

**English 523-001: Studies in U. S. Latino/a Literature: Latinx Migrations  
Spring 2020**

Professor: Brenda Cárdenas

Pronouns: She/Her/Hers

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Office Hours: M 11:30-12:45, W 12:00-12:45, and by Zoom appointment

Course: English 523-001, Lec. (19518)

and Latino 523-001, Lec. (19888)

Meeting Times: M-W 2:30-3:45 p.m.

Classroom: Curtin Hall 124

**COURSE DESCRIPTION**

In this course, we will explore, analyze, and evaluate how contemporary U. S. Latinx writers of fiction, poetry, and creative non-fiction represent, contextualize, and complicate their own and their communities' experiences of immigration, exile, and transnational migration. We will examine how Puerto Rican, Mexican-, Cuban-, Dominican-, Salvadoran-, and Colombian-American authors negotiate these experiences in the contexts of racial, ethnic, gender, class, and transcultural identities and conflicts within the U.S. We will also consider how socio-political upheavals, turmoil, and economic hardship caused by globalization, neoliberalism, dictatorships, civil wars, revolutions, and both government-sponsored and guerilla terrorism in Latin America influence such migrations. In addition to the novels, memoir, and collections of short stories and poetry listed below, we will also read scholarly articles by theorists, historians, and literary critics to further contextualize the literature.

This course meets the following **University of Wisconsin System Shared Learning Goals for Baccalaureate Students**: Effective Communication Skills including listening, speaking, reading, writing, and information literacy.

**GENERAL EDUCATION REQUIREMENT LEARNING OUTCOMES**

This course meets GER Cultural Diversity distribution requirements as outlined in the University of Wisconsin-Milwaukee Faculty Document No. 2836 ("GER Composite Document"). As a GER Cultural Diversity course, this course focuses on the experiences of U.S. Latinos/as and includes perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, it also includes diasporic and transnational frameworks for understanding key topics.

Upon successful completion of the course, students will be able to:

1. understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the groups use to describe, explain, and evaluate their life experiences over historical time; and
2. delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

Students' achievement of these outcomes will be assessed through evaluation of their 8-10 page literary analysis essays (see below). In addition to the letter grade that will contribute to the student's final grade in the course, each essay will also be assessed using

the following scale: 1 = work does not demonstrate the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations; 2 = work attempts, but largely does not demonstrate the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations; 3 = work demonstrates mixed success with respect to the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations; 4 = work largely demonstrates the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations; 5 = work is highly successful in demonstrating the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations. While numeric scores will not be used to calculate student grades, they will be averaged and used to determine how well 523 has met its objectives and learning outcome goals, and what, if anything, needs to be altered when the course is next offered.

### **PREREQUISITES:**

Junior or above and GER English requirement (C or above in English 102 or equivalent transfer course, or EPT score of 525 or above); or Graduate standing; or University Special Student.

### **REQUIRED TEXTS**

1. Cruz, Angie. *Dominicana*. Flatiron Books, Reprint Edition, 2020. ISBN: 978-1250205940. List Price: \$16.99 paperback, \$10.99 Kindle.
2. Garcia, Cristina. *Dreaming in Cuban*. Ballantine Books, 1993. ISBN-13: 978-0345381439. List Price: \$17.00 paperback, \$11.99 Kindle.
3. Gautier, Amina. *Now We Will Be Happy*. University of Nebraska Press, 2014. ISBN-13: 978-0803255395. List Price: \$16.95 paperback, \$9.99 Kindle.
4. Guerrero, Diane. *In the Country We Love: My Family Divided*. St. Martin's Griffin (Reprint edition), 2017. ISBN-13: 978-1250134967. List Price: 16.99 paperback, \$10.99 Kindle.
5. Herrera, Yuri. *Signs Preceding the End of the World*, Trans. Lisa Dillman, And Other Stories Press, 2015. ISBN-13: 978-1908276421. List Price: \$13.95 paperback, \$8.99 Kindle. Please make sure to purchase English translation of this book.
6. Zamora, Javier. *Unaccompanied*. Copper Canyon Press, 2017. ISBN-13: 978-1556595110. List Price: \$16.00 paperback, \$9.13 Kindle.
7. PDF's and online readings uploaded on Canvas—theoretical and historical articles and book reviews—are also required and due when indicated on the course calendar. You must either bring a laptop or tablet onto which you have uploaded these readings (no phones, please) or print them and bring them to class. If you print them at a campus computer lab, it will cost you six cents per page.

