

**Dr. Roca-Martínez**

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**Office: Capers 221-A**

**Office Hours: M, W 11:00-12:00**

**T & TH 2:15-3:15 and by appointment**

## **SPAN 450: Hispanic Presence in the U.S. through Literature and Film**

### **Description:**

The Hispanic presence in the U.S. can be traced back as far back as 1500s. Thus, Hispanics or Latinos/as have been an important piece of the U.S. social fabric since its inception. Despite its longevity as a part of the U.S. social fabric, prevailing narratives have consistently depicted the U.S. Latino/a community as an “alien,” as the product of recent migratory waves spawned by factors that have been perceived as organic to Latin America—namely, political instability, struggling economies, and endemic violence. In this course, we will not discuss Latinos/as as a monolithic group, as is often the case; instead, we will look at and honor the multiple diverse communities that conform this minority. The purpose of this course is twofold. On the one hand, it seeks to dispel different myths surrounding Hispanics in the U.S. On the other hand it seeks to introduce students to the vast production of literature and film of the U.S. Latino/a community. This course will focus on the different topics, forms, issues, and approaches unique to literary and filmic expressions of the U.S. Latino/a or Hispanic community. We will start by situating the Hispanic presence in the US within the transnational and hemispheric historical events and discourses that inform the existence of this community and by examining as well as problematizing the labels—Hispanic and Latino/a—that are commonly used to refer to and define this minority. We will then move on to discuss some literary works and films and examine how diverse groups of Latinos/as in the U.S. create, maintain, and communicate identity at the individual, communal, and national level. Therefore, we will engage with issues that are key to the Hispanic/Latino/a community such as identity, assimilation, bilingualism, biculturalism, belonging, colonialism, empire, and citizenship from a variety of lenses. Ultimately, we will deepen our knowledge of what it means to be Latino/a today, how has being Latino/a changed overtime, and how has being Latino/a been informed by discourses that include, but are not limited to, race, gender, sexuality.

### **Required Texts:**

González, Juan. (2000) *Harvest of Empire: A History of Latinos in America*.

Stavans, Ilan. (2011) *The Norton Anthology of Latino Literature*.

Other readings will be available via Citelearn.

Students are expected to class all assigned readings on the day they are assigned.

**Course Evaluation:**

- Class Participation 20 %
- Film Reflection Papers 20 % (5% x 4)
- Discussion Leaders 10 %
- Research Presentation 10 %
- Midterm Exam 20 %
- Final Exam 20 %

**Classroom Etiquette:** Students are expected to put away their cell phones and other electronic devices during class. You will be asked to leave otherwise. Class discussions will be led in Spanish. Once the class starts, students are expected to stay until it ends. Should a student leave, he or she will not be allowed back into the class. As stated earlier, students should always bring assigned reading to class. Students who do not do so will be asked to leave.

**Attendance:** Students are expected to attend class daily and be on time. After two absences, your final grade will lower one letter grade per every two absences.

**Film Reflection Essays:** Students will write 4 reflection essays in SPANISH based on films/documentaries we will be seeing for this class. Submission dates are indicated in the course calendar. Late work will not be accepted. You have the course schedule, plan accordingly. Tip: Stay away from Google translate and such. Further details on how to complete this assignment will be available on Citlearn. **Late work will not be accepted**

**Discussion Leaders:** Students will be responsible for leading one discussion this semester. Depending on the size of our class group size may vary. I will be posting further instructions on this assignment on Citlearn. If you miss the day when you are supposed to be leading discussion, there will not be a make-up.

**Presentation:** Each student will work on a research project that he or she will present to the rest of the class. I will be uploading specific instructions on this project on Citlearn. All students should have met with me to discuss possible projects by February 26. Presentation dates can be found in the syllabus. Should you not show up for class the day of your presentation, you will get a 0 in this assignment.

**Academic Integrity:** Students' academic performance will be held to The Citadel Honor Code.

**Participation:** Please refer to the participation rubric you will find on Citlearn.

## COURSE SCHEDULE

### 1. Th January 15<sup>th</sup>:

Introduction to the course.

### 2. Tues January 20<sup>th</sup>:

Documentary *The Harvest of Empire* by Eduardo López

### 3. Th January 22<sup>nd</sup>:

La Doctrina Monroe. (Citlearn)

El Corolario Roosevelt a la Doctrina Monroe (Citlearn)

El Destino Manifiesto (Citlearn)

Juan González: Part I (Answer questions on Citlearn)

### 4. Tues January 27<sup>th</sup>:

<http://kalw.org/post/latino-hispanic-historic-struggle-name-latin-americans-usa>

Oboler: "Hispanics? That's What They Call Us" AND "So Far from God, So Close to the U.S." (Citlearn)

Marta Caminero-Santangelo: "Latinidad" (Citlearn)

### 5. Th January 29<sup>th</sup>:

Ilan Stavans: Introducción.

