

Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5670E
Course Title Seminar in LatinX Literatures and Cultures
Transcript Abbreviation Sem LatinX LitCult
Course Description Intensive study of a major theme, author, literary, or cultural problem related to LatinX languages, literatures and cultures. Required for students completing the LatinX track of the Spanish major.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 9
Max Completions Allowed 3
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: A grade of C- or above in 3450 or 3450H, plus any two of: Spanish 4557.10, 4557.20, 4595.01, 4595.03, 4461, 4570, 4582, 4689S, 5201, 5389, 5620; Anthro 3419, 3416; Comp Studies 3360, 3689, 4804, 4805; English 4578, 4588; HCS 3380; WGSST 4375, 4560, 4404.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Doctoral Course

Intended Rank

Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- The course will provide an overview of hemispherical approaches to the social and cultural history of Latin/o America
- The students will discern the political difference and cultural implications of terms such as Latin/o America and Latin America, Hispanic and Latinx, nationalism and transnationalism.
- Identify examples of the cultural contributions of Latinx and Latin Americans to the U.S.
- Through a concentrated study of popular culture, performance, & mediatized Latinidad in the cultural context of Latin/o America, students will develop a nuanced, sensitive appreciation of diversity and shared collective cultural experiences in the US
- Understand the role of migration plays in the configuration of Latin/o America.
- Demonstrate awareness of the major socio-historic developments dealing with performance and popular culture in the hemispheric context.
- Students will articulate clearly and effectively, in written / oral forms in Spanish, thoughts on the course theme & individual Latinx works. The class will share ideas in student-led class discussions, brief reaction essays, & research presentation

Content Topic List

- Latinidad and Latin/o America
- Latin American diasporic communities in the U.S.
- Latinx cultural production and performance
- Political and cultural dissidence in Latinx art and culture
- Transnationalism and culture

Sought Concurrence

No

Attachments

- 5-20-20 SPA 5670E Latinx Studies Corona.docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 5-20-2020 SPANISH 5670E Martinez-Cruz2.docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 5-20-2020 SPANISH 5670E Martinez-Cruz1 (1).docx: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- 5-25-20 Spanish Major w LatinX Curriculum Map (1).xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

- *Courses in progress highlighted in the curriculum map in each worksheet.
***Sought concurrence" is marked "no" for this course, as concurrences were requested as part of the overall LatinX Concentration for the Spanish Major proposal. *(by Sanabria, Rachel A. on 05/21/2020 11:40 AM)*

COURSE REQUEST
5670E - Status: PENDING

Last Updated: Heysel,Garett Robert
05/28/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	05/21/2020 11:41 AM	Submitted for Approval
Approved	Podalsky,Laura	05/28/2020 09:37 AM	Unit Approval
Approved	Heysel,Garett Robert	05/28/2020 11:03 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	05/28/2020 11:03 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY
Department of Spanish and Portuguese
**The Geopolitical and Cultural Configuration of Latin/o America.
A Hemispheric Perspective**
Spring 2021

SPAN 5670E – Senior Seminar in U.S. Latinx Culture
XX Hagerty Hall
TR 11:10-12:30

Ignacio Corona corona.7@osu.edu
Hagerty Hall 254; tel.: 292-8617
Office Hrs: R 13:00-14:00 or by appoint.

Through an interdisciplinary lens, and with an emphasis on the relationship between cultural history and social history, this seminar explores the geopolitical making of what many scholars call “Latin/o America,” as a cultural alternative from the Global South to the concept of “The Americas.” In this sense, the seminar examines the history of Latin America in a hemispheric perspective to include the diasporic Latin American communities in the U.S. as well as the relationship between the U.S. and the region. The regional history is understood as the product of the interaction of external forces, such as colonialism, neocolonialism, and globalization on the one hand, and internal forces, such as Independence, anti-authoritarian and liberation movements, the difficult consolidation of the nation-State since the early 19th century, and the struggles for social and economic revendication throughout the 20th century. Between these sets of factors, the seminar emphasizes the historical role played by internal and external migration and the configuration of diasporic communities. The economic, cultural, and even political importance of the latter could not be underestimated. In fact, for some Latin American countries, the remittances sent by migrants, in particular from the U.S., are among their top sources of revenue. And by the same token, the contribution of these Latin American communities to the U.S. economy and labor market is decisive. The resultant encounter of groups and communities in movement and the social effects of changing political and economic scenarios is explored by diverse cultural productions in the U.S. as well as in Latin America. The seminar will include representative samples from the arts, literature and film.

