Southern Methodist University
Department of World Languages and Literatures

JANUARY TERM 2019
JAN 7 – JAN 16

WL 3372 (Re)locating Latinos and Their Cultures in the US
Professor: Dr. Leticia T. McDoniel
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Email: mcdoniel@smu.edu

Days and time: M-F 9-4 with lunch break
Office Hours: after class or by appt.

I. Course Content
This course surveys the multidisciplinary field of Latino/a Studies in order to better understand the place of Latinos in U.S. history and culture. The interdisciplinary lens of U.S. Latino Studies will help us to examine the nation's heterogeneous and changing Latino communities. A selection of texts from a variety of disciplines (including history, social sciences, literature and the visual arts) will inform our discussion of how Latinos/as in the U.S. are depicted. Major themes to be addressed include: immigration, identity, language, education, and culture.

II. Learning Outcomes

Language and Literature
1. Students will demonstrate how symbolic systems communicate meaningfully within its language community.
   2a. Students will analyze or create a text such as literature, films or musical compositions.

Human Diversity:
   Through personal experience with other cultures and communities, students will examine their own attitudes and beliefs arising from individual or group status, treatment, opportunities, or accomplishments.

Oral Communication
   Students will be able to use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

For the student taking the course include the ability to contextualize Latinos living in the United States and the ability to place them in appropriate historical settings. It is also important that students understand the relationship between those historical settings and the course readings. Students will also be able to discern key concepts related to history, culture and sociopolitical aspects of Latinos / Hispanics through films, novels, short stories and other readings as well as research assignments; and will have enhanced understanding of the
cultural diversity of Latinos/Hispanics in the United States.

III. Course

Required Materials

1. *...y no se los tragó la tierra* by Tomás Rivera (1971)

Selected theoretical readings will include excerpts from the following books (will be posted on canvas):

12. *Cuando Lleguemos/When We Arrive: The Paradox of Migration in Tomás Rivera’s ...and*
The Earth Did Not Devour Him by Brooke, Frederickson.

Movies, short films and documentaries and TV shows:
2. *Llévate mis amores* (*All of me*) by Arturo González Villaseñor (2014)
4. Series: *Modern Family* (selected episode(s))
5. Series/Soap Opera: *Jane the Virgin* (selected episode(s))
7. *Soy Boricua pa’ que tu lo sepas! I’m Boricua Just so You Know* by Rosie Perez (2007) (Library reserve)

IV. Grading system

Note on syllabus that there are assignments that are to

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam (1)</td>
<td>10%</td>
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<tr>
<td>Interview preparation</td>
<td>5%</td>
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<tr>
<td>Project: Video (documentary) of <strong>interviews</strong></td>
<td>15%</td>
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<td>Project: Documentary: (both a written and video)</td>
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<tr>
<td>- Written conclusion</td>
<td>10%</td>
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<td>- Oral conclusion (presented in video)</td>
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<tr>
<td>Oral Presentation (OC)</td>
<td>10%</td>
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<tr>
<td>Final Essay (<strong>HD and L&amp;L</strong>)</td>
<td>20%</td>
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V. Description of course components

a) Participation, Preparation, and Courtesy

Participation means that the student will actively contribute to class and group discussions both by asking and by answering questions. It also means that s/he will willingly engage in class activities. Active, thoughtful and informed participation is expected at each class meeting.

Preparation implies that the student will have watched the assigned film, read any reading assignment, written homework and completed any other pertinent assignment in advance of the day it will be discussed in class. Students are expected to devote at least 2 hours of studying and preparation before each class meeting.

Courtesy means being respectful of the classmates, the instructor and the learning process in general. Food, cell phones and improper mannerisms (such as burping, indiscreetly yawning, sleeping, playing video games, sending text messages, etc.) interfere with that principle as do tardies, early departures and regularly leaving and re-entering the classroom while class is in session. Turn off mobile telephones and all electronic devices before coming in to class.

b) Homework

Homework assignments will mainly consist of short reports with synthesis and opinion questions. NOTE: There are a couple of readings listed on the daily assignments that have to be done before Jan-Term starts.

For the synthesis reports, the student will answer a series of questions prepared by the instructor. These comprehension and synthesis questions, related to content, film or socio historical context, will guide students to a better understanding of the assigned reading (theoretical or literary) or film/documentary. Questions will be posted on Canvas and students must post answers by the due date on canvas as well.

Reading assignments are crucial. Students must use reading assignment worksheet to turn in their summaries and conclusions about each reading. The worksheet must be uploaded to canvas on the due date.

