

English 573 U.S. Latino/a Literature: Recent Latina Writers

Syllabus, Fall 2016

Class time: TR 1:00-2:15 **Class location:** 4076 Wescoe

Prof: Marta Caminero-Santangelo

Office Hours: M 11:00-12:00 (3128 Wescoe); Tues 2:30-3:30 (3128 Wescoe); W 11:00-1:00 CTE (135 Budig); or by appointment

Office: 3128 Wescoe

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Course Description: This class will focus on readings in recent U.S. Latina literature, including literature by women of Mexican, Puerto Rican, Dominican, and Cuban descent. We will examine issues such as the construction of “ethnic” and “national” identities, including hybrid or multiple identities; the negotiation of a relationship to a parent culture through changing practices in religion, language, and gender roles; the tensions of assimilation and cultural preservation; intersections of ethnic identity with race, gender, and sexuality; the performance of gender identities and the revision of gender “scripts” in cultural myths; forms such as drama, memoir, or testimonio; the exploration of cultural trauma and of bearing witness; the textual representation of political issues; the development of political consciousness; and possible strategies of resistance to cultural and/or political oppressions.

The pedagogy in this course involves active learning via class discussion, small group breakouts and working groups, student presentations, and weekly responses to the reading. Research has shown that such forms of active learning increase student success across the board and also help to “level the playing field” in terms of diversity and inclusion. I will also endeavor to be as transparent as possible in the class by making grading criteria and expectations explicit throughout.

Course Objectives: The primary goals in this course are to introduce students to a range of recent Latina writing and to help develop an understanding of some of the critical issues involved in the study of U.S. Latina literature today. In the process, we will of course be working on further developing skills associated with the study of literature: close reading, analysis, the use of critical, theoretical, historical, and biographical secondary materials, and the development and support of oral and written arguments. By the end of this course, students should be able to:

- Understand some of the central scholarly issues and debates in the study of Latina/o/x literature
- Perceive the interrelation between literature, culture, and society
- Read literary texts through a cultural studies framework
- Understand literature as a powerful agent, as well as reactor, in larger cultural issues / debates
- Read “texts” of various kinds closely for their implications and assumptions
- Articulate an informed critique of the implications and assumptions of texts
- Sustain a focused literary argument and support it with compelling evidence
- Develop an independent “research” question and conduct relevant, useful research
- Integrate the scholarship of others into their own arguments in an effective manner

Required Textbooks:

Anzaldúa *Borderlands / La Frontera*

Cisneros *Woman Hollering Creek*

Moraga, *Heroes and Saints and Other Plays*

Viramontes, *Under the Feet of Jesus*

Santiago *When I Was Puerto Rican*

Alvarez, *In the Time of the Butterflies*
Martínez, *Mother Tongue*
Castillo, *The Guardians*
Troyano, *I, Carmelita Tropicana*
Danticat, *The Farming of Bones*

additional supplementary readings on Blackboard

Course Evaluation: Your grade will be determined by the following requirements:

Class involvement	10%
Reading quizzes	10%
Research paper (2400 words, or approximately 8 pages, <i>minimum</i>)	30%
Proposal & annotated bibliography (900 words <i>minimum</i> total)	10%
Oral report & annotated essay summary	10%
Microthemes	30%

Course Policies

(i.e. “the fine print”)

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person’s or group’s race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Expectations: I am not an easy grader, and this upper-division English class will require a lot of work. This course is geared towards upper-level English majors; though you do not need to be an English major to take the course, you will be measured by the same standards expected of English majors.

I’m here to help you learn how to write well, which includes writing clearly about complex ideas. I’m willing to commit as much time as you need to helping you outside of class (in conferences, etc.), but that generally means that *you* need to commit time to this process as well. If you don’t do drafts, don’t finish readings on time, etc., you are likely to do poorly in this class. I should also mention that, while "hard work" is measured in various ways in the class (reading response grade, class involvement grade, etc.), when it comes to paper grades I've got to go solely by the effectiveness of the final draft of a paper.

