Course Description: Spanish 409 will examine major trends and issues in the history of Latino/a literature and culture. Part of this course will explore a panoramic view of the major intellectual, historical, socio-political, and aesthetic concepts that have shaped the lives and literary production of Latinos in the United States.

Student Learning Outcomes: 1) To participate effectively in group discussions with emphasis on listening, critical and reflective thinking, and responding. 2) To understand and apply basic principles of critical thinking in writing and speaking. 3) Apply formal methods of literary analysis in reading and writing. 4) To construct a cohesive argument in writing about the interpretation of a literary work, and visual texts.

Program Learning Outcomes for Majors: 1) Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language. 2) Students will analyze and summarize authentic texts in the target language. 3) Students will write effective, original compositions/research papers demonstrating the ability to analyze, persuade and/or defend an opinion in the target language. 4) Students will apply critical thinking skills in comparisons of the cultures studied and their own. 5) Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language. 6) Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

Course Structure: The course is organized thematically according to the following schedule: Conquista (week 1-3), Anexión (week 4-6), Transculturación (week 7-9), ¡Levantamientos Sociales! (week 10-11), Dentro de la corriente (week 12-15).

Selected Readings: Additional readings will be provided by instructor or posted in Brightspace D2L.

Recommended:
also available at: https://owl.purdue.edu

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 midterm</td>
<td>20%</td>
</tr>
<tr>
<td>1 final</td>
<td>20%</td>
</tr>
<tr>
<td>Analyses of Readings (x2)</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

100%

Grades will be calculated according to the following scale. Grades are not curved. (100-90%) A, (89.9-80%) B, (79.9-70%) C, (69.9-60%) D, and (59.9% and below) F. Every assignment grade is posted in Brightspace D2L.

Brightspace D2L: students must know how to access grades, drop boxes, discussions, email, quizzes, and how to navigate course content and folders.

Readings: In this course you will be reading selections of texts in English and Spanish, as per program policy all discussions and written analyses will be in Spanish. Read actively, take notes, underline, formulate questions and begin to create discussion topics as you engage in your reading. It is your responsibility to come prepared and to be able to keep up with your readings from week to week. During the course of this semester I will instruct one student or students to initiate the discussion for our next class meeting.

Exams: There will be two exams: a midterm and a final exam. The exams will consist of: multiple-choice questions, question-answer format, a section on culture/history, and a response to a question(s) (short essay format).

Weekly Quizzes: During this course there will be unannounced quizzes about once a week and will be based on the readings/ and our class discussions. Quizzes will be administered at the beginning of each class and are not allowed to be made up either for tardiness or absences.
Oral Presentation: With a partner you will have to deliver an in-class oral presentation approximately 20-30 minutes. The presentation is divided in two parts: the first one will cover some of the history or biography of the author, and the second part will focus on the literary work. Detailed information for this assignment will be provided in class.

Analysis: For this course you will write two analyses of 4 pages each that focuses on the examination of the readings and topics presented in the course. Students are responsible for turning in every assignment at the beginning of each class. All work turned in for this course is typed doubled spaced and must follow the latest MLA Format. Detailed instructions for this assignment will be given in class. Late work will not be accepted. A student who is absent with a legitimate excuse will need to consult with the instructor about making up that assignment.

Films: Films will be available at the LRC. Before watching, I encourage you to read the information provided in the Movie Database (www.imdb.com). If you are sensitive to the themes portrayed in these films, let me know in advance so I can find an alternative assignment.

Participation and Attendance: Attendance is mandatory. Your final course grade will be affected negatively based on lack of attendance, participation and preparation for each class meeting. Perfect attendance does not constitute a good grade. A high participation is required from every student, even if they are very timid. It is necessary to prepare materials before coming to class and be ready to interact with your professor and classmates.

Absences: Students are allowed 2 absences at their discretion. These absences could be for university-sponsored events, a religious observance, illness or family related events or emergencies. However, once the two absences are surpassed for any of the reason stated above, students lose 1.5 percentage points of participation and attendance — respectively — per absence for a total of 3% of your final grade, unless other arrangements are made with Dr. Miranda-Recinos immediately.

Academic Integrity (A-9.1) Original Implementation: Unpublished
Last Revision: January 31, 2017

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment;
• helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

• submitting an assignment as one’s own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source;
• incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student’s record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade.
4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
**Cross Reference:** Student Handbook; Academic Appeals by Students (6.3); and Course Add/Drop (6.10)

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**WITHHELD GRADES Course Grades Policy (5.5):** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Programa Tentativo Español 409

All materials should be read before class. For instance, on Tuesday January 29 you should come to class having read the selections from Naufragios. For excerpts in D2L, you must read and print them.