Course Goals:

- Provide an overview of the cultural, economic, and political history of Latin America in a hemispheric perspective that incorporates its relationship with the diasporic communities in the United States.
- Examine the historical, political, and economic role played by the United States in the region since the early 19th century.
- Explore the impact of external factors such as colonialism, neocolonialism, and economic globalization on the Latin American societies.
- Examine some of the main push and pull factors behind the migration to the U.S.
- Discuss the cultural differences and interaction between the migrant communities in the U.S. and the Latin American societies since the beginning of the 20th century.

Learning Objectives:

- By the end of the course, the students will be able to recognize the historical role played by the U.S. in Latin America.
- Analyze some of the push and pull factors behind the most important migratory trends from Latin America to the U.S.
- Discern the political difference and cultural implications of terms such as Latin/o America and Latin America, Hispanic and Latinx, nationalism and transnationalism.
- Identify examples of the cultural contribution of Latinx and Latin Americans to the U.S.

- Being able to formulate and original research project to investigate cultural production related to that entity called Latin/o America.
- Continue improving the proficiency in the oral and written use and understanding of Spanish.

^EHonors Credit. For honors students taking this course as an embedded option [e], the course provides research opportunities and assist in the preparation of a presentation of the respective research project, or a related research topic, at a research forum for Honors students as recommended by the A&S Curriculum committee. Please take note that honors students taking this senior seminar as an embedded course will receive honors credit provided that they satisfactorily fulfill all the course evaluation requirements and: a) do an additional reading introduction; and b) write a 15-18pp. final research paper.

Seminar organization and class participation:

What is a seminar course? A seminar is very different from a lecture-based course. In a seminar, students are expected to be prepared for weekly open-format discussions. This means that readings must be finished before the class meeting! Students are also expected to bring notes and “point of interest” questions, arguments, comparisons, examples and counter-examples as applicable to the respective session’s content. Oral participation is a **must**. Without active participation, the seminar will not succeed. Likewise, mere attendance is NOT enough for a good participation grade. Remember, seminars are led by personal and detailed student discussion, not by a professor. For the most part, the instructor’s role is facilitative only, and yet he will introduce each topic and lead most of the discussion. Since the students’ comments and insights are crucial to the success of the seminar, they should bring the weekly study-guides as instructed. Occasional extra activities and written assignments may be requested and will count as participation. Most sessions will combine primary texts with critical and/or theoretical readings. Discussion in class and student presentations during these sessions should help to dissipate major conceptual difficulties. In some sessions, we may also have some visual aids and short video clips with the purpose of illustrating a given topic. At all times, students are invited to contribute with additional media or materials that are relevant to the topics in our course, such as articles, songs, video clips, newspaper clippings, images, power-point presentations, short films, case studies, maps, artwork, websites, class handouts, etc. These contributions are welcome and will also count as participation. You may want to discuss with the instructor other possible *actividades extras* to obtain extra points. Finally, only two unexcused absences are allowed without grade-point penalty; every subsequent absence will reduce by 2% the final grade. Written validation will be necessary for other absences, i.e. medical emergency or legal appearance.

Reading introductions and group debates:

There will be a weekly average of 40-45 pp to read in this seminar. Even if most of the readings are in English, the class, the oral discussion, the student presentations and all the written requirements will be in Spanish. Each seminar participant will do at least a 10’-12’ introduction of one of the critical readings. It is expected that the student will identify the author or authors’ main points, claims, or arguments and then will open the group discussion with his/her questions about the reading or the topic in general. The student will also lead the ensuing discussion based on the week’s thematic unit or questions posed in the study guides. The reading introduction may obtain a maximum of 10 points. Throughout the course, the instructor will also propose specific topics for student presentations or may indicate which primary texts could be available for presentation or reading introduction. Each presentation will potentially amount to an extra 5% of the final grade. The presenter should feel free to explore the text and decide on the best way to approach it. An inventive, thoughtful, and provocative presentation will include: a) a summary of the main points; b) analysis and/or critique; c) a comparison with other topics and /or illustration in connection with any of the course’s readings or materials if pertinent; d) the use of additional material or media: newspaper clippings, power-point, short films, images or visual aids, case studies, maps, artwork, use of

world wide web, class handouts, etc. There will be two debates on central themes studied in the seminar. The class will divide in four groups and prepare a series of arguments with cases or examples and supportive information to be displayed on PowerPoint slides. Each debate will consist of three phases: a) exposition of arguments and supportive information; b) counter-argumentation; c) fielding an equal amount of questions from the rest of the group. The winning teams will receive extra-credit.