Class involvement: In this course, you are expected to be able to take an active part in generating ideas about the works we read. Research has shown that students who participate in class discussion tend to understand and retain it better than students who are “passive” listeners. Your **participation in class discussion** will therefore contribute to your grade. You may also participate in class discussions via **e-mail**; it is *mandatory* that everyone have an e-mail account which they check with some regularity for class news, and that you "post" a substantial message (a question or comment on the reading or another relevant subject) to the entire class at least once within the first three weeks of class. You will also be expected to participate actively in a **discussion group**. Discussion groups will work together to generate ideas about the readings. Groups may occasionally have collective written assignments to turn in to me, and may also sometimes be asked to make presentations to the class. **Class preparation** also counts as part of this grade. Since you need to be able to refer in class to the text we are reading, you are expected to have your book with you every day. Lack of preparation for the class can affect your class involvement grade.

Attendance constitutes a significant part of your class involvement grade, since you can’t be involved if you aren’t in class. The following constitutes my attendance policy, which I will modify only under exceptional circumstances:

0-1 unexcused absences	substantially helps involvement grade
2-3 unexcused absences	“average” absence
4-5 unexcused absences	lowers involvement grade
6 unexcused absences	failing involvement grade
7-8 unexcused absences	lowered course grade
9 unexcused absences	fails the class

Note that every unexcused absence after 6 will result in a full letter grade deduction from your overall grade for the course. In other words, unexcused absences in excess of two full weeks of class put your course grade in increasing danger, on the premise that a basic requirement of the course is consistent attendance. *Missing 9 classes without a documented excuse will result in an automatic failure in the course.* You are

responsible for keeping track of your absences. Classes missed at the beginning of the course due to late enrollment pose a special case; in the case of repeated unexcused absences they will be added to your total, although if you have a good attendance record otherwise they will not count against you.

If you are sick or have an emergency, please let me know in advance if at all possible and if not then before the next class you attend. If you need to be absent from class for religious observance, please let me know prior to the absence so that we can make arrangements to make up any work, quizzes, etc.

Even in exceptional circumstances, you cannot exceed 11 absences, *for whatever reason*, and pass the course. This includes excused absences, as well as days that you missed because you added the course late. If you have an illness or family emergency which together with your unexcused absences takes you over that limit, you need to drop the course. (With my permission, you are able to withdraw up to and including the last day of classes.)

You are responsible for finding out about *any* additional assignments / homework given during your absence. You may do so by posting a message to the class on e-mail, or by e-mailing or calling me. If one option doesn't work, try another.

A note on **tardiness**: In addition to possibly hurting your attendance grade, tardiness shows a lack of consideration to me and the other class members and interrupts the class. There is no good reason for repeatedly coming late to class. Make sure you are here on time. If you come into class after I have taken attendance, you are responsible for coming up to me after class to notify me of your presence; otherwise, you will be marked absent.

Independent initiative in learning constitutes another aspect of your class involvement grade. Outstanding learning requires that you do *more* than just what is required of you. This might mean attendance at outside lectures, frequent consultations with me during office hours (especially about paper drafts), extra reading, or something else I haven't thought of. The point is that you are going "above and beyond the call of duty" and are taking responsibility for your own learning.

If you are having problems in the class, I can only help you if you work with me steadily and consistently on those problems. Showing up to my office once and then blaming me because your grade did not improve, or waiting until the last minute to make an appointment with me and then blaming me because my entire day is booked with appointments, are signs that you are not yet taking responsibility for your *own* learning.

Reading Quizzes: 10% of your grade will consist of weekly reading quizzes, which are short quizzes given at the beginning of class. The purpose of this grade is to ensure that you have completed the reading on time and are prepared for each day's class discussion. Students can often earn a higher grade than their performance on research papers and projects might indicate, simply by coming to class, participating in class discussion, and doing all of the reading on time. Reading quizzes cannot be made up because of late arrival to class or unexcused absence; if you wish to make up a reading quiz because of a medically excused absence, you must do so *prior* to the next class. You can miss one or two completely without penalty; the general goal is to demonstrate a pattern of consistent, regular reading.

Extension Policy: In all cases, it is preferable to *talk to me well in advance of the assignment due date* if you need an extension. Communication is always better than just assuming that I won't go for it! On the other hand, I am unlikely to grant extensions with little or no advanced notice (e.g. the day before the due date), since these just reinforce procrastination. In this case, a grade penalty for lateness will apply to the final grade (and will increase with degree of lateness).

