…”
24: Latino Politics.

Readings:
- Lisa García Bedolla, “Latinos and U.S. Politics”

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:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<td>A-</td>
<td>92-90</td>
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<td>B+</td>
<td>89-87</td>
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<td>B</td>
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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](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 27th.

**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](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.