



**WORCESTER**  
STATE  
**UNIVERSITY**

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SPAN 901 M 4:30-7:35 SUL 307

FALL 2016

## **Spanish 902: *Culturas transamericanas: del Río Bravo hasta la Loisiada***

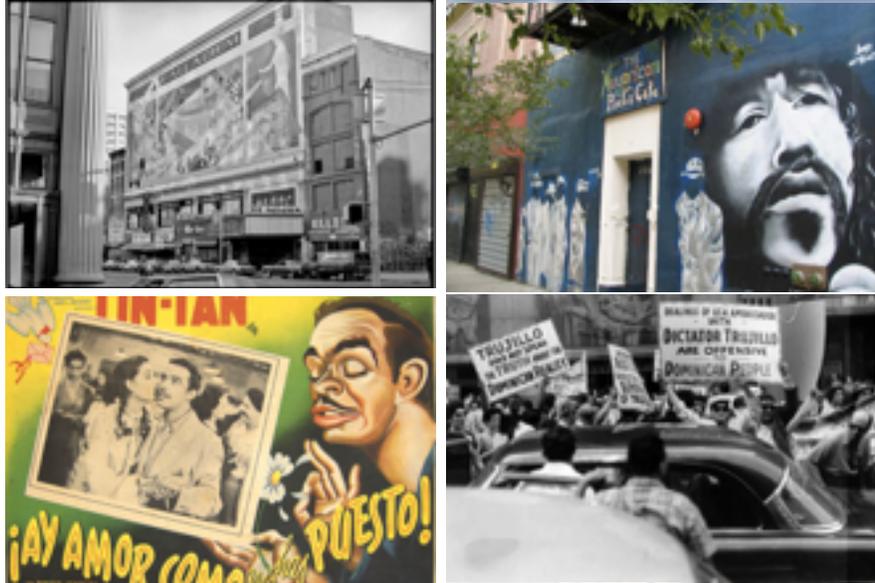


### **Course Description:**

As the United States entered the 1980s, the hazy counterculture dreams of the 1960s and 70s were but a distance memory: the salad days of Third-Worldism, political polyamory, and identity experimentation drew to a close, and dissenting political groups dug in for what would become an attenuated conflict of position—the cultural wars. Oftentimes, these entrenched battles—waged in newspaper columns, on the evening news, and at the kitchen table—tested the contours of United States’ racial and linguistic identity. Foremost among those cultural identities subjected to a litmus test of “Americanness” were Latin@s—Chicanos, Mexican-Americans, Cuban-Americans, and Dominican-Americans—a diverse population who, as of 2003, are the largest minority group in the United States.

"La preservación de la cultura propia no requiere desprecio o falta de respeto hacia otras culturas".

— César Chávez



Tellingly, in 1981, recently-elected President Ronald Reagan assumed a hard line on what he thought should be the future of the United States' linguistic trajectory. Speaking to the possibility of bilingual education in the American educational system, the President stated "[i]t is absolutely wrong and against American concepts to have a bilingual education program." Thus, perhaps it was not a simple case of happenstance when, in that same year, Latin@ salseros Cecilia Cruz and Willie Colón composed and performed the song "Latinos en Estados Unidos." The song's jubilant lyrics point up the shared linguistic heritage of U.S. Latin@s even while acknowledging phenotypic differences: "Latinos en Estados Unidos / Ya casi somos una nación / Venimos de la América india / Del negro y del español."

America's constant bout with historical amnesia had suddenly given way to political pandering: once again, we had forgotten that Latin@s have lived in the US since well before the 1620 founding of Plymouth Colony. As we fast forward to the 2016 Presidential Election, the specter of a racially and linguistically homogeneous United States has once again stirred up the baser impulses of everyday Americans and borders—whether real, imagined, or affective—have again assumed a new salience.