Microthemes: Microthemes are informal "mini-papers" (300-600 words, or 1-2 typed page) that will take the place of a midterm or final in this class. Microthemes should summarize a central argument from class

discussion about a particular text. They should reflect a full understanding of class discussion and of the thesis—or, if there was disagreement in discussion, of one possible thesis about the text, and also be able to give a sense of what textual “evidence” led to this conclusion. They need not quote the text (rough paraphrasing, of the kind you might do in an essay exam, is fine for these purposes) nor do they need to close read, but they should reflect some understanding of how passages from the reading led us to a particular argument / conclusion.

This standard microtheme prompt will apply to all microthemes: Pick **ONE** issue from the class that was discussed with reference to the reading. What does the text(s) seem to suggest about the issue, and how is it negotiated? (Consider the relation of **any appropriate oral reports** to our interpretation of the work.) What tensions or contradictions (if any) arise? *What argument about the theme of the work(s) can you make based on class discussion?*

(Examples of issues: the construction of “ethnic” and “national” identities, including hybrid or multiple identities; the negotiation of a relationship to a parent culture through changing practices in religion, language, and gender roles; the tensions of assimilation and cultural preservation; intersections of ethnic identity with race, gender, and sexuality; the performance of gender identities and the revision of gender “scripts” in cultural myths; forms such as drama, memoir, or testimonio; the exploration of cultural trauma and of bearing witness; the textual representation of political issues; the development of political consciousness; and possible strategies of resistance to cultural and/or political oppressions.)

Microthemes will be graded according to three central criteria: 1) understanding of class discussion (including concepts presented in oral reports with relation to the reading); 2) clear, focused argument / thesis; and 3) evidence (does the microtheme mention persuasive evidence for the thesis and discuss it effectively?). In addition, writing / organization will be considered, although somewhat less heavily. Your three lowest microthemes grades from the semester will be dropped from consideration in your final grade. However, the first five microthemes are mandatory.

Oral reports: In order to begin to make use of secondary reading, every student will be required to do a 10 minute oral report on an assigned article (or excerpts from several articles) related to the reading currently under discussion in the class. Articles will be historical and/or theoretical in nature, including articles on basic theoretical concepts that are crucial for the field of literary study today (but that aren’t necessarily specific to the study of Latina literature). Students who do more difficult articles (usually those that are critical or theoretical) will receive credit for this in grading. The purpose of the oral report is to “teach” the other students about what you have read (*not* just to read a paper aloud), and to use the topic to raise some questions about our current reading. All students will be responsible (on the exams) for the material presented in *every* oral report.

I will supply the articles from which the oral report should be based. About two weeks before your oral report, you should make sure to get the reading materials for your report from me. (*You are responsible* for getting the reading materials from me in time.) After doing the reading for your oral report, you should then schedule an appointment with me so that we can go over key concepts together. I will take the difficulty of the reading matter into account when assigning a grade for the oral report.

Research papers: At the end of the semester, you will be required to turn in a research paper which uses secondary material to enrich and deepen your reading of two or three longer read in class. You will be responsible for coming up with your own topic (although you may, of course, consult with me to brainstorm on or fine-tune a topic). The purpose of the research paper is to introduce advanced undergraduate majors and graduate students to the practice of longer work and research on a self-selected topic. In order to give you plenty of time to produce the best possible research papers, I am allowing you to work on the papers until the last week of class. This does not mean, however, that all work on research papers should wait until

the end of the semester. It is *your* responsibility to pace your work so that you are not doing a “rush job” on the research paper (the largest single percentage of your class grade) at the end. I *strongly* recommend (though I will not require) that you be consulting with me *regularly* on an individual basis regarding your project. You should consider meeting with me to bounce ideas around, to discuss research materials you’ve turned up, to show me an outline or thesis statement, etc. I will be happy to read over and comment on working drafts of papers; however, this means you will have to get drafts to me fairly *early* in order to be guaranteed my comments. Those who meet with me more often will obviously receive more individual attention on their work, and those who receive more individual attention generally do better on their final projects (simply because they have received feedback from me regarding how well the project fits with my expectations and grading criteria, and have had the time to revise based on this feedback). The course is likely to be much more intimidating and scary if you turn in a final paper without any idea of how well it meets my criteria. Let me re-emphasize: distributing your workload and getting ongoing feedback on your work is *your* responsibility!