*(All textbooks listed above will be available for purchase at UWM's online bookstore, which may have used copies, as well as at Woodland Pattern Book Center, woodlandpatternbookcenter.com, 720 E. Locust St., Milwaukee, WI 53212. Ph: 414-263-5011. Hours: 12pm-7pm Tues.-Sun. If you purchase from Woodland Pattern, please use*

code UWMS22 for a 10% discount. You may also order from other online vendors. Make sure you purchase correct editions by using the ISBN number listed.)

## **EVALUATION METHODS/COURSE REQUIREMENTS**

The final grade for this course will be based on the following components:

**1. Participation—20%:** Regular constructive class contribution, including completion of **all** reading assignments and in-class writing exercises; frequent, meaningful participation in small group and full class discussions; and regular attendance. Plan to come to each class prepared with at least two specific questions and/or comments, about the assigned readings or a copy of any reading response paper (see #2 below) that may be due that day. Finally, absence from class, tardiness, and leaving early will affect your participation grade. (See #6, Attendance, below).

**2. Guided Reading Responses—25%:** For some class periods, before coming to class, you will write a guided reading response of 300 words—a mini-essay responding to a prompt I've posted to the Canvas discussion area regarding one or more of your reading assignments for that day. Please post your response to the designated Canvas discussion forum by no later than 2:15 p.m. and bring one copy to class on a laptop, tablet, or paper. Please see the course calendar for the dates on which these are due. You may earn up to 9 points for each response. If your response is off topic, generally vague, does not contain support for your ideas with specific examples, or is unclear, you will receive fewer points (see rubric in Canvas). Because these are intended to help you complete and contemplate your reading *before* class discussion, late reading responses will not be accepted.

**3. Quizzes—15%:** At the beginning of some class periods, I will give a short quiz on the readings due for that day. The quiz's purpose is to hold you accountable for reading the assigned materials and comprehending their main ideas. These quizzes will not be announced ahead of time. If you diligently complete your reading assignments, you should do well on the quizzes. They are meant neither to stump you nor to test profound analysis/synthesis, but rather to reward you for completing and comprehending that day's reading. Quizzes that occur on the date of an excused absence can only be made-up if you contact me and make arrangements before the next class meeting. They cannot be made up after the next class meeting.

**4. Literary Analysis Essay—25%:** This eight-page essay will explore one (or more) of the major literary works on our reading list. Your essay will analyze the literary work for its major theme(s) within a transnational or diasporic framework as well as its particular cultural, historical, and/or socio-political contexts; will note literary elements used to develop the work's theme; and will apply secondary sources, such as literary criticism or theory, to the analysis of the text. Students will be expected to document sources in correct MLA format. Written guidelines will be provided.

**5. Collaborative Discussion Leader Assignment—15%:** In a small group of about three classmates, you will lead a 15-minute discussion on one of the required literary texts. Your presentation will focus on at least one of the text's main themes and how the author

develops that theme, including how they use formal literary elements to do so. If particular cultural or historical contexts inform that theme, you may include this in your discussion. You will prepare and submit to the professor specific discussion questions regarding the text(s) and your group's ideal answers to them. You will also create a Powerpoint or Prezi presentation to accompany your discussion. You will lead this discussion on the last day designated for the text your group has been assigned. See course calendar.

**6. Regular Attendance:** You are allowed up to **THREE ABSENCES**. I will deduct **TEN** percentage points from your final participation grade for each subsequent unexcused absence **up to five**. After five absences, you will **fail the course**. There are two exceptions to this policy. The first is that absences caused by substantial illness or hospitalization for which you provide a valid doctor's excuse will **not** count as one of your three and will be excused. Also please see the "Panther Community Health and Safety Standards" below for the second exception to this policy as relates to COVID-19. **Promptness is also required.** I will record late arrivals and early leaves from class, and **two of them will equal one unexcused absence**. You are responsible for obtaining any materials distributed and notes for classes you have missed, posting your own work to Canvas on time, and being prepared for the next class. Quizzes that occur on the date of an excused absence can only be made-up if you contact me and make arrangements before the next class meeting.

**Grade Scale:** 93-100 = A    90-92 = A-    87-89 = B+    83-86 = B    80-82 = B-77-79 = C+    73-76 = C    70-72 = C-    67-69 = D+    63-66 = D    60-62 = D-  
0 – 59 = F

**ADDITIONAL COURSE AND UNIVERSITY POLICIES:** A web page maintained by the Secretary of the University contains university policies that affect the instructor and students in the course, as well as essential information specific to conduct of the course. Please see the attached policy links addendum for abbreviated policy descriptions and links to the policies on-line. Also, please note the following:

**Academic Resource Center (ARC):**

The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. If you have a chronic health condition or disability that may affect your ability to meet any of the requirements of this course, you should consider registering with the ARC, which will provide me with a VISA explaining your accommodations. Together with the ARC, we will establish a plan that allows you to meet the goals of this course. Students with conditions that are not documented by the ARC will not receive exceptions to any of the course policies, so it is very important that you visit the center in a timely manner.