This class proposes that the opacity of our present political and cultural environment tasks us with reassessing the literary and political history US Latin@s. What were the conditions of possibility that inspired or discouraged Latin@ interventions into U.S. politics and literature? How has the concept of "Latin@" culture changed over time? Is it fair to talk about a "Transamerican" identity and, if so, how does such a designation operate alongside or against "lo Latin@"?

In order to answer these and other questions, in this class we will study a wide range of texts primarily written in Spanish.

## Objectives of the course:

### Demeanor:

- Curiosity about U.S. Latin@ politics, society, and culture.
- An interest in learning about, in more general terms, U.S. Latin@ literature and history.
- A willingness to question your immediate cultural surroundings.
- A openness about discussing issues regarding racial, sexual, and cultural identity of others and of ourselves.

### Knowledge:

- You will gain knowledge of the Latin@ experience in the United States and, moreover, Latin America.
- A deeper understanding of cultural diversity, popular culture, and nation-building
- A deeper knowledge of the Spanish language in, specifically, U.S. Latin@ modalities of Spanish.
- You will experience the digital humanities, especially GoogleDrive and Zotero.
- You will be gain familiarity with MLA style and citation management. This, hopefully, you will carry with you into other classes.
- You will gain an understanding of what Internet sites best support academic claims.

### Communication Skills in Spanish:

- You will be better prepared to speak, write, and listen in our target language, Spanish.
- You will better engage with claims, arguments, and hypothesizes. What makes a cogent argument? What justifies a claim?
- You be learn to better grapple with the claims and arguments made by your classroom colleagues, and do so in a rigorous but courteous manner.
- We will cultivate a formal, and academic writing style which will serve you not only in Spanish but also, in English communication.

## Student Evaluation:

The student's final grade for the course will be composed of:

- Class participation (20%)
  - (1) Poetry Slam (20%)
  - (1) Art Project (20%)
  - Midterm Paper (20%) (2-3 pages on 1 text dealt with during first half of class)
  - Final Paper (20%) (4-5 pages on 1 or more texts dealt with during second half of class)
- All papers can be added here:

[https://drive.google.com/open?id=0Bz3gM8\\_UjIRzflFSbS1fa19LMtkRko0UmdXeUI0RWFnd2g4dnhOZWtfMW8xTEdmQmxTWDQ](https://drive.google.com/open?id=0Bz3gM8_UjIRzflFSbS1fa19LMtkRko0UmdXeUI0RWFnd2g4dnhOZWtfMW8xTEdmQmxTWDQ)

## Readings:

The required readings are the following:

Required Texts for Purchase at the Worcester State Bookstore, via Amazon or Abebooks. The most economical editions for all texts have been chosen.

- *Vida y aventuras del más celebre bandido sonorense Joaquín Murrieta: sus grandes proezas en California (Recovering the Us Hispanic Literary Heritage) (Spanish Edition)* by Irene Paz

ISBN-10: 155885276X - ISBN-13: 978-1558852761

This title will be available for purchase at the WSU bookstore.

This book can also be found online here:

<https://archive.org/details/vidayaventurasde00sanf>

- *Latino USA, Revised Edition: A Cartoon History* by Ilan Stavans (Author), Lalo Alcaraz (Illustrator) ISBN-10: 9780465082506 - ISBN-13: 978-0465082506

This title will be available on 2-hour reserve at the WSU Learning Center or as a PDF on Blackboard.

- *La charca: una novela de Manuel Zeno Gandía*, Manuel Zeno Gandía

This title will be available for purchase at the WSU bookstore.

Also: <http://www.biblioteca.org.ar/libros/71048.pdf>

- *La carreta*, René Márques

This title will be available as a PDF on Blackboard

— *Días*, Rosaura Rodríguez, Omar Banuchi

This title will be available as a PDF on Blackboard

- *Peregrinos de Aztlán*, by Miguel Méndez

ISBN-10: 0927534142 - ISBN-13: 978-0927534147

This title will be available for purchase at the WSU bookstore.

