

**Latino Literature**  
Anthology and Community  
English 105

Professor Rodrigo Lazo  
Fall 2013, MWF 11-11:50, DBH 1500  
Office: Hum Gateway 3114  
Office Hours: Monday 4-5 and Friday 12-1 and by appointment  
(Please make an appointment if you cannot make it to office hours.)  
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**Required Texts:**

Cisneros, Sandra. *The House on Mango Street*.  
Stavans, Ilan et al, eds. *The Norton Anthology of Latino Literature*

Selected additional materials. See course webpage for links and pdf copies

**Course Description:**

I have subtitled the course “Anthology and Community,” which will be two of our concerns as we use the recently published *Norton Anthology of Latino Literature*. Norton anthologies have long been associated with the major national literatures, e.g. *The Norton Anthology of English Literature*, and are supposed to contain the major works and writers of a literary tradition. But what happens when you combine the workings of an anthology with Latino literature, which arose out of challenges to canonical writing and to hegemonic Anglo-inflected national literary imaginings? If the old-school anthologies de-emphasized writing by minorities, then what is the effect of the anthology form on Latino literature? How does the anti-canonical spirit of Latino literature affect what is included or not in such a collection of texts? Other questions arise when we intertwine literary concerns – formal in the sense of literary forms or perhaps assumptions about what counts as a great work – with the socio-political issues raised in and by Latino literature. In other words, where does the practice of literature (writing, circulating, evaluating) meet and diverge from political concerns about marginalization, racism, economic inequality, migration, language discrimination, among other topics. How does an anthology frame and contain notions of identity and community?

Throughout the quarter we will be attentive to the contexts that inform the pieces we read and to the connections between historical events and literary texts. Along that line, we will also think about the challenges of formulating a literary history from time periods before the word “Latino” was even used.

Additional goals for the Course:

- Think about how racial, ethnic, gender, and sexual differences emerge in various writings and how they are intertwined with economic inequality.
- Help you approach written texts with sensitivity to the way language functions.
- Help you improve your writing (of course, it’s an English course).

**Requirements:**

In-Class Exams: We will have two in-class exams. These will consist of two short (paragraph-length) questions and an essay.

Two Papers: 3-4 pages each. You will be given a prompt for each paper. You are required to submit it to turnitin.com.

Anthology Project: Details TBA

In-class responses: Collected throughout the quarter. These will not be pre-announced. Too many absences will mean you miss this requirement.

Class Participation: We will have discussion throughout the quarter, and you should be ready to share your insights. I will call on people at random, and you should come to class ready to say something about our material for that day. Excessive absences will affect this part of the grade.

**Grading:** Your grade will be determined using the following percentages:

In-class Exams (15 each)	30 %
Two Papers (15 each)	30
Anthology Project	20
In-class responses	10
Participation	10

If you do not complete one of the requirements, you will receive a zero and may not pass the course.

**Deadlines:** Please turn in papers on the day they are due. I do not accept late papers.

**Class Discussion:**

You are encouraged to share your views on readings and class topics. Feel free to disagree with the instructor or other students by presenting your points in an intelligent manner. Please do not be rude to other students.

**Tardiness and Cell Phones:**

Please arrive on time and turn off your phone ringer before class begins. You may not use any electronic device during exams. If you use an electronic device during class, I may call on you to make sure you are with us in mind as well as body.

**Academic Dishonesty:**

Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University of California's educational, research, and social mission. It is essential that all members of the academic community subscribe to the ideal of academic integrity and accept individual responsibility for their work. Please familiarize yourself with the UCI Policy on Academic Honesty, either by going to the UCI Catalogue or linking to the policy through our course website. You are smart enough to do your own work and do not need to plagiarize or cheat.

**E-mail:**

I will not accept any papers over email. You must print out your paper and hand it to me or slide it under my office door. If you are not able to make it to campus on the day a paper is due you can send a copy via e-mail, BUT you must still turn in a hard copy of the same paper at the next class meeting.

**Add/Drop Policies:**

A student may drop a course only during the first two weeks of the quarter and may add only with a code from the instructor. Preference will be given to students in class on the first day. Students are responsible for making sure they meet all deadlines. An exception to these policies may be requested from the associate dean only for extenuating and documented circumstances outside the student's control. If you stop coming to the course and do not drop it, you are likely to end up with an F on your transcript.