Study-guides, partial exams, and other written assignments:

The study-guides contain specific information on some of the main issues, concepts, problems associated to the respective thematic unit. Each study guide also contains instructions regarding specific homework, viewing/listening assignments, or written assignments (questionnaires, short essays, 1-page reflection papers or analyses, critical reviews, etc.). Each student is required to complete all assignments before class, as instructed in the study-guides. For the most part, they will ask for analytic writing, not summaries, and are intended to demonstrate how the primary and critical readings as well as the films and other class materials contribute to our understanding of the main issues discussed in the seminar. Due to their brevity, these written responses to the study-guide items will only receive occasional commentary or written feedback from the instructor when the work needs to be noticeably improved. For the most part, they will be marked as check-plus (4/4 pts.), check (3/4 pts.), or check-minus (2/4 pts.) on the basis of their analytic quality and/or accuracy of the responses to specific questions. [Please see the rubric on Carmen]. Note that the program also includes some films and documentaries to stimulate discussion and deepen the analysis of cultural issues in connection to the subject of the seminar. In the partial exams you may find some questions related to those films. In general, the exam items or questions are more analytical or interpretive in nature, but the information that you provide should be accurate. There might also be some additional brief written assignments throughout the semester. No late written assignments will be accepted without proper documentation.

Research Paper:

The instructor will provide information on different research sources available online or at our library. You are advised to make an appointment with the instructor to discuss your research ideas early on the semester, as a 2-page description is due on **March X (*)**. This is the first part of your research: identification of a specific topic related to Latin/o America. The second part of your research project will be due on **April XX (**)**. Please consult Carmen to find out about what your research proposal should include. You will also present a summary of your research with the help of a **power point** (4-5 slides) during one of the days marked in the calendar for that purpose. A designated student will offer analytic feedback on the presentation before the rest of the class ask questions and make comments on the information and the points raised by the presentation. You will upload this power point in the respective folder on Carmen. The power point is worth up to 6%. The **final research paper** (11-12 pp) should present an analysis of the specific journalistic work that has been selected and address some of the issues studied during the course. The documentation format to be followed is that of the MLA Handbook for Writers of Research Papers, 8th ed. For further information on the format, consult the research project guide on Carmen. This paper (***) will be due on the day assigned to the final exam (**May X, 2021**). It is worth up to 30% of the grade. A paper copy should be handed in on this date and an electronic copy should also be uploaded to the respective folder on Carmen.

Textbooks and Reading Materials:

*Fernández-Armesto, Felipe. Our America. A Hispanic History of the United States. New York, NY: Norton, 2014. [FA]

*González, Juan. Harvest of Empire. New York: Penguin, 2011. [G]

*Monteón, Michael. Latin America and the Origins of the Twenty-First Century. Santa Barbara / Denver:

ABC-CLIO, 2010. [M]

*Available at the campus Barnes & Noble bookstore.

*Readings on Carmen [C]

Evaluation:

A – Participación en clase	10%
B – Reading Introduction	10%
C – Exámenes parciales (15% c/u)	30%
D - Cuestionarios de las GE (4% c/u)	20%
E – Research Paper	30%
	100%

Course Grades Numerical Values:

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

Letter grades (and their numerical equivalents) should be interpreted as follows:

A = Excellent, superior; exemplary; greatly exceeds satisfactory standards. Student is a self-starter and routinely takes initiative, does outside research, develops work through multiple and complex iterations, generates thoughtful and innovative solutions, and carries work to a high level of finish, going well beyond assigned elements.

B = Very good, thorough; exceeds satisfactory standards. Student shows consistent progress in studio, does some outside research, develops work through multiple iterations, generates good workable solutions, and always carries work to full completion, going beyond requirements and assigned elements.

C = Acceptable, perfunctory; meets satisfactory standards. Student completes all assigned work, but with little evidence of taking initiative or going beyond minimum assignments. Shows inconsistent progress, does little outside research, does some iterations.

D = Marginal; somewhat below satisfactory standards. Lack of steady performance of assigned work. Student does not complete all work, shows little initiative, does not do outside research, does minimal iterations, and lacks consistency in meeting minimum requirements and including assigned elements.

E = Unacceptable; does not meet satisfactory standards. Serious deficiency in meeting satisfactory standards and performing assigned work. Student shows no initiative, does not do outside research, does not develop evidence of iteration, generates inappropriate solutions, shows little or no care in finished work, and is missing assigned elements.

I = Incomplete. Awarded only in special, extreme (life) circumstances by advance arrangement with instructors. It is not available as a last-minute option for students unable to complete work as assigned to 60% of coursework submitted and passing.

IMPORTANT INFORMATION:

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

“All copying, cheating, plagiarism, fraud, deceit, and other unacceptable forms of academic conduct are strictly prohibited and all cases or suspicions of such activity will be reported to the Office of Academic Misconduct without exception and per university policy. All work in class is expected to be the student’s own; this is especially true regarding exams and papers. Students are encouraged to study together and to discuss the concepts and/or readings together. Regardless, each student must turn in his or her own work for any and all assignments, including homework.”