**Diversity, Equity, and Inclusion:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course and that the diversity that

students bring to this class be viewed as a resource, strength, and benefit. I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. Such discrimination is unacceptable, and I am committed to providing equality of opportunity for all. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. Please refer to each student by the name and pronoun they use (e.g., she, he, they, ze). If you have a name that differs from the one that appears on the roster, please inform me before the second class period so that I can use your correct name and pronouns. Your suggestions are encouraged and appreciated.

**Technology Policy:** Your cell phone must be completely silent for the duration of the class period. Vibrate mode is not acceptable. All electronic devices must be turned off and put away unless and until I expressly give permission to use them during a given class period. Any student using a cell phone or other electronic device without permission will be asked to leave and will receive an absence for the day.

**Firearms Policy:** Individuals, including licensees, are prohibited from carrying firearms and dangerous weapons into buildings or portions of buildings that are owned, occupied, or controlled by UWM. Please see Policy S-24.5.

**Panther Community Health and Safety Standards:**

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community you are expected to abide by the Panther [Interim COVID- Related Health & Safety Rules](#). These standards apply to anyone who is physically present on campus, in UWM-controlled facilities, or participating in a UWM-sponsored activity.

**1. With respect to indoors spaces on UWM facilities** (classrooms, labs, performance spaces, etc.): Masks are recommended (and it is strongly suggested that they be N95, KN95 or surgical masks) while indoors on UWM campuses and in UWM-controlled facilities, with limited exceptions – environments where hazards exist that create a greater risk by wearing a mask.

You should check daily for COVID symptoms by completing the self-check at <https://uwm.edu/coronavirus/symptom-monitor/>. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the [CDC's Website](#) for more information about COVID-19 symptoms.

- If you test positive for or are diagnosed with COVID-19 based on symptoms, you should complete this Dean of Students Office form: <http://uwm.edu/covid19selfreport>.
- By doing so, you will get information on resources, help UWM identify individuals you may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.

## **2. Attendance**

*Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or if you have other health concerns related to COVID-19.*

- You should be aware of each of your course's attendance policies. In case of COVID-19 related illness, you should contact me immediately to discuss options for completing course work while ill.
- Notify me in advance of the absence or inability to participate whenever possible. So that I don't count the absence against you, please include in your email the COVID-19 related reason you cannot come to class.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to COVID-19 related illness, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill with COVID-19 or must quarantine due to being exposed to the virus, and in turn, I expect that you will report the reason for your absences truthfully.

## **3. Potential for Reversion to Fully Online Instruction**

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

## **4. Navigate Student Success Platform and Mobile App**

Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the UWM home page. More information on how you can use Navigate and the app, including tutorials, can be found on UWM's Navigate website.

**NOTE:** This syllabus and course calendar are subject to change as the professor deems necessary. Any changes will be provided in writing on our course Canvas site and may also be emailed to you.

## **SYLLABUS ADDENDUM #1: POLICY LINKS<sup>1</sup>**

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<sup>1</sup> Supplement to UWM FACULTY DOCUMENT NO. 1895, October 21, 1993; Revised March 16, 2006; Revised January 24, 2008; Editorially Revised, 8/26/11.

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.  
<http://www4.uwm.edu/sac/SACltr.pdf>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.  
Students: [http://www4.uwm.edu/current\\_students/military\\_call\\_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)  
Employees: <http://www4.uwm.edu/secu/docs/other/S40.htm>  
(Editorially Revised, 3/25/09)
4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.  
<http://www4.uwm.edu/secu/docs/other/S31.pdf>
5. *Discriminatory conduct (such as sexual harassment).* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <http://www4.uwm.edu/secu/docs/other/S47.pdf>
6. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.  
[http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)
7. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.  
<http://www4.uwm.edu/secu/docs/other/S49.7.htm>
8. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.  
<http://www4.uwm.edu/secu/docs/other/S28.htm>

9. *Other* The final exam requirement, the final exam date requirement, etc.  
<http://www4.uwm.edu/secu/docs/other/S22.htm>

## **SYLLABUS ADDENDUM #2: CREDIT HOURS**

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes. As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

Because this is a **traditional, or face-to-face** course, you will spend a **minimum** of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

### *Notes*

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838\\_Credit\\_Hour\\_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at <http://www.uwsa.edu/acss/acps/acps4.pdf>.

A **course calendar** will be provided by the first day of the semester at the latest.