

## LATIN AMERICAN CULTURE THRU LITERATURE

Chc/Lat 129, Sec. A, 4-unit Lecture; School of Social Sciences

Instructor: MORALES, A.

Time, Place: TuTh 11:00-12:20p, DBH 1200      Fall Quarter, 2017

### Requirements:

1. Attendance is mandatory. Habitual absence is justification for failing the class.
2. Your active class and group participation is a major requirement for this course.
3. Read required texts. In order to guarantee quality discussion students must read all assigned readings before coming to class.
4. Prepare notes and questions about required texts, lectures, films and discussions for class and group discussion and assignments.
5. You will be divided into study groups.
6. Each study group will present their assigned book, film or story to the class and lead the discussion on the group's assigned text. For discussion, select topics relevant to our times and most important to you now and in the future.

In addition you will write a four page response paper offering your opinions and feelings about the ideas and issues presented in your assigned text. You should consider the literary analysis and values handouts for your group discussion and paper that you will submit on the day of your group presentation.

A grade will be given for content and one for composition and then averaged for the final grade for the response paper. The four page response paper will be due on the day of the group presentation. The response paper must be organized and well written. Make sure to cite from the book and outside source(s) used to support your argument. Don't forget to include a work cited page. You will receive a grade for your presentation and discussion that will be averaged with your paper grade for the final grade of this assignment.

7. You will have the following options for the final paper:

**First option:** Write a scholarly research paper based on texts, ideas, films presented in the course.

**Second Option:** Research and write a biographical piece based on a person you know and whose life experience is similar to the life experience of one of the characters you met in the texts you read in class. Or, inspired by one of the characters from the class readings write an essay about a person you know who has lived an exciting and exceptional life and who has impressed and inspired you to reach for your dreams. Consider doing an interview with this person. You might think of the breaking the canon values applied to the text analyzed in class.

**Third Option:** Research and write a literary journalism essay on one crucial aspect (economics, education, religion, health, hunger, violence, land, racism, and politics) that has compelled a subject to leave his/her country of origin to enter the United States. Your literary journalism piece must be factual yet read like a literary story. A literary journalistic essay employs facts that are external to your own life. The writer uses literary devices such as dialogue, setting, characterization and plot structure to tell a true story about a person, place, event, experience, or to write about an important idea, such as violence. A literary journalistic story is written from the third person, he/she, point of view. A literary journalistic essay is “the literature of fact” and requires serious research. (“How to Write a Literary Journalistic Essay” David Hood)

**Fourth Option:** Write a creative, speculative, short story where a character identifies a social issue that is detrimental to immigrants in the community and that demonstrates the struggles the character experiences in her/his attempts to resolve the issue. This kind of writing also involves some research. Think of the future. Think of yourself as someone who has seen, experienced the “Aleph.”

9. All written assignments must be double-space and prepared on computer. Please use standard margins, 12 point font, number and staple pages. CONTENT and COMPOSITION will be considered equally. A grade will be assigned for content and one for composition and then averaged for the final grade. Use MLA research paper format and documentation style. Make sure you include a WORK CITED page at the end of your written papers.
10. Extra Credit- One page Viewpoint statement to present to the class. Viewpoint statements will begin on Thursday, October 12<sup>th</sup>. At the start of class you will have an opportunity to share your viewpoint, beliefs and quandaries etc.
11. Occasional unannounced class written exercises will count toward attendance and participation.
12. No make-ups, no rewrites, no late papers, no incompletes.
13. The use of electronic devices such as laptops, cell phones, phone cameras, recorders, Ipods, Ipads, headsets etc. are absolutely not allowed during class.
14. All dates, assignments, and readings listed on this syllabus are subject to change with notice

**Final grade will be based on:**

- |  |       |
|--|-------|
| 1. Attendance and Participation are mandatory.       | ( 20) |
| 2. Class Oral Presentation + 3-4 page response paper | (30)  |
| 3. Final Paper                                       | (50)  |

Use a general literary analysis outline of narrative elements to identify and break down in a story or novel. Explain other elements to consider such as breaking the canon values Peter Hyland,

Required Texts:

*Little Nation* (2014) by Alejandro Morales

*The Kingdom of This World* (1957) by Alejo Carpentier

*Dear Diego, Querido Diego Te Abraza Quiela* (1978) by Elena Poniatowska

*The Crystal Frontier A Novel In Nine Stories* (1995) by Carlos Fuentes

Possible Films:

“The Brick People”

“The Bracero Program”

“Frida”

“The Wall”

## **Study Plan:**

### **SEPTEMBER**

**Th 28** Introduction: Review syllabus

### **OCTOBER**

**T 3** *Little Nation* by Alejandro Morales, Read “Quetzali”

**TH 5** *The Rag Doll Plagues* By Alejandro Morales, Read “Book One Mexico City

**T 10** “The Aleph” (1949) by Jorge Luis Borges (1899 – 1986)

*The Kingdom of This World* by Alejo Carpentier (1904 – 1980) Part One

**TH 12** *The Kingdom of This World* Part Two **Student Viewpoint Statements Begin**

**T 17** *The Kingdom of This World* Part Three, Part Four **Student Group Presentation**

**TH 19** *Dear Diego, Querido Diego Te Abraza Quiela* (1978)by Elena Poniatowska Pages 9-40

**T 24** *Dear Diego, Querido Diego Te Abraza Quiela* Pages 41-72

“Frida”