Unless otherwise noted by the instructor, all written assignments must abide by the following formatting requirements:

- typed or word-processed (printed, not e-mailed),
- double-spaced,
- 12 point font (Times, Times New Roman),
- length (where applicable, predetermined by the instructor),
- Stapled (where applicable).

Handwritten assignments will not be accepted under any circumstances. Furthermore, a deduction of 5 points per formatting requirement will be applied to each written assignment.
that does not comply with the rest of the afore-mentioned requirements. The day a particular assignment is due, it is to be turned in to the instructor immediately at the beginning of the class (and not by the end of the work day). Late work will not be accepted. No excuses (i.e. my printer is not working, I run out of ink, I forgot my homework on my dorm, etc.) will be considered, not even for a partial grade.

c) Exam
There will be 1 exam to evaluate concepts covered in class and related to the material covered (films, documentaries, short stories, novels, etc.) The professor reserves the right to give additional quizzes including “pop” quizzes at her discretion.

d) Interview preparation:
Students will prepare thoughtful questions based on our class discussions, readings and films/documentaries to be asked to the people they decide to interview. Students must also identify people belonging to the Hispanic/Latino community they will be interviewing and ask for their permission to video tape them for a class project. The students may give the questions to the interviewee beforehand. This will be turned in to be graded.

e) Project: Video (documentary) of interviews
The video documentary project consists on creating a documentary-like video consisting of three interviews to three different people belonging to the Hispanic/Latino community in the United States. The questions to be asked should echo the thematic and cultural context studied in class for this group. The format of this project should be audiovisual (create and record your three 3-4 minute clips, one clip for each interview. More guidelines and requirements for this project will follow.

f) Oral Presentation
Each student will be in charge of thoroughly preparing and presenting to the class a summary of their interviews and his/her conclusions. In addition to the interview content, the students must elaborate on cultural context, language aspects, and other concepts studied in class. Usage of audio-visuals is recommended but should not be abused since one of the goals of this task is to evaluate the student’s oral expression. In that same sense, reading memo cards, notes or Power Point slides projected with complete sentences on them is not allowed. The presentation will last 7-10 minutes and should be accompanied by a succinct one-page handout. The use of any other material that will engage the audience is welcome.

g) Project: Documentary conclusion written and video recorded
Each student will write and video record their conclusion. The written version should be handed in to instructor for revision before proceeding to record it. The written conclusion should serve as a rough draft for the final essay. The conclusion should include an analysis of their findings as well as to demonstrate how the symbolic systems studied in class (media, personal narrative, everyday language, literary narrative etc.) contribute to the creation of Latino/Hispanic identity. The video should be added to the project video (documentary) of interviews (part e) as a conclusion segment. The conclusive arguments or statements should be a deep reflection on the subject as well as on the answers given by interviewees. The conclusion should be between 2-3 minutes long. Students may not read or use note cards, material should
be memorized when recording the conclusion segment of their documentary.

h) Final Essay
Students will write 4-5 page essay about Latino/Hispanic identity using the readings of variety of disciplines studied in class. In the essay students should demonstrate how the material form the various disciplines interrelates and help them acquire a deeper understanding of the Latino/Hispanic situation in the United States. One of the main objectives of this essay is that students connect their personal experience with Hispanic/Latino cultures and communities (people they interviewed for their documentary project or characters in the various texts, films, TV shows, etc., studied in class), students examine their own attitudes and beliefs arising from individual or group status, treatment, opportunities, or accomplishment. Therefore, in the final essay’s content and structure should summarize and connect their view on human diversity with the cultural and/or historic and theoretical topics therein covered, in a well based analytical writing. In addition, the essay must analyze how students findings demonstrate how the symbolic systems studied in class (media, personal narrative, everyday language, literary narrative etc.) contribute to the creation of Latino/Hispanic identity. Students must submit the final essay on the final exam day.

VI. Attendance
Students are expected to attend all classes, to arrive on time, and remain in class until dismissed in order to fully benefit from this course. Three hours of absence (three class meetings) will be overlooked regardless of the reason. Every additional unexcused hour of absence (except for the first day of classes) will result in a 2% reduction of the student’s final grade. If more than six hours of class time are missed, will be assigned an F for the course. It is the student's responsibility to keep track of his/her own absences to avoid failing the course. The student is also responsible for obtaining any notes and/or assignments from the days that s/he was absent (regardless of whether excused or unexcused). Any combination of 3 late arrivals and/or early departures will be counted as one unexcused absence.

VII. Make-ups and late work
Make-up exams will be allowed and late work accepted only and exclusively in the event of documented excused absences. Written proof of an excused absence must be submitted immediately upon return to class in the event of an illness or prior to a class missed due to religious observance or extracurricular activity. If the student is absent on the day of a written/oral evaluation or when any other assignment is due, s/he will receive a grade of zero on that work unless the absence is excused.