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## Art Project

(20% of Final Grade) During the second half of class of the fourth week, students will be asked to present on a U.S. Latin@ artist working during the 20th century. The presentation should last 7-10 minutes and should explain the history, significance, and style of the artist. Students will be expected to use PowerPoint presentation, Google SlideShow, or other multimedia programs that will allow their fellow students to visualize the artist's craft.

Students should peruse the few but superb art books housed in the Learning Center at Worcester State University. The following titles can be found on reserve:

- *Mexican American Artists* by Quirarte, Jacinto N6538.M4Q57

- *Just Another Poster?: Chicano graphic arts in California = Sólo un cartel más? : Artes Gráficas Chicanas en California* by Noriega, Chon A; Barnet-Sánchez, Holly  
N6538 .M4 2001

- *The Latin American spirit: art and artists in the United States, 1920-1970: essays*  
by Cancel, Luis R. N6538.L3L38 1988

- *Contemporary Chicana and Chicano Art: Artists, Works, Culture, and Education*  
by Keller, Gary D N6538.M4 C664 2002

Students should also find 5 legitimate websites about the selected artist online. These sources should be provided to the instructor via email or Google Drive on the day of your presentation.

## Zotero

For the Art Project, students will be asked to use a great digital tool to help you manage citations, Zotero. The instructor will give a brief demonstration of Zotero on the first day of class. The following Youtube video is also immensely instructive:

<https://www.youtube.com/watch?v=mP5AzJHXfIA>

With Zotero, citation management is incredibly easy, as is creating the correct format for citation. For our class, a literature course, you will be asked to use MLA style, however, do know that APA style is more typical for sociology and the sciences.

## Poetry Slam

(20% of Final Grade) As part of our class, we will be partaking in the NU Café Saturday Open Mic in Worcester on 29 of October, 2016. Each student will be expect to read a poem from *Nuyorican poetry: an anthology of Puerto Rican words and feelings*, edited by Miguel Algarín and Miguel Piñero. This book is part of the collection at the Learning Center at Worcester State University (PS591.P8N8) and can be found on reserve.

The NU Café in Worcester, MA is located at:  
335 Chandler Street  
Worcester, MA 01602

## Midterm Paper:

The midterm paper (3-4 pages) should be an original piece of scholarship. A theme will not be provided by the instructor, rather, students should work with the instructor to elaborate a well-argued thesis. 12-point font, 1-inch margins, Times New Roman, no exceptions and no late work accepted.

## Final Paper:

I will expect a well-written essay with an original idea, a clear thesis, and a strong title. No second source materials will be needed or expected. Papers should be formatted with 1-inch margins, 12-point font, and written in Times New Roman, no exceptions and no late work accepted. 4-5 pages.

Students will be expected to correctly (according to MLA guidelines) cite parenthetically and/or in endnotes. A bibliography will be expected.

Furthermore, it is highly recommended that students use both the WSU library as well as the Boston Public Library for sources. Of special note is the online archive of scholarly articles JSTOR. While the WSU library provides us access to Arts & Sciences Collection I, II and IV,

<http://libguides.worcester.edu/content.php?pid=641574&sid=5309935>

The Boston Public Library provides access to much more. As a Massachusetts resident, you can sign up for a free eCard in under 5 minutes:

[https://www.bpl.org/contact/form\\_ecard.php](https://www.bpl.org/contact/form_ecard.php)

<http://www.bpl.org/electronic/alpha.asp>

Finally, the instructor is willing (and strongly recommends) that students send him proposals, rough drafts, full roughs, etc., up to 3 days before the final due date.

## Participation Policy.

(20% of the final grade) Participation is an important component of your final grade and an asset to your learning. If you miss class, no participation credit can be awarded for that day, therefore you will receive a zero. You cannot make-up class participation. Read and prepare/practice assigned material in the textbook before the day it is due to be practiced in class in order to receive full credit for participation.