Proposal / Annotated Bibliography: In order to ensure that you are “on the right track” with your research paper, a one-page proposal, along with a 2-3 page annotated bibliography, will be required. The **proposal** should lay out the specific topic you wish to address and the “research question” you will ask, and should then sketch out some preliminary ideas or observations for answering that question through specific readings. (You can certainly propose to write on readings that we have not yet covered in class, although if you do so you may need to have read them ahead of time!) Again, feel free to talk with me before the proposal due-date to brainstorm on possible ideas for your proposal and project. The **annotated bibliography** must summarize and critique four secondary *scholarly* sources (e.g. literary criticism, history, sociology, etc.; *not* personal essays, interviews, or fiction) related to your topic. The articles (or book chapters) should actually be ones that will be useful for you in your research project. They *cannot* be articles covered in class oral reports, nor can they be drawn from internet websites. (Online versions of print academic journals are OK.) The goal of the annotated bibliography is to encourage you to begin your research in a timely manner, so that you can concentrate on actually writing the paper in the last five weeks of class. Hopefully, the exercise will also sharpen your critical and evaluative skills, as you decide what you think about what others have written on your topic.

If you desperately need an extension for the proposal / annotated bibliography, please talk to me *in advance* about why. (Communication is always better than just assuming that I won’t go for it!) If the proposal is turned in late without a prior arrangement with me, it will automatically begin to accumulate a grade penalty which will increase according to degree of lateness, up to 1 full letter grade if the paper is turned in a week late. (In other words, a proposal with a “B” grade goes down to a “C”.) I will not accept proposals after this point.

Paper guidelines: As a general rule, the best undergraduate papers will both take account of *and* add to our class discussion, rather than simply ignoring it or, on the other hand, regurgitating it. All successful papers start with a **thesis**. A thesis is a statement that is worth arguing; it should not be arguing something that is obvious to anybody who has read the book once, since such a thesis is not worth arguing about. It should be arguing, instead, for a complex, “deeper” interpretation, which some readers could disagree with. Successful papers must also be able to support an interpretation effectively with **evidence**. In literary analysis, the primary form of “evidence” is passages quoted from the text. Papers should discuss such passages in order to demonstrate how the *language* of the text (not just the plot) supports the thesis. Papers will also be required to make effective use of secondary materials in order to enrich and support an argument.

Paper grading: My grading is based on a set of explicit criteria, which I will give you in writing. “A” range papers don’t just do a great job at meeting the requirements of the assignment; they stand out from average competent papers and strike readers as sophisticated in their writing and their discussion of difficult ideas. An “A” paper is one that is both “excellent” in *all* the basic criteria *and* seems to reflect the *full complexity* of the work(s) discussed. A “B” paper is one that does a good, solid job of meeting most or all of the criteria,

but that lacks a more subtle and far-reaching understanding of the issues and ideas and/or has limited problems in some of the grading criteria. A “C” paper is meeting some of the criteria, but has some serious problems in some areas. A “D” paper is having trouble meeting the basic criteria, and/or shows signs of serious pitfalls that put the paper in danger of failing. An “F” paper fails to meet criteria and/or basic paper requirements (such as length), and/or manifests major pitfalls that can automatically fail a paper.

A note on “**right**” or “**wrong**” interpretations: In your papers, as in class discussions, there are always many possible interpretations of a work; you are under no obligation to agree with my own reading of a text. However, this does not mean that *any* interpretation is “right”; interpretations in the field of literary study need to be convincingly supported with textual evidence in order to be considered valid, and they need to *not* ignore textual (or other) evidence to the contrary. In other words, the field of literary study involves much more rigorous thinking than just, “this makes me think of...” In class discussions, as in your papers, you will find that I will push you to support claims with evidence, or to consider other evidence that might seem to contradict your point. When I do this, I am not generally suggesting that you are “wrong”; I’m simply asking you to make your case as convincing as possible.