VIII. Excused absences

a) Health: Verification of medical illness and request for an excused absence from class will be handled in one of two ways. A physician or staff member from health/counseling and testing will provide either (1) a hand-written note on a Health Center prescription form, or (2) a signed letter written on Health Center stationary. Excused medical absences shall have specific dates or time periods indicated. Encounter forms and walk-out statements verify a student’s visit to the Health Center but do not indicate an excused medical absence.

b) Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their instructors in writing at the beginning of the semester,
and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

c) University Extracurricular Activities: Absences related to an officially sanctioned, scheduled University extracurricular activity need to be verified by an Academic Compliance form signed by your coach or activity sponsor. You will be given the opportunity to make up class assignments or other graded assignments missed as a result of your participation, but it is your responsibility to make arrangements with your instructor prior to any missed examination or assignment for making up the work.

IX. Academic Dishonesty
According to University regulations and the SMU Honor Code, dishonesty in connection with any university activity constitutes misconduct for which students may be subject to administrative action or disciplinary penalties. Cheating, plagiarism, or knowingly furnishing false information are examples of dishonesty.

Instances of cheating include, but are not limited to: handing in work done by someone else as your own (in paper or electronic form), handing in writing samples in Spanish that have been translated by someone else or processed through a language translator, copying from websites, assisting others in cheating, failing to cite sources, etc.

While in this course collaboration on assignments is encouraged, individual work must be demonstrated. This means that all written assignments as well as other types of assignments must be the original of work of the student turning them in. Any work that is either partially or fully copied, plagiarized or that is the result of academic dishonesty will result in a grade zero for that work.

X. Disability Accommodations
Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit http://www.smu.edu/Provost/ALEC/DASS to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

XI. Miscellanea
a) Every Grade Counts: There will not be “dropped quizzes” or “dropped homework” in this class. Neither “curves” for grading nor extra credit assignments are part of the professor’s policy.

b) E-mails: The professor reserves the right not to reply to e-mails sent after 7 p.m. until the following morning, especially if the answer is stated on the syllabus.

c) Final Grade Round up Policy: The professor does not round up final grades. However, when a .51 and up could make a difference for a change in the letter value (from B+ to A-, from B to B+, etc.), she may raise the participation grade up to 5 points to see if that action improves the final grade automatically. This action may only be done after an
overall academic evaluation of the student. If by doing so, the final grade still misses in some decimals (i.e. from 89.55 to 89.70 after the 5 points addition), it is at the sole discretion of the professor to round up the grade.

d) Disputing Grades: The departmental policy requires that all grades be posted on Canvas and available to students within seven calendar days. All grade disputes are to be made in writing. A student has until one week after receiving his/her grade to dispute the grade in writing. When disputing a grade, you should state the question, the dispute, and the number of points you feel you should have received for the question. Please note that when you ask for a question to be regraded, the entire assignment may be regraded, and there is a possibility of losing points. In the same vein, students should keep all course material that has been returned to them until the end of the semester. This includes but is not limited to homework assignments and quizzes. In cases of suspected plagiarism all material the student has handed in during the semester may be subject to review. Inability to produce these materials in the case of a review may result in a lowering of the student’s grade for the course.

e) In Case of Emergency: • Ensure you will receive SMU emergency notifications: Update your phone # in My.SMU.edu. • During an emergency, look for information updates through texts, www.smu.edu, Twitter (@SMU), or Facebook. • View safety videos at www.smu.edu/emergency.
XII. Course Calendar:
NOTE: The professor reserves the right to make modifications (deletions or additions) to the syllabus as she deems necessary. Changes will be announced in class. Minimal assignments are listed here. The professor will assign additional homework at her discretion.

Preparatory Assignments to be done prior to J-term:

Read two of the novels assigned for the course:
1) And the earth did not devour him by Tomas Rivera and
2) The house on Mango Street by Sandra Cisneros
3) Read: Candence Nelson y Marta Tienda: *The structuring of Hispanic Ethnicity*.
4) Read: Suzanne Oboler “Ethnic labels, Latino Lives
5) Complete the reading Worksheet posted on canvas for each novel and the articles by Nelson and Tienda and Suzanne Oboler