Dalleo & Machado Sáez: "The Formation of a Latino/a Canon" (Citlearn)

Halperin: "Censoring and Latino/a Texts" (Citlearn)

## Mexican Americans

### 6. Tues February 3<sup>rd</sup>:

González: "Mexicans: Pioneers of a Different Type"

Stavans: Memorias de la Frontera (206-213)

Stavans: María Amparo Ruíz de Burton (235-248)

### 7. Th February 5<sup>th</sup>:

Stavans: Jovita González de Mireles (pp. 524-530)

Stavans: Américo Paredes (pp. 603-622)

### 8. Tues February 10<sup>th</sup>:

Stavans: Richard Rodríguez (1574-1606)

Stavans: Gloria Anzaldúa (1490-1501)

### 9. Th February 12<sup>th</sup>:

Discussion of the film *Mi familia* de Gregory Nava

Discussion led by Group 1

Submit Film Reflection in class.

## U.S. Central Americans

### 10. Tues February 17<sup>th</sup>:

González: Banana Republics (pp 58-81) AND Central Americans (pp.129-149)

Ana Patricia Rodríguez: "Literatures of Central Americans in the United States" (Citlearn)

### 11.Th February 19<sup>th</sup>:

Soto Hall: *La sombra de la Casa Blanca* (excerpts) (Citlearn)

### 12. Tues February 24<sup>th</sup>:

Maya Chinchilla & Olivia Alvarado *Desde el Epicentro* (Citlearn)

### 13. Th February 26<sup>th</sup>:

Stavans: Francisco Goldman (2014-2023)

Lorena Duarte (Citlearn)

### 14. Tues March 3<sup>rd</sup>:

Discussion of Anayansi Prado's Documentary *Maid In America* by Anayansi Prado

Submit Documentary Reflection Paper in class

### 15. Th March 5<sup>th</sup>:

Review Midterm

### 16. Tues March 10<sup>th</sup>:

Midterm.

## U.S. Cubans, Puerto Ricans, and Dominicans

### 17. Th March 12<sup>th</sup>:

González: "Puerto Ricans" (81-95); "Cubans" (108-116); Dominicans (117-129); "Puerto Rico, U.S.A.: Possessed and Unwanted" (246-267)

### 18. Tues March 17<sup>th</sup>:

Stavans: José Martí's "Coney Island" (268-272); "El Terremoto de Charleston" (273-281)  
"Nuestra América" (282-290)

Stavans: Bernardo Vega (428-437).

### 19. Th March 19<sup>th</sup>:

Stavans: René Marqués' "The Docile Puerto Rican" (654-674)

Stavans: Piri Thomas *Down These Mean Streets* (812-814)

### 20. Tues March 31<sup>st</sup>:

Stavans: Luis Rafael Sánchez "La Guagua Aérea" (1133-1141)

Junot Díaz's Bio and *The Brief Wondrous Life of Oscar Wao* (2351-2352; 2361-2373)

<http://review.gawker.com/the-long-wondrous-interview-with-junot-diaz-you-have-t-1679460526>

**21. Th April 2<sup>nd</sup>:**

Achy Obejas (2207-2217)  
Carolina Hospital (2231-2234)  
Ana Menéndez (2374-2387)

**22. Tues April 7<sup>th</sup>:**

Discussion of *Gun Hill Road* by Rashaad Ernesto Green  
Group 2 leads discussion

**Submit Film Reflection Paper in class.**

## **U.S. South Americans**

**23. Th April 9<sup>th</sup>:**

Historical Context.

**24. Tues April 14<sup>th</sup>:**

Stavans: Ariel Dorfman (pp. 1507-1520)  
Excerpts from Isabel Allende's *Mi país inventado* (Citlearn)  
Marjorie Agosín (Citlearn)  
<http://voices.cla.umn.edu/artistpages/agosinMarjorie.php>

**25. Th April 16<sup>th</sup>:**

Stavans: Jaime Manrique (pp. 1729-1730).  
Stavans: Daniel Alarcón (pp. 2402-2422).

**26. Tues April 21<sup>st</sup>:**

Discussion of Documentary *Cocalero* by Alejandro Landes  
Group 3 leads discussion

**Submit Documentary Reflection in class**

**27. Th April 23<sup>rd</sup>:**

Presentations (15 minutes per student).

**28. Tues April 28<sup>th</sup>:**

Presentations (15 minutes per student)

**FINAL EXAM: Tuesday, May 5<sup>th</sup> at 8:00 a.m.**

(This date is set by the Registrar and cannot be changed, nor can provisions be made for a make-up exam).

Although I do not plan on it, I reserve the right to alter the syllabus and/or course calendar at any point in the semester. You will be given plenty of notice.