Final papers are due during Finals Week. Since I need to get my final course grades in on time, I will consider an extension only with good reason. Late papers (that is, without an extension) will receive a full grade deduction for every calendar day they are late. *Failure to turn in a paper is grounds for automatic failure in the course.*

Final papers must be *at least 8 full* pages long, assuming *at least* 300 words per page. There is no penalty if the paper is longer than the “minimum” specified length. Papers must be carefully typed, edited, and proof-read, must have appropriate (but not excessive) margins, must be double-spaced (not triple-spaced), and must have correct MLA-style citation. Papers must also reflect the correct rules of grammar and spelling. In addition, they should be turned in with a List of Works Cited, a *signed*, all-inclusive List of Works Consulted, and your original proposal and annotated bibliography (with my comments).

Writing Consulting: For help with your writing, I strongly encourage you to contact the KU Writing Center. At the Writer Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <<http://www.writing.ku.edu/students/>> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to <writing@ku.edu>. The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!

Plagiarism: Stealing and passing off as your own someone else’s ideas or words, or using information from another’s work without crediting the source, is called “plagiarism.” Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student’s work (even with the student’s permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

With your research paper, I will ask you to complete a “List of Works Consulted,” in which you list *all* published books and articles, web sites, and so on, that you looked at before or during the writing of your paper. (If you did not consult any outside sources, your list should read, “None.”) You will be asked to sign the list to affirm that it accurately reflects all the sources you consulted.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another’s work, you will not be receiving the needed feedback to improve your own writing. There will be a **zero tolerance** policy for any type of plagiarism in this class. All

incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Grading Policy

In this course we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

Writing help

For help with your writing, I strongly encourage you to contact the KU Writing Center. At the Writing Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <http://www.writing.ku.edu/students/> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to <writing@ku.edu>. The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!

Disabilities

Students with disabilities that may interfere with completing your course work should consult with me as soon as possible to discuss accommodating your needs. You should also contact the Office of Disability Resources in 22 Strong Hall or contact them at 785-864-2620 (v/tty) or consult the website at <<http://www.achievement.ku.edu/disability/>>.

Drop policy

If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to this Website: <http://www.registrar.ku.edu/current/schedule.shtml>.

Deadlines

- **September 12, 2016 (Monday):** Last day to drop a class and not have it appear on your transcript.
- **September 19, 2016 (Monday):** Last day to add or increase credits for Fall 2016 classes.
- **November 16, 2016 (Wednesday):** Last day to withdraw or drop a course with a "W" on your transcript.

Policy on Student Academic Creations

Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform me in advance that you do not want your work shared with others. Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If I wish to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

Notes on Readings / Assignments: All assignments, including paper due dates, are subject to change. However, unless notified otherwise in class, you must *complete* the readings by the assigned date. (The date a reading is listed on the syllabus is the date that it is due.) If you are absent from class, you are still responsible for any supplementary reading assignments announced in class.

*Note: These sections, as well as some others in the syllabus, have been copied (with permission) from "recommended wording" offered by the English Department and the Writing Center.

KU Resources

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KU Counseling and Psychological Services (CAPS) – CAPS can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual and group sessions are available. You can find more information at <https://caps.ku.edu>; Phone is 785-864-2277. CAPS is located in Watkins Memorial Health Center.

KU Office of Multicultural Affairs (OMA) – OMA provides direction and services for current and prospective students from underrepresented populations. In addition, through collaborative partnerships it offers diversity education programs that foster inclusive learning environments *for all students*. OMA's programs and services enhance the retention of successful matriculation of students, while supporting their academic and personal development. You can find more information at: <https://oma.ku.edu/about> Phone is 785-864-4350 OMA is located in the Sabatini Multicultural Resources Center next to the Union.

KU Academic Access and Achievement Center (AAAC) – AAAC offers many services and programs to assist students in their academic success and to enhance their collegiate experience at KU. Choose from learning strategy consultations, group workshops or general or course-specific academic assistance, by appointment or on a walk-in basis. Feel free to talk with AAAC and ask for information or direction about academic and personal issues. You can find more information at: <https://achievement.ku.edu/> Phone is 785-864-4064 The AAAC is located in Rm 22 Strong Hall.

KU Public Safety – Public safety is dedicated to providing a safe and secure environment for the thousands of students, faculty, staff and visitors that are on campus each day. Public Safety's website (<https://publicsafety.ku.edu/>) contains practical information that can protect you from becoming a victim of a crime, help you recognize and report suspicious activity, and guide you in the event of an emergency.