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<thead>
<tr>
<th>Date</th>
<th>Chapter or Activity</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>MONDAY</strong></td>
<td><strong>01/07</strong></td>
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<tr>
<td></td>
<td>1. Latinos/Hispanics in the US</td>
<td>Overview and general ideas</td>
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<td><strong>MON</strong></td>
<td><strong>Read</strong>: Key Terms in Latino</td>
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<td><strong>MON</strong></td>
<td><strong>Cultural and Literary Studies</strong></td>
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<td><strong>MON</strong></td>
<td>See key concepts to study,</td>
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<td>History of Hispanics/Latinos in the US</td>
<td>listed on canvas files.</td>
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<td>Three major groups: Mexians, Cubans and Puerto Ricans</td>
<td><strong>Read</strong>: Candence Nelson y</td>
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<td></td>
<td><strong>Marta Tienda: The structuring of Hispanic</strong></td>
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<td><strong>Ethnicity.</strong></td>
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<td><strong>MON</strong></td>
<td><strong>Write</strong>: Reading Assignment</td>
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<td></td>
<td>Discussion / in class activities</td>
<td>Worksheet</td>
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<td></td>
<td>Defining what is Latino and what is Hispanic</td>
<td><strong>Quiz on terminology</strong></td>
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<td>Latino /Hispanic movements in the USA: Chicano, Mexica and more.</td>
<td><strong>Read</strong>: Suzanne Oboler “Ethnic**</td>
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<td>**labels, Latino Lives”</td>
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<td></td>
<td><strong>Write</strong>: Reading Assignment</td>
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<td></td>
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<td>Worksheet</td>
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| MON   | Perspectives on terminology: Hispanic vs Latino | Read: José Enrique Idler *Officially Hispanic: Classification Policy and Identity* Chapter 7  
Write: Reading Assignment Worksheet |
|-------|------------------------------------------------|--------------------------------------------------------------------------------------------------|
| MON   | Introduction to the novel …y no se los tragó la tierra | Read: Tomás Rivera …*y no se los tragó la tierra* first 7 vigentes *(to be read before J-term starts)*  
Write: Reading Assignment Worksheet |
| MON   | *Discussion of novel* | Read: the following 7 vignettes (the rest of the novel) *(to be read before J-term starts)*  
Write: Reading Assignment Worksheet |
| TUES  | Conclusion/discussion of the novel | Read: Cuando Lleguemos/When we Arrive: The Paradox of Migration in Tomas Rivera’s .” by Brooke Fredericksen  
Write: Reading Assignment Worksheet |
| TUES  | Final Remarks on Latino/Hispanics in the US | HW DUE: Synthesis questions on Latinos in the US (short essay) |
| TUES  | **2. Immigration and Borders**  
Overview and general ideas / map of America | Read: U.S.-Mexico Borderlands: Historical and Contemporary Perspectives, Introduction  
Write: Reading Assignment Worksheet  
View: Movie *Sleep Dealer* |
| TUES  | Immigration experience of Hispanics/Latinos in the US | View: Short film: *El tren de las moscas* by Fernando López Castillo (2012)  
Write: summary of movie and current implications |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tr>
<td>TUESDAY</td>
<td>Discussion / in class activities</td>
<td><strong>Read:</strong> Jorge Klor de Alva “The invention of Ethnic Origins and the Negotiation of Latino Identity, 1969-1981, in Challenging Fronteras</td>
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<td><strong>Write:</strong> Reading Assignment Worksheet</td>
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<td><strong>View:</strong> I am Boricua Just so You Know</td>
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<td>TUESDAY</td>
<td>Discussion / in class activities</td>
<td><strong>Read:</strong> Suzanne Oboler: <em>So far from God, So Close to The United States: The Roots of Homogenization, Challenging Fronteras</em></td>
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<td><strong>Write:</strong> Reading Assignment Worksheet</td>
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<tr>
<td>TUESDAY</td>
<td>Introduction to novel: The house on Mango Street</td>
<td><strong>Read:</strong> Sandra Cisneros <em>The House on Mango Street</em> up to the vignette: <em>Geraldo No Last Name.</em> <em>(to be read before J-term starts)</em>.</td>
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<tr>
<td>TUESDAY</td>
<td>Discussion / in class activities</td>
<td><strong>Read:</strong> the rest of the novel. Up to the vignette: <em>Mango says goodbye sometimes.</em> <em>(to be read before J-term starts)</em></td>
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<td>WEDNESDAY</td>
<td>Final remarks on immigration and Borders</td>