**TH 26** “Frida”

**T 31 “Frida” Student Group Presentation**

**NOVEMBER**

**TH 2** “The Gardens of Versailles” by Alejandro Morales

“Chac-Mool” by Carlos Fuentes

“House Taken Over” by Julio Cortázar

“The Night Face Up” by Julio Cortázar

**T 7** “The Other Heaven” by Julio Cortázar **Student Group Presentation On Short Stories**

“The Island at Noon” by Julio Cortázar

**TH 9** “The Wall”

*The Crystal Frontier A Novel In Nine Stories* (1995) by Carlos Fuentes

Stories I, II, III

**T 14** *The Crystal Frontier A Novel In Nine Stories*

Stories IV, V, VI

**TH 16** *The Crystal Frontier A Novel In Nine Stories* **Student Group Presentation**

Stories VII, VIII, IX

**T 21** NO CLASS TODAY continue reading *The Crystal Frontier A Novel In Nine Stories*

Begin reading “Prickles” and “Little Nation” in *Little Nation* by Alejandro Morales

Start thinking about thinking about the final paper options. You will share with the class what option you selected or what options you are considering and why. Read, research and write final paper.

**TH 23** HOLIDAY

**T 28** *Little Nation* by Alejandro Morales “Prickles” and “Little Nation”

**TH 30** “Prickles” and “Little Nation”

**DECEMBER****T 5** “Prickles” and “Little Nation” **Student Group Presentation****TH 7** Questions, Discussion, Beginnings**FINAL PAPER DUE IN PERSON TUESDAY, DECEMBER 12<sup>th</sup> 10:30-12:30 DBH 1200**

OFFICE HOURS: T Th 10:00-11:00am or by appointment SST 393, amorales@uci.edu

**STUDY GROUPS****1) *Little Nation* (2014) by Alejandro Morales Presentation T12/5**

APARICIO, JOHANNA \_\_\_\_\_

BARRIOS-DAVILA, NADIA \_\_\_\_\_

CALDERON, MARIA SARAHI \_\_\_\_\_

CARDONA, ANGEL \_\_\_\_\_

CASTILLO, ALEXIS SOFIA \_\_\_\_\_

CRISANTOS, HILDA TEODORA \_\_\_\_\_

**2) *The Kingdom of This World* (1957) by Alejo Carpentier  
Presentation T 10/17**

DELGADO, SELENA ELIZABETH \_\_\_\_\_

ELIZONDO, ASHLEY MARIE \_\_\_\_\_

GARCIA, DIEGO \_\_\_\_\_

GOMEZ, GISELL Y. \_\_\_\_\_

GUEVARA, ALEXANDRA EUNICE \_\_\_\_\_

GUILLEN, RUBEN GONZALEZ \_\_\_\_\_

GUTIERREZ, ZULMA JANETTE \_\_\_\_\_

3) *Dear Diego, Querido Diego Te Abraza Quiela* (1978) by Elena Poniatowska Presentation T 10/31

GUTIERREZ LOPEZ, EDUARDO EFRAIN \_\_\_\_\_

LOPEZ ROJAS, MARIA ALBA \_\_\_\_\_

MAGANA, ALEXIS VICTORIA \_\_\_\_\_

MARTINEZ, ROSAURA \_\_\_\_\_

MORENO, XITLALITL EVELYNNE \_\_\_\_\_

4) CUENTOS “Chac-Mool” by Carlos Fuentes; “House Taken Over”; “The Night Face Up”; “The Island at Noon”; “The Other Heaven” by Julio Cortázar Presentation T 11/7

OLVERA, JACQUELINE MONTSERRAT \_\_\_\_\_

OVERTURF, KAITLIN DEANNA \_\_\_\_\_

PEREZ, LETICIA \_\_\_\_\_

RAMOS, JOANA \_\_\_\_\_

RANGEL, MIRELLE GUADALUPE \_\_\_\_\_

REYES, JAZMIN \_\_\_\_\_

5) *The Crystal Frontier A Novel In Nine Stories* (1995) by Carlos Fuentes Presentation T 11/16

RIVERA, FERNANDA GALILLEA \_\_\_\_\_

RODRIGUEZ, LILIANA \_\_\_\_\_

ROSADO, STEPHANIE DANIELLE \_\_\_\_\_

VARELAS, MAYRA \_\_\_\_\_

VAZQUEZ, VANESSA LUCIA \_\_\_\_\_

ZARATE-MESTAS, ZULEYMA \_\_\_\_\_

ZULUAGA, CHRISTIAN \_\_\_\_\_