Professor: Dr. Gabriela Miranda-Recinos  
E-mail: mirandag@sfasu.edu or D2L e-mail  
Meeting Times: TR: 9:30 a.m.-10:45 a.m.  
Office: LAN 231  
Office Hours: TR: 10:45 a.m.-12:15 p.m. in person, TR: 4:00-5:00 p.m. Via Zoom (contact me by email to set up and confirm your appointment  
Class meeting: Ferguson 174  

Course Description: Study of the Hispanic presence in the United States, examining the historical, political, linguistic and literary evolution of major Hispanic groups. Prerequisite Course(s): SPAN 3303 and SPAN 3304 or SPAN 3330 Non-Course Prerequisite(s): 6 hours of advanced Spanish

Course Contact Hours and Study Hours: “Hispanic culture in the US” (3 credits) meets twice each week (Monday/Wednesday or Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete weekly readings and homework assignments. Along with lectures, these form the basis for in-class discussions and analytic exercises. Students are expected to participate in daily reading, take three examinations, write a research paper, and deliver an in-class presentation. A student can expect to spend 6 hours each week preparing outside of classroom hours.

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 inwriting 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.
This course examines major trends and issues in the history of Latino/a literature and culture in the United States. It will survey voices drawn from the Spanish settlers, Mexican, Puerto Rican, Cuban and other Latin American migrations. Discussions and an examination of topics related to assimilation, identity formation, ethnicity and literary modes and genres (novel, autobiography, poetry, film and music).

Course Structure: Students will read and analyze, and write commentaries “reflexiones” on some primary texts and media. The course is organized thematically, a chronological and geographical approach will also inform the discussions. The course is divided according to the following schedule: Conquista y Expansión (week 1-3), Anexión (week 4-5), Aculturación/Identidades y Sociedad I (week 6-8), Part II (8-10) Dentro de la corriente (week 11-15).

Required Texts: Cisneros, Sandra. The House on Mango

Weekly Readings: Available via D2L (free of charge)

Media: Prime, YouTube, and shorts films and documentaries, some links available in D2L.


Grading

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<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Final</td>
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<tr>
<td>Reaction papers (3)</td>
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<tr>
<td>Quizzes</td>
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<td>10%</td>
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<tr>
<td>Oral Presentation</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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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 work with this Learning Platform.

Readings: In this course you will be reading selections of texts in English and Spanish. The readings for this course are primary resources, history, fiction and visual narratives
and music. 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/assignments 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).

**Reflexiones:** Three “reflexiones” in Spanish typed (2-3 pages long) will be a commentary of the main text. More details will be provided in class.

**Quizzes:** During this course there will be several unannounced quizzes. These will be based on the readings/ and our class discussions. Quizzes will be on Brightspace D2L. They will open at 9:30 a.m. the previous day in D2L and **will be due one hour before class. Note that quizzes are not allowed to be made up so plan accordingly.**

**Oral Presentation:** You will have one in-class oral presentations. This presentation will demonstrate the student’s understanding of the course concepts, and readings.

**Films:** Films are available to stream on Amazon Prime and YouTube. 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. It is necessary to prepare materials before coming to class and be ready to interact with your professor and classmates.

**Office Hours:** You can always reach me during my office hours or via web conferencing. Please contact me by email in advance if you wish to meet with me during these virtual office hours, for more information see your D2L course page. **For any consultation that does not require us to meet, please send me an email and allow me at least 24 hours for a response (M-F).**

**ATTENDANCE**

Students are expected to log into Brightspace D2L regularly, read all notifications and email, complete their Course Engagement as defined in your course, and attend language lab. sessions on a punctual basis. Note that detailed metrics are used in this online course.

Attendance and absence notifications are included below. For those classes where attendance
is a factor in the course grade, an accurate record of attendance will be maintained. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. At the faculty’s discretion, students with accepted absence notifications may be permitted to make up work. Make-up work must be completed according to the timeline provided by the instructor.

**Institution Absences** *(HOP 04-110)*

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**CODE OF CONDUCT:**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  • Health Services
  • Counseling Services
  • Student Outreach and Support
  • Food Pantry
  • Wellness Coaching
  • Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
  • Burke 24-hour crisis line: 1.800.392.8343
  • National Suicide Crisis Prevention: 9-8-8
  • Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  • johCrisis Text Line: Text HELLO to 741-741
Programa Tentativo Español 4309
For more information follow your detailed assignment timeline located in Brightspace.

Semana 1
enero 18
Día 1: Panorama general del curso, expectativas y presentaciones

Semana 2
enero 23 y 25
Día 1: Las raíces Introducción
Colonización Española, nuevos territorios.

Día 2: Colonización 1537-1810: El encuentro de dos mundos o La colonización. Ver calendario detallado en D2L para más información acerca de las lecturas

Semana 3
enero 30 y feb. 1
Día 1: Colonización 1537-1810

Día 2: Colonización 1537-1810

Semana 4
feb. 6 y 8
Las zonas fronterizas españolas y la Anexión de Territorios 1811-1898
Día 1: “Anexi”: 1811-1898. Presentación Individual


Semana 5
feb. 13-15
Las zonas fronterizas españolas y la Anexión de Territorios 1811-1898
Día 1: Las zonas fronterizas españolas y la Anexión de Territorios Presentación Individual

Día 2: Las zonas fronterizas españolas y la Anexión de Territorios

Semana 6
feb. 20 y 22
Las zonas fronterizas españolas y la Anexión de Territorios 1811-1898
Día 1: Las zonas fronterizas españolas y la Anexión de Territorios. Presentación Individual
Día 2: Las zonas fronterizas españolas y la Anexión de Territorios

Semana 7
feb. 27 y 29
Aculturación/ Identidad
Día 1: Acculturation” 1899-1945

Día 2: Examen de Medio Curso

Semana 8
mar. 5 y 7
Aculturación/ Identidad Presentación Individual
Día 1: Identidad.

Día 2: Aculturación/ Identidad

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Semana 9
mar. 19-21
Aculturación/ Identidad
Día 1: Aculturación/ Identidad Presentación Individual

Día 2: Aculturación/ Identidad

Semana 10
mar. 26
En la corriente
Día 1: Arte y movimientos sociales1947-1979 Presentación Individual

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Semana 11
abril 2 y 4
En la corriente
Día 1: Arte y movimientos sociales. Presentación Individual

Día 2: Arte y movimientos sociales

Semana 12
abril 9 y 11
En la corriente
Día 1: En la corriente1980 to the Present
Día 2: Película discusión

Semana 13
abril 16 y 18
Día 1: En la corriente

Día 2: En la corriente

Semana 14
abril 23 y 25
En la corriente
Día 1: En la corriente

Día 2: En la corriente

Semana 15
abril 30 y mayo 2
Día 1: Discusiones finales

Día 2: Study for Final Exam

| EXAMEN FINAL: Thursday, May 9, 8-10 a.m. |