<td><strong>HW DUE:</strong> Synthesis questions on Immigration and Borders (short essay)</td>
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<td>01/09</td>
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<td>Overview and general ideas on Family, Education and Language</td>
<td><strong>Write:</strong> Reading Assignment Worksheet</td>
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<td>WED</td>
<td>Discussion / in class activities</td>
<td><strong>View:</strong> Documentary Los Graduados/The graduates by Bernardo Ruiz (2013)</td>
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<td>WED</td>
<td>Discussion / in class activities</td>
<td>Read: Short story by Nicholassa Mohr, <em>In New York, The English Lesson</em></td>
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</table>
Write: Reading Assignment Worksheet |
| WED | Final Remarks on Family, Education and Language | HW DUE: Synthesis questions on Family, Education and Language (short essay) |
| **THURSDAY 01/10** | *Workshop:*  
*Discussion of the Relationship of vignettes in novels read and documentary* | Bring interview questions to class. |
| THR | * Interview Questions for Documentary Project  
*Selection of software to use (iMovie, etc.) and talk about the structure of the documentary project* | |
<p>| THR | REVIEW FOR EXAM 1 | |
| THR | EXAM 1 | |</p>
<table>
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<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Writing</th>
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<tr>
<td>THR</td>
<td><strong>4. Media-Cultural Depictions of Latinos/Hispanics in the US</strong>&lt;br&gt;Overview and general ideas on current representations of Latinos/Hispanics</td>
<td><strong>Read</strong>: Article: Understanding Telenovelas as a Cultural Font: A Complex Analysis of a Complex Reality by Jorge González from Telenovelas</td>
<td><strong>Write</strong>: Reading Assignment Worksheet for one of the assignments listed above</td>
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<tr>
<td>THR</td>
<td>Discussion / in class activities&lt;br&gt;Informal presentations in class  &lt;br&gt;<strong>KALTURA TRAINING</strong></td>
<td><strong>View</strong>: Episode of series: <em>Modern Family</em> or any other show and present to the class (power point or a clip from the show) your opinion on how Hispanics are depicted.</td>
<td><strong>Write</strong>: Reading Assignment Worksheet</td>
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<tr>
<td>THR</td>
<td>Discussion / in class activities</td>
<td><strong>View</strong>: Episode of series: <em>Jane the Virgin</em>  &lt;br&gt;<strong>Read</strong>: TBD  &lt;br&gt;<strong>Write</strong>: Reading Assignment Worksheet</td>
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<tr>
<td>THR</td>
<td>Discussion / in class activities</td>
<td><strong>Read</strong>: Article: “Opening America The Telenovela-ization of U.S. Soap Opera” by Bielby and Harrington from Telenovelas  &lt;br&gt;<strong>Write</strong>: Reading Assignment Worksheet</td>
<td></td>
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<tr>
<td>THR</td>
<td>Discussion / in class activities</td>
<td><strong>HW DUE</strong>: Synthesis questions on Socio-Cultural Depictions of Latinos/Hispanics in the US (short essay)</td>
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| **FRIDAY**  
**01/11** | **Class visitor: TBD** | **HW DUE:** research speaker and bring possible questions to ask her |
| FRI | Remarks about class visitor  
Work on documentary: conclusion | **HW DUE:** Written conclusion for documentary |
| FRI | Workshop on documentary: putting the video/documentary together | **HW DUE:** Bring computer and all documents (interviews and conclusion video) for the documentary to class  
**DUE:** Synthesis questions regarding Socio-Cultural Depictions of Hispanics/Latinos in the USA |
| FRI | 5. **Latinos/Hispanics: Towards Assimilation and Acculturation** | **Read:** Article Immigration, Acculturation and Adaptation by John Barry  
**Write:** Reading Assignment Worksheet |
| FRI | Discussion / in class activities | **Read:** Selected reading from *Hispanic Customers for Life: A Fresh Look at Acculturation. Born/Not born in the USA.*  
**Write:** Reading Assignment Worksheet |
| FRI | Discussion / in class activities | **HW DUE:** Synthesis questions regarding acculturation and assimilation (short essay) |

| **MONDAY**  
**01/14** | Watch a selection of documentaries produced by students followed by a dialogue | **DUE:** Video (documentary) of interviews |
| MON | Watch a selection of documentaries produced by students followed by a dialogue | **DUE:** Video (documentary) of interviews |
| MON | Watch a selection of documentaries produced by students followed by a dialogue | DUE: Video (documentary) of interviews |
| TUESDAY 01/15 | Q & A about final essay Work on written conclusion / final essay | Students must bring a rough draft of final essay |
| TUESDAY 01/15 | Final Oral Presentations | In-class presentations |
| TUESDAY 01/15 | Final Oral Presentations | In-class presentations |
| WEDNESDAY 01/16 | Last day of instruction: Final Oral presentations IN CLASS FINAL ESSAY DAY | In-class presentations FULL DOCUMENTARY (INTERVIEWS AND CONCLUSION) MUST BE ON CANVAS BY CLASS TIME |