Worcester State Code of Conduct. You are expected to adhere strictly to the Worcester Code regarding honest of work. You are expected to neither give nor receive aid in the completion of writing exercises, exams, tests, or any work prepared outside of class that is to be submitted for a grade, unless a group activity is stipulated.

See here for more information: <http://www2.worcester.edu/teamsites/Policies/Wiki%20Pages/Graduate%20Academic%20Policies%20and%20Procedure.aspx>

Note that for our class, the following cases are considered infringements of Worcester State Code:

- Working with one or more other students on homework that is to be turned in for a grade. Only activities explicitly directed to work in groups by the instructor are allowed.
- Obtaining help on graded written work from a tutor. Tutors can help with general questions and problems, but they should not correct individual activities that are to be completed for a grade.
- Copying another student's homework, copying homework from other resources like the internet.
- Passing information about the content of an exam or quiz to another student.
- Using an online translation service to write text assignments.

If you are ever in doubt if something is plagiarism or cheating, please ask your instructor before turning in that work.

## Week 1: Estudios preliminares para una política de identidad nacional y transnacional

**Monday** Sept. 9:

“Nuestra América”, José Martí

<http://biblioteca.clacso.edu.ar/ar/libros/osal/osal27/14Marti.pdf>

Selecciones “Ariel” J.E. Rodó;

<http://www.biblioteca.org.ar/libros/70738.pdf>

“Niagara” y “En el Teocalli de Cholula”, José María Heredia

<https://latinoamericanauno.files.wordpress.com/2012/10/heredia-josc3a9-marc3ada-poesc3ada-de-independencia.pdf>

“¿Qué es una nación?”, Ernesto Renán

[http://enp4.unam.mx/amc/libro\\_munioz\\_cota/libro/cap4/lec01\\_renanqueesunanacion.pdf](http://enp4.unam.mx/amc/libro_munioz_cota/libro/cap4/lec01_renanqueesunanacion.pdf)

The Monroe Doctrine:

<https://utahlinks.org/learn/docs/Monroe.pdf>

## Week 2: La experiencia chicana y mexicano-americana

**Monday** Sept. 14:

- *Latino USA, Revised Edition: A Cartoon History*, Ilan Stavans (Author), Lalo Alcaraz (Illustrator) (**entire book**)

- *Vida y aventuras del más celebre bandido sonoreño Joaquín Murrieta: sus grandes proezas en California*, Ireneo Paz (**first half**)

## Week 3: La experiencia chicana y mexicano-americana

**Monday** Sept. 21:

- *Vida y aventuras del más celebre bandido sonoreño Joaquín Murrieta: sus grandes proezas en California*, Ireneo Paz (**second half**)

## Week 4: El México de Afuera I

**Monday** Sept. 28:

- *Los peregrinos de Aztlán*, Miguel Méndez (first half)

## Week 5: El México de Afuera II

**Monday** Oct. 5

- *Los peregrinos de Aztlán*, Miguel Méndez (second half)
- Art Project: Half of the Class

## Week 6: El cuerpo mestizo y otras prácticas visuales

**Monday** Oct. 12:

- “Los pachucos”, “Los hijos de la Malinche”, Octavio Paz  
<http://www.hacer.org/pdf/Paz00.pdf>
- *Crónicas diabólicas* (Selecciones), Jorge Ulica  
<http://www.biblioteca.org.ar/libros/132423.pdf>
- Discussion of performance and visual work of Gómez-Peña  
<https://www.youtube.com/watch?v=flfAk-guplA>  
<https://www.youtube.com/watch?v=flfAk-guplA>  
[https://www.youtube.com/watch?v=OusOJ\\_7fyMY](https://www.youtube.com/watch?v=OusOJ_7fyMY)
- Various videoclips of Tin-Tan
- “The Bridge Called My Back” (Selecciones), Gloria Anzaldúa y Chérrie Moraga
- “La Malinche”, Carmen Tafolla  
<https://www.youtube.com/watch?v=LV9eMp43xx0>

