

University of Florida/Gainesville  
Center for Latin American Studies  
Fall, 2002  
LAS 4935/LAS 6938:  
Latino/a Culture

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**Professor:** Efraín Barradas.

**Class:** Thursdays, 4:05-7:05.

**Section number:** 1135 / 3419.

**Room:** Grinter 376.

**Office:** Grinter 364.

**Office hours:** Wednesdays 10:30-11:30; 2-3 PM, Thursdays 2-3 PM, and by appointment.

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**Course description:**

This course will investigate the development of Latino/a culture in the United States as seen through three different Hispanic groups: Chicanos, Cuban-Americans and Neoricans. Its goal is to use different expressions of Latino/a culture – music, religion, art and especially literature – to explore some of the central problems of these communities in order to understand their contributions to American culture and society. This is a course based on cultural expressions; it presents historical, social and political issues through works of art (high/low or elite/popular) placed in a historical background. For this reason the historical development of these three groups will serve as the intellectual framework for the entire course. Here culture is seen mainly in a historical context and, at the same time, as the result of the political, social and educational issues that shaped these communities.

It is the main objective of this course 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. The course is based 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 Latino communities. For example, the defense of bilingual education, the preservation of a Hispanic family structure and the fear of assimilation into the dominant North American culture are some of the problems that will be discussed in order to reach this understanding of Latino communities.

**FLAC course.**

This course has been designated a FLAC course. This means that a section of SPN 3224 (Wednesday, 8<sup>th</sup> period) will be taught as a parallel course to this one. SPN 3224 is a one-credit Spanish language enhancement course in which readings by some of the authors studied in the content class or other Latino/a writers will be used as a basis for the improvement of the students' oral and written Spanish. Students in the content course (LAS 4935/6938) do not have to take the language course, but any student who needs improvement of his/her Spanish is encouraged to take it.

Prof. Erica Oshier will teach this section of Spanish 3224.

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**Texts:**

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

- Junot Díaz, Drown
- Juan González, Harvest of Empire: A History of Latinos in America.
- José Martí, Selected Writing.
- Achy Obejas, We Came All the Way from Cuba so You Could Dress Like This?

These books can be acquired at Goering's Bookstore (1717 NW 1<sup>st</sup> Avenue).

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**Program and assignments:**

August

28: General Introduction.

Reading: John Leguizamo, Mambo Mouth (1990)

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

September

4: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)
- González, Introduction and chapter 1.

11: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 (Photocopy).
- González, chapter 2.

Possible oral presentation: Hispanic folk literature in the United States.

Mission style in architecture: California and Florida.

18:The 19<sup>th</sup> Century.

Readings:

- José Martí, "Impressions of America" (pp. 32-40), "Coney Island" (pp. 89-94), "Tributes to Karl Marx..." (pp. 130-139), "The Brooklyn Bridge" (pp. 140-144), "The Indians in the United States" (pp. 157-164), "Impressionist Painters" (pp. 167-171) and "New York Under the Snow" (pp. 225-231).
- González, Chapter 3.

Possible oral presentation: The wars for Cuban independence and Cuban migration to the United States.

25: Recunstructing the Past.

Readings:

- Bernardo Vega, Memoirs (Augenbraum and Fernández Olmos, pp. 166-173).
- González, Chapters 4 and 14.

Possible oral presentations:The tobacco industry in Florida.

The tobacco industry in the United State

Note: Only one of these two topics may be selected.

**Undergraduate students:**

**Questions for first take-home exam distributed in class**

October

2:The Creation of the Chicano.

Readings:

- Leonor Villegas de Magnón, (pp. 142-155), José Antonio Villareal (pp. 237-247), Rodolfo "Corky" González (pp. 266-279), Alurista (pp. 287-290), Tomás Rivera (pp. 290-295), Rodolfo Anaya (pp. 295-307), Oscar "Zeta" Acosta (pp. 307-317) and Luis Valdez (pp. 364-378). (All selections from Augenbraum and Fernández Olmos)

- González, chapter 5.

Possible oral presentations: The Mexican Revolution and the Mexican-American community.  
New Mexico and Texas in the 19<sup>th</sup> century

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

9:Latino Music

Readings:

- Mayra Santos Febres, "Salsa as Translocation." (Photocopy)

- John Storm Roberts, "The Roots" (Chapter 1 of The Latin Tinge: The Impact of Latin American Music on the United States) (Photocopy)

Guest lecturer: Prof. Ruth Witmer (Center for World Music, School of Fine Arts)

Possible oral presentations: Latin American influence on Jazz.

Cross-over and Latino artists.

16:Latino Visual Arts.

Readings:

- González Chapter 11.

Possible oral presentations: Frida Kahlo as a cultural icon in the United States.

Mexican muralists and Chicano art.