Semana 1
enero 22 y 24
Día 1: Panorama general del curso y expectativas, proyectos
Día 2: Las raíces
Tarea: En computadora a doble espacio, explique en una página ¿qué es lo que usted espera aprender en este curso? y ¿cuál ha sido su experiencia académica con la historia y la literatura de los latinos en los Estados Unidos?

Semana 2
El encuentro de dos mundos o La colonización
enero 29 y 31
Día 1: Colonización 1537-1810 Leer: Alvar Nuñez Cabeza de Vaca fragmentos de Naufragios (copias)
Día 2: Sebastián Vizcaíno de Referentes a la Costa de California (71-76)

Semana 3
febrero 5 y 7
Día 1: Juan de Oñate Carta escrita al virrey Conde de Monterrey en Cervantes virtual (ver D2L)
Día 2: Juan Bautista de Anza Diario del Gobernador (147-58)

Semana 4
Las zonas fronterizas españolas y la Anexión de Territorios 1811-1898
febrero 12 y 14
Día 1: José María Heredia “Al salto del Niágara” (ver D2L) y “Frontier Memories” (206-08)
Día 2: José Nepomuceno Seguín “Personal Memoirs” (208-09) y José Policarpio Rodríguez “The Old Guide” (210-12)

Semana 5
febrero 19 y 21
Día 1: María Amparo Ruiz de Burton from The Squatter and the Don (235-48)
Día 2: José Martí (265-268) “Coney Island” y “Amor de ciudad grande” de Versos Libres “Dos Patrias” (ver D2L)

Semana 6
febrero 26 y 28
Día 1: Francisco Gonzalo “Pachín” Marín “New York from Within: One Aspect of Its Bohemian Life” (317-20)
Día 2: Julio G. Arce aka Jorge Ulica de *Crónicas Diabólicas* “Do you speak pocho” y “Los intérpretes” (ver D2L)

**Semana 7**
**marzo 5 y 7**
**Aculturación/ Transculturación**
Día 1: *Acculturation* 1899-1945 (359-69) y Leonor Villegas de Magnón from *The Rebel* (379-89)
Día 2: Examen de Medio Curso

**Semana 8**
**marzo 12 y 14**
Día 1: Daniel Venegas *Las aventuras de Don Chipote* (ver D2L)
Día 2: María Cristina Mena “The Birth of the God of War” (465-69) y Ernesto Galarza
**Barrio Boy** (530-51)
Entregar primer trabajo crítico

<table>
<thead>
<tr>
<th>Receso de Primavera 16-24</th>
</tr>
</thead>
</table>

**Semana 9**
**marzo 26 y 28**
Día 1: Cont. discusión de Ernesto Galarza **Barrio Boy**
Día 2: Luis Leal *In Search of Aztlán* (552-58)
Last Day to Drop the course

**Semana 10**
**abril 2 y 4**
¡Levantamientos Sociales!
Día 1: “Upheaval: 1946-1979” (583-594) y José Antonio Villareal *Pocho* (711-22)
Día 2: César Chávez “We Shall Overcome” (760-64) y ver información en D2L y el filme
**César Chávez** Dir. Diego Luna

**Semana 11**
**abril 9 y 11**
Día 1: Rudolfo Anaya *Bless Me Ultima* “Uno” (1160-61, 1169-77)
Día 2 *Bless Me Ultima Dos* (1178-86)

**Semana 12**
**abril 16**
**Dentro de la corriente**
Día 1: “Into de Mainstream” 1980 to the Present (1461-69) y Gloria Anzalduá fragmentos de
*Borderlands/La Frontera: The New Mestiza* (1490-1507)
**Semana 13**
*abril 23 y 25*
Día 1: Cont. Gloria Anzaldúa fragmentos de *Borderlands/La Frontera: The New Mestiza*)
Día 2: Julia Alvarez *How the García Girls Lost their Accent* (1738-47)

**Semana 14**
*abril 30 mayo 2*
Día 1: Cristina García *Dreaming in Cuban* (2233-41)
Día 2: Ruben Martínez *The Other Side* (2317-23)

**Semana 15**
*mayo 7 y 9*
Día 1: Junot Díaz fragmentos de *The Brief Wondrous Life of Oscar Wao* (2351-52, 2361-73)
Día 2: Cont. Junot Díaz de *The Brief Wondrous Life of Oscar Wao*
Entregar segundo trabajo crítico

**EXAMEN FINAL**

- Examen de Medio Curso miércoles 7 de marzo, 2019
- Last Day to Drop Courses: Wednesday 27, 2019
- Receso de Primavera 16-24 de marzo, 2019
- Pascuas 18-19 de abril, 2019