KU Emily Taylor Center for Women & Gender Equity (ETC) – The ETC provides leadership and advocacy in promoting gender equity and challenge gender-related barriers that impede full access, inclusion, and success. The ETC provides services, assistance, advocacy and support to campus community members of all genders. We also provide consultation, information and resources to Edwards and KUMC campus members, parents of KU students and the community by request. Appointments are recommended, but not necessary. Services are private. In situations involving discrimination and violations of Title IX, ETC staff report information to campus authorities. Center programs and facilities are also accessible to individuals with disabilities. For those requesting accommodations, please contact KU [Student Access Services](#) at 785-864-4064 or achieve@ku.edu. The ETC is located in 4024 Wescoe Hall.

KU Writing Center - The Writing Center offers a variety of ways for students and members of the community to get feedback on their writing. It offers face-to-face consultations, online appointments, and

an eTutorinappointments. Information regarding each type of appointment and a tool for scheduling can be found at <http://writing.ku.edu/> The Writing Center has multiple locations on campus.

KU Student Involvement & Leadership Center (SILC) – SILC prepares students to become contributing members of society by providing meaningful co-curricular experiences. **SILC** is responsible for coordinating registered university organizations and providing leadership education experiences for students in addition to providing programs and services to specific target populations including fraternity/sorority members, non-traditional students, and students of all gender identities, gender expressions and sexual orientations. More information can be found at <https://silc.ku.edu/>. A notable program of SILC is the Safe Zone Training, which aims to reduce homophobia, transphobia, and heterosexism on our campus to make KU a safer and freer environment for all members of our community, regardless of sexual orientation, gender identity, or gender expression. By agreeing to become a Safe Zone ally, the participant agrees to undergo training and to serve as a resource for people seeking clarification on issues of sexuality and gender diversity. SILC is located in the Sabatini Multicultural Resources Center.

Formal KU Policies – Important KU policies to be aware of include:

Academic Misconduct (<http://policy.ku.edu/governance/USRR#art2sect6>),

Final Examination Schedules (<http://policy.ku.edu/governance/USRR#art1sect3>)

The Grading System (<http://policy.ku.edu/governance/USRR#art2sect2para3>)

REVISED SCHEDULE OF ASSIGNMENTS

Week	Date	Readings	Other Assignments
One	Aug 23 Tues	Introduction Discussion of ethnic labels, racial mixtures, and colonial histories	
	Aug 25 Thurs	Hybridity and In-betweenness Read poems: Mora, “Immigrants,” “Legal Alien”; Vando, “Nuyorican Lament”; Cervantes, “Refugee Ship,” “Heritage”; Cofer, “Exile” “The Latin Deli”; (all Blackboard); also read Anzaldúa, <u>Borderlands</u> , poems “El Otro Mexico” (opening of chapter 1, pp. 23-25), “To Live in the Borderlands Means You...” (216-17) Sample “oral report”: The construction of ethnicity	Reading quiz
Two	Aug 30 Tues	Read Anzaldúa, <u>Borderlands</u> , chapters 1, 2, 5, 7 Oral report: ideology	Reading quiz
	Sept 1 Thurs	Read Anzaldúa <u>Borderlands</u> chapter 3 Oral report: Intersections of ethnicity and sexuality Oral report: gender ideology	Reading quiz
Three	Sept 6 Tues	Feminist Revisions: Read Cisneros, “Woman Hollering Creek,” “Never Marry a Mexican,” “Little Miracles, Kept Promises” (from <u>Woman Hollering Creek</u>); Palacios, “La Llorona Loca” (blackboard);	Reading quiz
	Sept 8 Thurs	Read Troyano, <u>Memoriás de la revolución</u> (in <u>I, Carmelita Tropicana</u>) Oral report: gender as performance	Reading quiz Anzaldúa microtheme due Friday Sept 9
Four	Sept 13 Tues	Read Moraga, “Giving Up the Ghost” (in <u>Heroes and Saints</u>); Discussion of Troyano (continued) and Moraga. (Bring both books!) Oral report: compulsory heterosexuality	Reading quiz