**Graduate Students: Book review due.**

23: The Creation of the Latino from the outside.

Readings:

- West Side Story

- González, Chapters 8, 9 and 10.

Possible oral presentations: Hispanics in Hollywood.

Desi Arnaz and I Love Lucy.

30: The Chicanas.

Readings: Sandra Cisneros, The House on Mango Street

- González, Chapter 13.

Possible oral presentation: Chicana feminism.

Guest lecturer: Dr. Tace Hedrick (English Department and Women's Studies Program)

**Undergraduate students:**

**Questions for second take-home exam distributed in class.**

November

6:The Cuban-American Woman.

Reading: Achy Obejas, We came all the way from Cuba so you could dress like this?

- González, Chapter 6.

Possible oral presentations: History of Cubans in Florida.

Machismo in the Latino Communities

**All students: Topics and preliminary bibliography for final paper due.**

**Undergraduate students: Second take-home exam due in class.**

13: The Dominican Community.

Readings: Junot Díaz, "Fiesta 1980," "Aguantando," "Drown," "How to Date..." and "Negocios" (From: Drown)

- González, Chapter 7.

Possible oral presentations: Santería and other religious practices in the Latino Communities.  
Dominican and Central American Migration to the United States

20: Spanish in the Latino Community

Readings:

-TBA

- González, Chapter 12.

Possible oral presentation: Chicano Spanish

Guest lecturer: Dr. Andrew Lynch, Department of Romance Languages and Literatures.

Issues in bilingual education.

27: Thanksgiving.

December

4: Conclusions.

Readings: - Pedro Pietri, "Puerto Rican Obituary." (pp. 328-337)

- Dolores Prida Beautiful Señoritas (pp. 351-364)

- Lourdes Casal "For Ana Veldford" (pp. 385-386)

-Cherrie Moraga, "A Long Line of Vendidas," "Loving in the War Years" (pp. 425-432).

- Gloria Anzaldúa, Borderlands... (pp. 444-456)

- Miguel Piñero, "A Lower East Side Poem" (pp. 349-350).

- Sandra María Esteves, "From the Commonwealth" and "A la Mujer Borrinqueña" (pp. 382-384).

- Cristina García, Dreaming in Cuban (pp. 468-478). Rosario Morales and Aurora Levins Morales, "Ending Poem" (pp. 438-440).

Note: All the above readings come from Augenbraum and Fernández Olmos.

- Flavio Rísech, "Political and Cultural Cross-Dressing..." (Photocopy).

- González, Epilogue.

Possible oral presentations: Latinos in US politics.

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## STANDARDS FOR EVALUATION AND GRADES.

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

**For Undergraduate students.**

1. Students are expected to complete all assigned readings by the day they are assigned. Attendance and class participation will constitute 10% of the final grade.

2. There will be two take-home exams during the semester. Each one will constitute 25% of the final grade. The questions for the first exam will be distributed in class on September 25<sup>th</sup>; the exam is due the following week in the class (October 2<sup>nd</sup>). The questions for the second exam will be distributed in our meeting of October 30<sup>st</sup> and they are due on November the 6<sup>th</sup> (in class). Both exams will consist of two essay type questions. Students will select one and write a four or five-page essay on the topic.

3. A final research papers (10 pages long) on a topic related to Latino/a literature or culture will constitute 40% of the final grade. By November 6<sup>th</sup> all students should submit for approval their topic and a preliminary bibliography. The final paper is due (in my mailbox in Center for Latin American Studies) by 1 PM on December 13<sup>th</sup>.

#### **For 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.

2. All graduate students will give an oral presentation (20 minutes long) in class. This will constitute 20% of the final grade. The topics and dates for the presentations appear in the course program, at the end of each date. Students should notify the professor by the end of the first meeting of their choices since these will be honored if the circumstances permit so. Topics will be assigned then for all those graduate student attending the first meeting.

3. Graduate students will write a review (five pages) of one of the following recent books by Latino authors:

- Michelle Habel-Pallán and Mary Romero (eds.), Latino Popular Culture.
- Alisa Valdés-Rodríguez, Bad Girls.

This written exercise will count for 30% of the final grade and is due in our October 10th meeting.

4. A 12 to 15-page research paper on a specific theme on Latino/a literature or culture is the last requirement for the course. This will count as 40% of the final grade. By November 6<sup>th</sup> 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 December 9<sup>th</sup>.

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### **Academic Honesty Guidelines University of Florida**

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

**Cheating.** The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or

homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Bribery, Conspiracy, Fabrication.** For details see website below.

The UF Honor Code states: AWe, 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 the following pledge is either required or implied:

*AOn my honor, I have neither given nor received unauthorized aid in doing this assignment. @*

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.aa.ufl.edu/aa/Rules/4017.htm>