Nota sobre auto-plagio: Plagio: Todo material (texto e ideas) que viene de fuentes secundarias (bibliografía) que se utilice en un texto o proyecto preparado por el estudiante debe de estar documentado según las normas del MLA. La falta de referencia al material citado o parafraseado se considerará plagio. Estos casos serán reportados al Consejo Universitario y tendrán como consecuencia una “F” en el curso.

Auto-plagio: Todo trabajo que haya sido considerado como crédito para un curso dado no será considerado válido para otro, tanto dentro del mismo periodo académico, como en uno posterior. No habrá excepciones a esta regla. Repetir el trabajo de un curso en otro tendrá como consecuencia la reprobación inmediata del segundo curso. Si los trabajos de dos cursos diferentes estuvieran relacionados de algún modo, y el estudiante tuviera alguna duda respecto de la legalidad del segundo proyecto, éste deberá discutir sobre el asunto con todos los instructores involucrados. De este modo se evitará cualquier posible, e inadvertida, trasgresión a la regla.

Mobile communication devices: The use of cell phones, smart phones, or other mobile communication devices is disruptive and distracting, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. You may use laptops in class for work directly related to what is going on in the class at that time (e.g. viewing course readings, taking notes during lecture/discussion). Inappropriate use of laptops during class will have an adverse effect on your grade.

Email policy: Please allow a reasonable time for your emails to be responded to. Emails received on weekends may be replied until the following working weekday.

Critical Analysis in the class: Pertinent social commentary and critical analysis of historical, social, political, economic, or cultural issues, events, trends, or developments, either by the students or the instructors, belongs in the class. Diverse perspectives and opinions should be valued and thoughtfully considered on their own merits and openly discussed. Such an examination of points of view is part of both the educational process and the critical task in the classroom. It should not be understood as mere “politization” of a subject matter that is always implicitly political.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800-273-TALK or at suicidepreventionlifeline.org.

CALENDAR [tentative]

1o week

01XX Introduction to the course

Occidentalism and the Origins of the Idea of Latin/o America

01XX “Occidentalism and the ‘Americanity’ of America” / Walter Mignolo (23-50) [C]

2o week

The Hispanic pre-Southwest

01XX Ch 1 “Conquerors and Victims: The Image of America Forms” (3-26) [G]
Fernández-Armesto, Felipe – “The Cities of Cibola,” (35-73) [FA]

*Questionnaire GE # 1 due

01XX Ch 2 “The Spanish Borderlands and the Making of an Empire” (27-57) [G]
Fernández-Armesto, Felipe – “The Curse of Zorro” (154-198) [FA]

- Recommended readings:
Fernández-Armesto, Felipe – “The Realm of Queen Calafia,” 110-149

*Film discussion: “Cabeza de Vaca,” (1991) dir. Nicolás Echevarría
OSU Secured Media Library [watch film prior to class discussion]

The Postcolonial Dilemma: Civilization vs Barbarism

3o week

01XX Ch 1 “The Long Nineteenth Century, *Caudillaje*, Power, and the People” (1-48) [M]

01XX Facundo / D.F. Sarmiento (192-200) [Ch]

1st Debate: Civilization and Barbarism: ¿whose form of civilization?

4o week

Turn of the Century Dinamic and the Conformation of the Global Market

01XX Ch 2 “Oligarchy and the Impact of New Wealth” (49-90) [M]

01XX Ch 3 “Banana Republics and Bonds: Taming the Empire’s Backyard” (58-78) [G]

Partial exam # 1

5o week

02XX Doña Bárbara / Rómulo Gallegos (205-210) [Ch]

Film: *Doña Bárbara* (1943) – dir. Fernando de Fuentes [138’]

02XX Ch 3 “Revolutions and Modernization” (91-130) [M]

Documentary: *The Ragged Revolution* (1981) – Tony Essex, producer [37’]

6o week

The Social Revolutions and the Modernization Projects

02XX Ch 3 “Revolutions and Modernization” (130-173) [M]

* Questionnaire GE # 2 due.

02XX Ch 5 “Mexicans: Pioneers of a Different Type” (96-107) [G]

7o week

Transnational Migration I: the Caribbean Case

02XX Ch 4 “Puerto Ricans: Citizens Yet Foreigners” (81-95) [G]

02XX “Bitter Sugar” / Jesús Colón (237- 241) [C]
“Lamento borincano” / Rafael Hernández [C]
“Nuyorican” y “AmeRícan” / Tato Laviera [C]

*Questionnaire GE # 3 due.