Week	Date	Readings	Other Assignments
	Sept 15 Thurs	Moraga discussion, continued	Feminist Revisions microtheme due Fri Sept 16
Five	Sept 20 Tues	Read (male-authored) Chicano Farmworker excerpts: <u>And the Earth Did Not Devour Him</u> , <u>The Plum Plum Pickers</u> , “I am Joaquin” (blackboard) Chicano Movement Introduction Oral report: Latino canon formation	Reading quiz Mandatory conferences with Marta during weeks 5-6
	Sept 22 Thurs	Chicano Movement Discussion, continued Oral report: testimonial novel	Moraga microtheme due Friday Sept 23 Mandatory conferences with Marta during weeks 5-6
Six	Sept 27 Tues	Read Viramontes, <u>Under the Feet of Jesus</u> (entire novel) Oral report: environmental justice	Reading quiz Mandatory conferences with Marta during weeks 5-6
	Sept 29 Thurs	Viramontes discussion, continued. Oral report: Mexican illegality	Mandatory conferences with Marta during weeks 5-6
Seven	Oct 4 Tues	Read Santiago, <u>When I Was Puerto Rican</u> , pp. 3-130; also wrap up Viramontes discussion Oral report: nation	Reading quiz
	Oct 6 Thurs	Santiago discussion, continued	

Week	Date	Readings	Other Assignments
Eight	Oct 11 Tues Fall Break		
	Oct 13 Thurs	Read Santiago, <u>When I Was Puerto Rican</u> , pp. 130-end Oral report: neocolonialism and Puerto Rico	Reading quiz Viramontes microtheme due Friday Oct 14
Nine	Oct 18 Tues	Read Alvarez, <u>In the Time of the Butterflies</u> pp 1-168 Oral report: Speaking for others	Reading quiz
	Oct 20 Thurs	Alvarez discussion continued Oral report: Human rights narratives Oral report: Liberation Theology	Proposals due Santiago microtheme due Friday Oct 21
Ten	Oct 25 Tues	Read Alvarez, <u>In the Time of the Butterflies</u> pp. 171-end Oral report: Cultural trauma	Reading quiz
	Oct 27 Thurs	Read “Haitian Massacre” background and Rita Dove, “Parsley” (all blackboard); get a head-start on reading Danticat, <u>The Farming of Bones</u> . Also, Alvarez discussion continued.	Reading quiz
Eleven	Nov 1 Tues	Read Danticat, <u>The Farming of Bones</u> , pp. 1-217	Reading quiz
	Nov 3 Thurs	Danticat discussion continued Oral report: Human rights narratives	Alvarez microtheme due Friday Nov 4
Twelve	Nov 8 Tues	Read Danticat, <u>The Farming of Bones</u> , 218-310 (the end)	Reading quiz

Week	Date	Readings	Other Assignments
	Nov 10 Thurs	Cuba readings Read Obejas, “We Came All the Way From Cuba So You Could Dress Like This?” (the short story); Menendez, “In Cuba I was a German Shepherd” (Blackboard)	Reading quiz Annotated bibliographies and revised proposals due
Thirteen	Nov 15 Tues	Cuba readings: Troyano, <u>Milk of Amnesia</u> (in <u>I, Carmelita Tropicana</u>)	Reading quiz
	Nov 17 Thurs	Read Martinez, <u>Mother Tongue</u> pp. 1-100 Oral report: testimonio and the sanctuary movement	Reading quiz Danticat microtheme due Tues Nov 22
Fourteen	Nov 22 Tues	Read Martinez, <u>Mother Tongue</u> pp. 153-194 (end)	Reading quiz Cuba readings microtheme due Tues Nov 29
	Nov 23 Wed – Nov 25 Fri [Thanksgvng Break]		
Fifteen	Nov 29 Tues	Castillo, <u>The Guardians</u> , pp. 1-107 Oral report: Migrant and border trauma	Reading quiz
	Dec 1 Thurs	<u>Guardians</u> discussion, continued Oral report: public sphere	Martinez microtheme due Fri Dec 2
Sixteen	Dec 6 Tues	Read Castillo, <u>The Guardians</u> , pp. 107- end	Reading quiz (counts double!)
	Dec 8 Thurs LAST DAY OF CLASS	Peer editing	

Week	Date	Readings	Other Assignments
Finals Week	Monday December 12		Research Papers Due
	Fri Dec 16		Optional Castillo microtheme due Fri Dec 16