

Spanish 400

Intro to Latinx
Studies

De/Re/
Constructing
Voices

Spring 2022

Carmichael 301

MW 4-5:15



Course Description

Latinos, Latina/os, Latinx, Chicanos, Boricuas, Nuyoricans, Cubanos, Dominicanos, Salvadoreños, *Hispanics*. US Latinos go by many different identities and now number more than 50 million - the largest minority group in the country. In this class we look at Latinx cultural production through the guise of de/re/constructing voices, broken down into five thematic units: historical contexts, the immigrant story, transnational identities, feminisms, queer identities and Latinos in entertainment.

Course Objectives

The ultimate goal of this course is to give you a foundation in Latinx Studies, exploring the broader diversity of the United States. To accomplish this, we will consider literature that is often not taught before college. We also look at many other areas of cultural expression, including television and music. We will also focus on presentation, writing and analytical skills (particularly how to read an academic article and how to develop an essay). Written work may be completed in either English or Spanish.

Dr. Doug P Bush



864 596-9152



doug.bush@converse.edu



Carmichael 305E

MW 1-2

Spanish 400

Article Response Papers (4)	20%	A	93-100%	C	73-77
In-class Presentation	10	A-	90-92	C-	70-72
Midterm Exam	20	B+	88-89	D+	68-69
Participation & Attendance	20	B	83-87	D	63-67
Final Essay Presentation	5	B-	80-82	D-	60-62
Final Essay	25	C+	78-79	F	<60

Mid-term Grades: Will be determined by work completed to that point in the semester. Because of that, it may be more heavily weighted towards some of the above categories than others.



Course Components

Attendance: Attendance and participation is a **must** in this class. I permit two unexcused absences, but after that, your grade will be effected. Certain absences will be excused, including university events that require student attendance (ie - sports), medical reasons and family emergencies with documented excuse.

Participation is the **core** of this class. I expect you to come ready to discuss, having read the material even if you do not fully understand it. Bring questions, commentary, connections—whatever comes to mind. The more you talk, the richer your classroom experience (and by extension, that of your classmates) will be! Remember: there are no stupid questions.

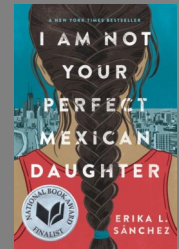
In class presentations: You will give one 10 minute presentations on a topic related to that day's discussion, or covering an article that gives depth to whatever we're cov-

ering. These will be done on Powerpoint and should include extensive research. They will also include questions related to the topics we will discuss that day to encourage discussion.

Response Papers: Over the course of the semester, you will submit 4 article response papers. These articles will not be covered in class but will pertain to the module we are covering. Over the course of 2 pages, you will review the article (including a 100 word abstract), and then relate the focus of the article to the texts we covered in that module. These will be due the class after each module is finished.

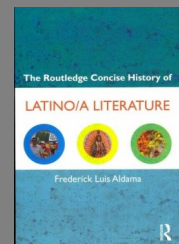
Mid-Term Exam: Around the mid-point in the semester, students will complete a take-home mid-term exam. The content of this exam is yet to be determined.

Required Texts



I'm not Your Perfect Mexican Daughter (Erica Sánchez)

ISBN: 978-1524700515



Routledge Concise History of Latino/a Literature (Frederick L. Aldama)

ISBN: 9780415667883

Spanish 400

Introductions

Feb 2	Introduction
Feb 7	What is Latinx Lit? (Aldama)
Feb 9	How to read an article

A world apart

Feb 14	How to do a presentation
Feb 16	Arrival 1960/Paloma
Feb 21	Coser y Cantar
Feb 23	New World Border
Feb 28	When I was Puerto Rican
Mar 2	This is How You Lose Her

Generation Gaps

Mar 7	I'm not Your Perfect...
Mar 9	I'm not Your Perfect...
Mar 14	I'm not Your Perfect...
Mar 16	I'm not Your Perfect...
Mar 21	Thinking about final essays...

Minority of the minority Latinos on TV

Mar 23	Latinos and Latinas on TV (Guzmán)
Mar 28	Latinos in the Cast
Mar 30	Latinos as the stars
Apr 4	Spring Break
Apr 6	Spring Break
Apr 11	Latinos in the workplace
Apr 13	What matters to Latinos...?

Apr 18	The Bridge Called My Back/Gloria
Apr 20	Never Marry a Mexican
Apr 25	Borderlands/La frontera
Apr 27	Zigzagger
May 2	Afro-Latinos

May 4	Guest Lecture
May 9	TBA
May 11	Presenting your essays

Course Components (continued)

Final essay: For your final essay, you will develop a thesis related to anything we've done in the course and defend it over 6-7 pages. We will begin discussing these essays mid-way through the semester, giving you ample time to come up with an idea, develop it, and execute it. On the last day of class, we will do a session where you present your topic in 5 minutes, developing your skills in distilling big ideas down into their most essential points, and how to communicate those to a wider audience.

Submitting Work: We will do some work on paper, and other work online. I will specify in-class how I would like each assignment submitted. Late work is generally not accepted unless in cases of documented medical/family emergency. If you know that you will not be in class on a particular day, please make prior arrangements to hand in work.



Spanish 400



Important Course, Department and College Policies

Campus Health and Safety for Spring 2022

Proper face coverings must be worn in all indoor locations except when in private workspaces. This policy applies to all members of the campus community and includes masking in classrooms and meeting spaces. Masks are not required while outdoors with the exception of large, crowded gatherings where physical distancing is not possible.

Students (vaccinated and unvaccinated) who were away during Jan term are encouraged to upload at least one of the following to the Proof of Test Portal.

—a negative PCR or provider-administered antigen test (at-home tests will not be accepted) administered between Jan 31 - Feb 7.

—proof of a positive COVID-19 PCR test collected within the past 90 days

Similar to previous semesters, all students, faculty and staff are expected to complete the daily health screener. A green check mark is required to attend class each day.

Converse Honor Code: Please refer to the Student Handbook section titled “Honor System” (p. 40) and be aware of

infractions that include cheating, plagiarism, lying, and/or bribery. Rewording any section of another author’s work without citation, copying and pasting from the internet, and giving your answers to another student are examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be subject to the procedures set forth in the Converse Student Handbook (p. 42). Please reference regularly and remember the Principles of the Converse Honor Tradition.

Academic Accommodations: Students with documented disabilities who would like to request academic accommodations should review and complete the form on my.converse.edu under Students > Student Life > Student Accessibility Services. Questions can be directed to Sami Singleton, Case Manager for Student Accessibility Services, at sami.singleton@converse.edu or by calling (864) 596-9027.

COVID-related absences will be excused once approved by Sami Singleton or the Wellness Center, and instructors will be

notified of a start and end date. Unapproved absences will be excused at the discretion of the instructor. Students experiencing travel disruptions due to COVID should also contact Sami Singleton if an accommodation is needed.

Title IX Statement

In accordance with Title IX of the Education Amendments of 1972, Converse prohibits discrimination and harassment on the basis of sex. Converse strongly encourages the prompt reporting of, and is committed to a timely and fair resolution of, complaints of sex discrimination and harassment by students, faculty, staff, and third-party contractors. Sexual harassment includes quid pro quo harassment, sexual assault, dating violence, domestic violence, and stalking. Incidents of sex discrimination should be reported to the Converse Title IX Coordinator, as outlined in the Sex Discrimination and Harassment Policy and the Title IX Sexual Harassment Grievance Procedures. The policy and grievance procedures can be found on the Title IX page on my.converse.edu. Reports may be filed anonymously at the link [HERE](#).