8o week

Spring Break

9o week

02XX Film: *The City* (2005) – dir. David Riker [88’]

02XX Ch 6 “Cubans Special Refugees” (108-116) [G]

10o week

03XX Ch 7 “Dominicans: From the Duarte to the George Washington Bridge” (117-128) [G]

Transnational Migration II: from the Central American Isthmus

03XX Ch 8 “Central Americans: Intervention Comes Home to Roost” (129-148) [G]

Partial exam # 2

11o week

03XX Ch 4 “Modern Life and Modern Conflicts” (175-232) [M]

03XX “The Harsh Angel” / Alma Guillermoprieto (252-259) [Ch]

Film: *The Motorcycle Diaries* (2004) – dir. Walter Salles [127’]

*Questionnaire GE # 4 due

12o week

03XX Ch 9 “Colombians and Panamanians: Overcoming Division and Disdain” (149-163) [G]

03XX “Don (Juanito) Duck...” / Julianne Burton (228-236) [Ch]

Film: *The Three Caballeros* (1944) – Walt Disney Productions [72’]
< <http://www.youtube.com/watch?v=EQT3fS3f704> >

13o week

Latin/o America

04XX Ch 10 “The Return of Juan Seguín: Latinos and the Remaking of American Politics”
(167-198) [G]

Fernández-Armesto, Felipe – “The Republic of Hesperus” (285-329) [FA]

04XX Film: *Harvest of Empire* (2012) – dirs. Peter Getzels and Eduardo López

Student presentations

14o week

04XX Ch 11 “Immigrants Old and New: Closing Borders of the Mind” (199-224) [G]

Student presentations

04XX Ch 12 “Speak Spanish, You’re in America!: El Huracán over Language and Culture”
(225-163) [G]

*Questionnaire GE # 5 due

15o week

04XX Ch 13 “Free Trade: The Final Conquest of Latin America” (249-277) [G]

Student presentations

04XX Ch 14 “Puerto Rico, U.S.A.: Possessed and Unwanted” (278-305) [G]

“The Hispanic Challenge” / Samuel P. Huntington [<http://www.foreignpolicy.com/>]

2nd debate: The Hispanic Challenge: ¿nativism vs. multiculturalism?

16o week

04XX “Epilogue” (307-311) [G]

Student presentations

05XX Research Paper due

Additional Bibliography

Ching, Erik, Christina Buckley, and Angélica Lozano-Alonso. *Reframing Latin America*. Austin, TX: U Texas P, 2007.

Colón, Jesús. "Bitter Sugar." Hispanic American Literature. An Anthology. Ed. Rodolfo Cortina. Lincolnwood, IL: NTC, 1998. 237-242.

Huntington, Samuel P. "The Hispanic Challenge" *Foreign Policy*. March 1, 2004.
< http://www.foreignpolicy.com/articles/2004/03/01/the_hispanic_challenge >.

SPANISH 5670E Seminar in LatinX Literatures and Cultures
Utopia, Apocalypse, and Revolution in Latin American and Latinx Culture
Syllabus

Professor:

Email:

Room:

Office:

Time/Day:

Office Hours:

Course Description

This seminar focuses on the categories of revolution, apocalypse, and utopia in the hemispheric Latin American and U.S. Latino/a context. This seminar contributes to the Latinx Literatures, Cultures, and Languages by promoting inquiry organized around the salient Latin American themes of political and cultural dissidence converging in revolutionary movements, utopian visions, and the mythologies and anxieties related to end-of-time scenarios in Latin American/Latinx art and literature. Taught in Spanish.

The weekly organization emphasizes the analysis of texts and cultural artifacts from a critical perspective that locates the examined work within political, economic, and social trajectories.

Course Objectives

Students will be able to:

- Write critical essays on utopia, revolution, and apocalypse in the cultural context of the Americas
- Demonstrate awareness of the major socio-historic developments dealing with utopia, revolution, and apocalypse in the hemispheric context
- Understand how utopian, revolutionary, and apocalyptic impulses coalesce in contemporary Latin American expressive cultures
- Apply consistent criteria to the analysis of cultural artifacts
- Conduct independent research to develop an understanding of the larger Latinx debates and subfields (see Individual Research & Presentation and the Critical Analysis assignments below)

Required Readings: Available in Carmen Canvas

Course Components and Evaluation:

ATTENDANCE, PARTICIPATION, PREPARATION (15%)

Includes attendance, active class work, and preparation for each class. No more than 3 unexcused absences are permitted per semester. If you miss more than 3 classes without prior communication with the instructor, you will not receive a passing grade for this course

The use of cell phones and other electronic devices are strictly prohibited in class. Cell phone use of any kind in class constitutes an unexcused absence for that class session.