**Disability:**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Services Center at 949/824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Special Requests:**

If you want to request special consideration or if a problem occurs, please write a memo that provides me the information necessary to make a good decision. Please feel free to contact me via e-mail or call me.

The instructor reserves the right to change, add or delete items from the syllabus, including sections of the schedule of assignments and readings.

## Schedule of Readings and Assignments

### September

Fri 27 Judith Ortiz Cofer, "The Latin Deli: An Ars Poetica" (*Norton* p. 1905)  
Intro to Syllabus

### Borderlands of Language

Mon 30 Opening Poem: Julia Alvarez, "Bilingual Sestina" (1750)  
José Antonio Burciaga, "What's in a Spanish Name?" (1237-1239),  
"Bilingual Cognates" (1239-1240)

### October

Wed 2 Opening Poem: Gary Soto: "The Level at Which the Sky Begins"  
Gloria Anzaldúa, from *Borderlands/La Frontera* (1491-1507)

Fri 4 Opening Poem: Ricardo Pau-Llosa, "Frutas" (2043-44)  
Preface to the Anthology (liii-lix), Introduction (lxiii-lxxi)  
"Into the Mainstream" (1461-69)

### Southwest by Miami

Mon 7 Jimmy Santiago Baca, from *Martín* (available on pdf on our website)

Wed 9 Pat Mora, "Coatlicue's Rules," "Malinche's Tips" and "Consejos" (1852-1860)

Fri 11 **Paper #1 Due**  
Poem: Carolina Hospital, "How the Cubans Stole Miami" (2231-33)  
Pablo Medina, from "Exiled Memories" (1690-92)

### A Great American Novel

Mon 14 Cisneros, *The House on Mango Street* (first half of the book)

Wed 16 Cisneros, *Mango Street* (finish the book)

Fri 18 Finish Cisneros

Mon 21 **In-Class Exam #1**

### Historical Difference

Wed 23 Poem: José María Heredia, "Ode to Niagara" 203-205  
"Colonization" 1-8; Alvar Nunez Cabeza de Vaca, from *Relación* (20-37)

- Fri 25 Poem: José Martí, “Two Homelands” (281-2)  
 “Annexations” (159-171); José Martí, “Coney Island” (268-271),  
 “Our America” (282-289)
- Mon 28 Southwestern Newspaper Poetry (218-228)  
 Anthology Project Handout

### Chicano Literature

- Wed 30 Poem: Rodolfo Corky Gonzales, “I am Joaquín” (787-799)  
 Abelardo “Lalo” Delgado, “The Chicano Movement” ( 990-1002)  
 Luis Valdez, “Las Dos Caras del Patroncito” and “Los Vendidos” (pdf  
 Available through the course web page)

### November

- Fri 1 Tomás Rivera, *This Migrant Earth* (1077-1132)
- Mon 4 Rivera continued
- Wed 6 TBA

### Nuyorican Poets

- Fri 8 **Paper #2 Due**  
 Luis Munoz Marín, “The Sad Case of Porto Rico” (484-497)  
 “The Nuyorican Poets”(1344-45)  
 Miguel Algarín, “Nuyorican Literature” (1351-1353)  
 “A Lower East Side Poem” (1393-94)
- Mon 11 – NO CLASS – Veterans Day

- Wed 13 Pedro Pietri, “Puerto Rican Obituary” (1357-1364)  
 Willie Perdomo, selections (2387-2392)
- Fri 15 Tato Laviera, selections (1399-1408)

### Other Routes

- Mon 18 Poem: Rafael Campo, “Miss Key West, 1990” (2347)  
 Achy Obejas, “Wrecks” (2207-2217)
- Wed 20 Richard Rodriguez, selected essays (1574-1606)

Fri	22	Junot Diaz, "The Brief Wondrous Life of Oscar Wao" (We will read the short Story version available on the course web page in pdf)
Mon	25	<b>In-class Exam #2</b>
Wed	27	TBA
Fri	29	No Class -- Thanksgiving Holiday

### **What's in an Anthology?**

#### **December**

Mon	2	Presentations from the Anthology Project
Wed	4	Presentations from the Anthology Project
Fri	6	Presentations form the Anthology Project