<http://soychingada.tumblr.com/post/72451854749/la-malinche-by-carmen-tafolla>

- Art Project: Half of the Class

### [Week 7: La isla que se repite I](#)

**Monday** Oct. 19:

– *La charca*, Manuel Zeno Gandía (first half)

<http://www.biblioteca.org.ar/libros/71048.pdf>

### [Week 8: La isla que se repite II](#)

**Monday** Oct. 26:

– *La charca*, Manuel Zeno Gandía (second half)

<http://www.biblioteca.org.ar/libros/71048.pdf>

### [Week 9: Bootstrapping Subjectivities](#)

**Monday** Nov. 2:

- *La Carreta*, René Márques (entire play)

– Selected Poems, Julia de Burgos

– Varias canciones de Tito Puente:

- <https://www.youtube.com/watch?v=ML3R2zTxoll>

- <https://www.youtube.com/watch?v=8oKIZYp2RTU>

- <https://www.youtube.com/watch?v=0kYiG25O8Tk>

- <https://www.youtube.com/watch?v=drco6HtjtFY>

- El Palladium de Nueva York:

<https://www.youtube.com/watch?v=Ao5FLTa59ps>

- <https://www.youtube.com/watch?v=Zm3IkV45IY8>

- 90's HeyDay: Lalo Rodríguez

<https://www.youtube.com/watch?v=Jk15h9Lh-GI>

- 90's HeyDay: Héctor Lavoe  
<https://www.youtube.com/watch?v=PuAPeEvAyiw>  
<https://www.youtube.com/watch?v=wi2SgHkJ9qA>

### **Week 10: Afro-Antilliana Identities and La Loisiada**

**Monday** Oct. 26:

- Selected Poems, Luis Palés Matos
- “La guagua aérea”, Luis Rafael Sánchez;
- “Puerto Rican Obituary”, Pedro Pietri
- *Los países invisibles*, Eduardo Lalo
- Midterm Paper Due Friday October 31 at 5 PM via email or GoogleDrive

### **Week 11: Boricua Slam Pop**

**Monday** Nov. 2:

- *Días*, Rosaura Rodríguez; Omar Banuchi
- Poetry Slam Saturday at NU Café

### **Week 12: Caribbeans Islands & Industrial Capitalism**

**Monday** Nov. 9:

- *Over*, Ramón Marrero Aristy (first half)
- <http://colegiocalasanz.edu.do/Libros/OVER.pdf>
- Clips of *Soy Cuba*  
[https://www.youtube.com/watch?v=eOLVm\\_9UcRw](https://www.youtube.com/watch?v=eOLVm_9UcRw)  
<https://www.youtube.com/watch?v=oNPTu7gAYxo>

### **Week 13: Caribbean Islands & Industrial Capitalism**

**Monday** Nov. 16:

– *Over*, Ramón Marrero Aristy (second half)

<http://colegiocalasanz.edu.do/Libros/OVER.pdf>

### **Week 14: Caribbean Islands & Industrial Capitalism**

**Monday** Nov. 23:

– “Los cuentos que Nueva York no sabe”, Ángel Rafael Lamarche

PDF found in Blackboard

### **Week 15: El fin del Trujillato**

**Monday** Dec. 7:

- *Sobre la marcha* (Selección), Norberto James Rawlings

PDF found in Blackboard

- Varias canciones de bachata

Rafael Encarnación:

<https://www.youtube.com/watch?v=RTQi2g328K8>

Antony Santos:

- <https://www.youtube.com/watch?v=mljtC9iYklg>

- Luis Vargas

<https://www.youtube.com/watch?v=fySsge9rAgo>

- Kiko Rodríguez:

<https://www.youtube.com/watch?v=Y10K54IWMpY>

- Raúlín Rodríguez:

<https://www.youtube.com/watch?v=UohyLatLJ0o>

¡Felices vacaciones!