5 ANALYSIS ASSIGNMENTS (20%)

Focus questions will be handed in on the day designated by an asterisk*. These questions will be typed, 1.5 or double spaced and written and revised in Spanish. Typically, 3-5 sentence answers in short paragraph form will be sufficient to thoughtfully respond to the assigned focus questions. On days that there is NO asterisk* by your readings, you are still required to respond to assigned questions in your personal notes in order to be prepared for class. A significant part of your preparation grade is based on your contributions to class discussions based on the assigned texts.

DISCUSSION FACILITATOR (15%)

Each student will lead one 15-minute discussion of the assigned text, which should include independent research on background information on the day's readings and/or screenings and the preparation of questions to promote class discussion.

INDIVIDUAL RESEARCH & PRESENTATION (30%)

Each embedded honors student will create one live art installation based on a major theme of Latin American/Latinx culture, as defined in class. The installations will be mounted either in a public or non-public space, and documented by the student. Students will also create an audio-visual presentation on the installations (rather than installing live art in the classroom) of ten minutes in length.

Embedded honors students should schedule an appointment with the professor (during office hours) to discuss his/her topic of choice. Each honors student will turn in a brief proposal (1-3 pages) to the professor on the chosen topic no later than **Day, Month Year**. The proposal will outline their topic of choice, a description of the live art installation, its design, how they plan to document the process, and organization of the classroom presentation. Students may also wish to anticipate critical connections between their chosen project and the goals of the course.

CRITICAL ESSAY (20%)

A final research paper (10-12pp, double spaced) will deal with a cultural artifact engaging performance and/or popular culture in Latinx cultural production. **Honors students are expected to incorporate 3-5 secondary sources (not simply respond to cultural artifacts).** Additional details will be provided during class and on Carmen Canvas.

Grading Scale

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

Course Calendar

Week 1	Utopian Visions and Indigenous Apocalypse
Tuesday	Introductions; key terms and goals of course
Thursday	Cristobal Colón, “Carta a Santángel” <i>El popol vuh</i> ; Genesis 1
Week 2	Utopian Visions and Indigenous Apocalypse
Tuesday	Bernal Díaz del Castillo (273-278) Bartolomé de las Casas (<i>Brevísima relación de la destrucción de las Indias</i> “De la isla Española”, pp. 18-22 y “De la isla de Cuba”, pp. 35-41
Thursday	Garcilaso de la Vega, <i>Comentarios reales</i> (exerpts) ANALYSIS DUE*
Week 3	Utopian Innocence and Edenic States
Tuesday	Gabriel García Márquez, <i>Cien años de soledad</i>
Thursday	Gabriel García Márquez, <i>Cien años de soledad</i>
Week 4	Utopian Innocence and Edenic States
Tuesday	Gabriel García Márquez, <i>Cien años de soledad</i>
Thursday	Gabriel García Márquez, <i>Cien años de soledad</i> ANALYSIS DUE*
Week 5	Utopian Innocence and Edenic States
Tuesday	Gabriel García Márquez, <i>Cien años de soledad</i>
Thursday	Gabriel García Márquez, <i>Cien años de soledad</i>
Week 6	Apocalypse and Purification
Tuesday	Gabriel García Márquez, <i>Cien años de soledad</i>
Thursday	Gabriel García Márquez, <i>Cien años de soledad</i> ANALYSIS DUE*
Week 7	Cannibalizing the Apocalypse
Tuesday	Retamar, Caliban and other Essays Manifiesto Antropófago
Thursday	Cherrie Moraga, <i>Heroes and Saints</i>

Week 8 **Post-Apocalyptic Identities in Diaspora**

Tuesday Junot Díaz, *The Brief, Wondrous Life of Oscar Wao*

Thursday Junot Díaz, *The Brief, Wondrous Life of Oscar Wao*

Week 9 **Post-Apocalyptic Identities in Diaspora**

Tuesday Junot Díaz, *The Brief, Wondrous Life of Oscar Wao*

Thursday Junot Díaz, *The Brief, Wondrous Life of Oscar Wao*
ANALYSIS DUE*

Week 10 **SPRING BREAK**

Week 11 **Post-Apocalyptic Identities in Diaspora**

Tuesday Junot Díaz, *The Brief, Wondrous Life of Oscar Wao*

Thursday Junot Díaz, *The Brief, Wondrous Life of Oscar Wao*

Week 12 **Women and Revolution**

Tuesday Laura Esquivel, *Como agua para chocolate*

Thursday Laura Esquivel, *Como agua para chocolate*

Week 13 **Women and Revolution**

Tuesday Laura Esquivel, *Como agua para chocolate*

Thursday Laura Esquivel, *Como agua para chocolate*
ANALYSIS DUE*

Week 14 **Women and Revolution**

Tuesday Laura Esquivel, *Como agua para chocolate*

Thursday Laura Esquivel, *Como agua para chocolate*
Alice Bag, *Violence Girl*

Week 15 **Presentaciones & taller de escritura**

Tuesday Presentations: Latin American/Latinx revolution, apocalypse, or utopia

Thursday Taller de escritura

Entrega de ensayo final: (Carmen Dropbox)

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SPANISH 5670E Seminar in LatinX Literatures and Cultures
Latinx Performance and Popular Culture
Syllabus

Professor:

Email:

Room:

Office:

Time/Day:

Office Hours:

Course Description

This seminar focuses on the Latinx performance and popular culture to learn about the live performances, unique traditions, and media depictions of various Latinx ethnic groups residing in the United States. The intent of this course is not only to sharpen critical thinking about the challenges and the prospects reflected by Latinx cultural production, but to hone the skills needed for students to become more accountable actors, rather than merely spectators, in the hemispheric American tradition. Taught in Spanish.

This seminar contributes to the Latinx Literatures, Cultures, and Languages by promoting inquiry organized around the salient Latinx themes of national inclusion, sites of rupture, and the notion of representation as resistance. The weekly organization emphasizes the analysis of texts and cultural artifacts from a critical perspective that locates the examined work within political, economic, and social trajectories.

Course Objectives

Students will be able to:

- Write critical essays on performance, popular culture, and mediatized Latinidad in the cultural context of the Americas
- Demonstrate awareness of the major socio-historic developments dealing with performance and popular culture in the hemispheric context
- Understand how everyday performativity alternately shapes, constrains, and transforms Latinx political prospects
- Apply consistent criteria to the analysis of cultural artifacts
- Conduct independent research to develop an understanding of the larger Latinx debates and subfields (see Individual Research & Presentation and the Critical Analysis assignments below)

Required Readings: Available in Carmen Canvas

Course Components and Evaluation:

ATTENDANCE, PARTICIPATION, PREPARATION (15%)

Includes attendance, active class work, and preparation for each class. No more than 3 unexcused absences are permitted per semester. If you miss more than 3 classes without prior communication with the instructor, you will not receive a passing grade for this course

The use of cell phones and other electronic devices are strictly prohibited in class. Cell phone use of any kind in class constitutes an unexcused absence for that class session.

5 ANALYSIS ASSIGNMENTS (20%)

Focus questions will be handed in on the day designated by an asterisk*. These questions will be typed, 1.5 or double spaced and written and revised in Spanish. Typically, 3-5 sentence answers in short paragraph form will be sufficient to thoughtfully respond to the assigned focus questions. On days that there is NO asterisk* by your readings, you are still required to respond to assigned questions in your

personal notes in order to be prepared for class. A significant part of your preparation grade is based on your contributions to class discussions based on the assigned texts.

DISCUSSION FACILITATOR (15%)

Each student will lead one 15-minute discussion of the assigned text, which should include independent research on background information on the day's readings and/or screenings and the preparation of questions to promote class discussion.

INDIVIDUAL RESEARCH & PRESENTATION (30%)

Each embedded honors student will create one live art installation on the theme of Latin American/Latinx popular culture, as defined in class. The installations will be mounted either in a public or non-public space, and documented by the student. Students will also create an audio-visual presentation on the installations (rather than installing live art in the classroom) of ten minutes in length.

Embedded honors students should schedule an appointment with the professor (during office hours) to discuss his/her topic of choice. Each honors student will turn in a brief proposal (1-3 pages) to the professor on the chosen topic no later than **Day, Month Year**. The proposal will outline their topic of choice, a description of the live art installation, its design, how they plan to document the process, and organization of the classroom presentation. Students may also wish to anticipate critical connections between their chosen project and the goals of the course.

CRITICAL ESSAY (20%)

A final research paper (10-12pp, double spaced) will deal with a cultural artifact engaging performance and/or popular culture in Latinx cultural production. **Honors students are expected to incorporate 3-5 secondary sources (not simply respond to cultural artifacts).** Additional details will be provided during class and on Carmen Canvas.

Grading Scale

93% – 100%	A
90% – 92%	A-
87% – 89%	B+
83% – 86%	B
80% – 82%	B-
77% – 79%	C+
73% – 76%	C
70% – 72%	C-
67% – 69%	D+
60% – 66%	D
Less than 60%	E

Course Calendar

Week 1	Introduction/Border Confessionals
Tuesday	Introductions; key terms and goals of course
Thursday	Gómez-Peña, <i>Dangerous Border Crossers</i> , pp. 1-17 & pp. 29-49
Week 2	Latinx Gender & Performance
Tuesday	Judith Butler, <i>Gender Trouble</i> (1-34)
Thursday	Lawrence LaFountain-Stokes, “Queer Ricans” Lawrence LaFountain-Stokes, “Cooking with Drag Queens” ANALYSIS DUE*
Week 3	History, Geography & Bad Words
Tuesday	Caminero-Santangelo, Marta “On Latinidad” María R. Scharrón-del Río & Alan A. Aja “The Case for Latinx: Why Intersectionality Is Not a Choice”
Thursday	Viewing: George Lopez stand-up Jennifer Alvarez Dickinson, “The Latino Comedy Project and Border Humor in Performance”
Week 4	Zoot Suits and Chevys (WW II and anti-assimilationist tendencies)
Tuesday	Paloma Martínez-Cruz, “Un-fixing the race: Midcentury sonic Latinidad in the shadow of Hollywood” Escuchar: “Amor” & “Pachuco Boogie”
Thursday	Ben Chappell, “Custom Contestations: Lowriders and Urban Space” ANALYSIS DUE*
Week 5	Radical Nationalism: Attitudes and Aesthetics
Tuesday	Corky Gonzalez, “Yo soy Joaquín” Alurista, El plan espiritual de Aztlán H. Bruce Franklin, <i>From the Movement toward Revolution</i>
Thursday	Viewing: Robert Rodriguez, <i>Machete</i>
Week 6	Latinx Futurities
Tuesday	Alex Rivera, <i>Sleep Dealer</i> (ODEE Secured Media Library) Christopher González, “Latino Sci-Fi”
Thursday	Frederick Aldama, “Multimediated Latinos in the Twenty-First Century: An Introduction” Gustavo Escanlar, “Pequeño diccionario spanglish ilustrado” ANALYSIS DUE*
Week 7	Restaurant Spanish and You (Cesar Chavez, CIW, farms-to-restaurants: the untold story)

Tuesday	Luz Calvo & Catriona Rueda Esquibel, <i>Decolonize Your Diet: Plant-Based Mexican-American Recipes for Health and Healing</i>
Thursday	Paloma Martinez-Cruz, <i>Food Fight! Millennial Mestizaje meets the Culinary Marketplace</i>
Week 8	Fiesta Time (Quinces, Día de los Muertos, compadrazgo)
Tuesday	Latin Music USA (PBS Documentary) http://www.pbs.org/wgbh/latinmusicusa/index.html#/en/wat/01/08 Viewing: Lee Unkrich, <i>Coco</i>
Thursday	Regina Marchi, “Hybridity and Authenticity in US Day of the Dead Celebrations”
Week 9	Culturally Catholic? (Religious & Spiritual Practices)
Tuesday	Paloma Martinez-Cruz, <i>Women and Knowledge in Mesoamerica</i>
Thursday	Ernesto Quiñones, “El niño blanco” ANALYSIS DUE*
Week 10	SPRING BREAK
Week 11	Mucha Lucha: From the Wrestling Ring to the NFL
Tuesday	Ellen M. Gil-Gómez, “Wrestling With Comic Genres and Genders Luchadores as Signifiers in Sonambulo and Locas”
Thursday	Frederick Aldama and Christopher González, “From Scrimmage Lines to End Zones: Latinos in the National Football League”
Week 12	Imagineries of Resistance in Comics
Tuesday	Vicko Alvarez, “Rosita Gets Scared” El viaje más caro, “Un nuevo tipo de trabajo”; “El lenguaje es poder”; & “Lejos de mi familia”
Thursday	Eric García, <i>Drawing on Anger: Portraits in U.S. Hypocrisy</i>
Week 13	So You Want to Be a Latina (feminist frameworks near you)
Tuesday	<i>Ugly Betty</i> , Season 1, Episode 2 Cherríe Moraga and Gloria Anzaldúa, <i>This Bridge Called My Back</i> “Introduction”
Thursday	Renee Tajima-Peña, <i>No más bebés = No More Babies</i> (ODEE Secured Media Library Playlist)
Week 14	Soundscapes of Resistance
Tuesday	Taller de escritura #1 Intro, thesis & bibliography due*
Thursday	Paloma Martinez-Cruz, “Mapping the Burrito Circuit: On How the Dirty Reggae of the Aggrolites Remains and Eastside Persuasion” Alice Bag, <i>Violence Girl</i>

Week 15 Presentations & Conclusions

 Tuesday Presentations: Latinx revolution, apocalypse, utopia Thursday

Presentations: Latinx revolution, apocalypse, utopia **Entrega de ensayo final**

en Carmen Dropbox:

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