



Section 1TH2
Spring 2024 AML 4685
Contemporary Latinx Literature

Matherly 115
Tuesdays 1:55-2:45
Thursdays 1:55-3:50 (long period)
Instructor: Professor Hedrick
Office: 4326 TUR
Office Hours: T/Th 11:40-12:40 and by appointment
Email: tace@ufl.edu

Attention! Important Note:

- I often notify the class about a change in the syllabus or an assignment through Canvas Announcements. For you as students to get notifications right away from Canvas, go to Canvas-Account-Notifications-Announcements and set it to “Notify Immediately.”

Course Description:

In the so-called “Latino explosion” in the entertainment and literary industries of the '90s, the market value of certain U.S. Latino/a and Chicana/o authors and artists began to increase. A select few Chicax and Latinx writers (the “x” is to designate not just male and female writers, but all sexes/sexualities) have been drawn into the mainstream of United States publishing:

writers like Sandra Cisneros, Cristina García, and Alisa Valdes-Rodriguez are, if not household names, at least better known than their predecessors. We will be looking at permutations of race, class, gender, and sexuality in contemporary U.S. Latinx and Chicanx writing from the beginning of the twenty-first century. We will also be reading critical and theoretical work in Latino/a and Chicana/o Studies; in doing so, we will examine the ways assumptions—esthetic, social, political, and market-driven—both by, and about, US Chicanx and Latinx groups and their class, race, sexuality, and gender have changed (and in some ways remained the same) over the last two decades or so. Attendance, reading quizzes, and three long essay exams will be required.

- **Reading quizzes:** We'll be reading one book about every three days. When we finish each book or reading, there will be a brief reading quiz (five easy true-false questions). Every reading quiz will cover the whole book, or all the readings between the last quiz and the present one. You will have had to do all the reading in order to do well on the quiz. If you miss a quiz, **you won't be able to make it up**; however, the lowest score on your quizzes will be dropped. These are worth 25% of your total grade.

Number of points per quiz: 5

- **Discussion Points/Questions:** Occasionally I will ask you to come up with discussion points or questions. These can be questions or, more importantly, points you want to make about a theme, a motif, or politics, or otherwise. Each question or point should be illustrated by choosing one image, or two or three sentences from the text, that you think are important to one or more overarching idea or concept in the work you are discussing.
- **In-Class Exams:** There will be three in-class essay exams, where I will provide a number of prompts, from which you choose one. Since you only have two hours for the exam in class, I will post the prompts the day before the exam, so that you will have time to work on it beforehand. The essay exam should be **at least** three-four pages, with good, solid paragraphs (at least three to four sentences each) and contain **many brief quotes** in order to illuminate your argument. It should be written in 12 pt. Times Roman font, double space, no quadruple spaces between paragraphs. These will be worth 75% of your final grade. You can upload them to Canvas.

Number of Possible Points per Exam: 12

- Unless you ask me specifically to make more comments, I will put a minimum of comments on these exams, mostly explaining the grade I've given.

Required Texts:

My Time Among the Whites Jennine Capó-Crucet (Cuban American)

Olga Dies Dreaming Xochitl González (Puerto Rican/Mexican American)

Ink Sabrina Vourvoulias (Guatemalan American)

Monkey Hunting Cristina García (Cuban American)

Telex from Cuba Rachel Kushner (NOTE: we will NOT be reading this novel)

Ruins Achy Obejas (Cuban American)

The Brief Wondrous Life of Oscar Wao Junot Díaz (Afro-Dominican American)

Harvest of Empire Juan González (Puerto Rican)

Schedule:

January

- T 9 Introduction: Latinx Literature in the Twenty-First Century
- Th 11 **Course Reserves:** Paul Allatson. "From Latinid@d to Latinid@des: Imagining the Twenty-First Century."
Harvest of Empire "Introduction to the Second Revised and Updated Edition,"
- T 16 *Harvest of Empire* "Introduction to the Second Edition"
- Th 18 *My Time Among the Whites* Section 1: "Early Encounters"
- T 23 *My Time Among the Whites* Section 2: "Various Immersions"
- Th 25 **Reading Quiz #1**
My Time Among the Whites Section 3: "Resistance in Action"
- T 30 *Harvest of Empire* "Puerto Ricans"

February

- Th 1 *Olga Dies Dreaming* pp. 3-123
Pedro Pietri. "Puerto Rican Obituary"
<https://www.poetryfoundation.org/poems/58396/puerto-rican-obituary>
- T 6 *Olga Dies Dreaming* pp. 124-136
- Th 8 **Reading Quiz #2**
Olga Dies Dreaming pp. 237-369
- T 13 *Harvest of Empire* "Central Americans"
- Th 15 **In-Class Exam #1**
- T 20 *Ink* pp. 19-149
- Th 22 *Ink* pp. 153-331
- T 27 **Reading Quiz #3**
Ink pp. 335-451
- Th 29 *Monkey Hunting* pp. 3-87

March

- T 5 *Monkey Hunting* pp. 88-163

Th	7	Reading Quiz #4 <i>Monkey Hunting</i> pp. 164-251
T	12	Spring Break
Th	14	Spring Break
T	19	<i>Ruins</i> pp. 15-88 <i>Harvest of Empire</i> “Cubans: Special Refugees”
Th	21	<i>Ruins</i> pp. 89-143
T	26	Reading Quiz #5 <i>Ruins</i> pp. 144-187
Th	28	In-class Exam #2
April		
T	2	<i>Harvest of Empire</i> “Dominican Americans”
Th	4	<i>The Brief Wondrous Life</i> pp. 1-118 <i>Harvest of Empire</i> “Speak Spanish, You’re in America!”
T	9	<i>The Brief Wondrous Life</i> pp. 119-246
Th	11	Reading Quiz #6 <i>The Brief Wondrous Life</i> pp. 247-335
T	16	Class Wrap Up
Th	18	Online Exam #3
T	23	TBA Last Day of Class

CLASS POLICIES

Electronics in the Classroom: Please turn off cell phones.

Class Deportment: You are adults and must be expected to behave as such. However, to remind everyone:

- If you are more than 15 minutes late, do not come to class. Coming in this late is disruptive.
- If you are too tired or sick to pay attention in class, please do not come.

- Do not read other material in class—such as anything on your phone, or anything other than the texts we are discussing on your laptop.
- If you cannot come prepared for class discussion, please do not come.

Late Policy: For every 3 times that you are late 10 minutes or more to class, I will deduct 1 point from your total score at the end of the semester.

Absences: I allow three unexcused absences. **Each unexcused absence** after the first three will result in the **loss of 1 point** from your total end-of-semester score.

Late Exams: Late exams will not be accepted unless you have a legitimate (for example, doctor's) excuse.

Special Needs Accommodations: If you need academic accommodations for special needs, you must first contact the Disability Resource Center at 392-8565 (accessuf@dso.ufl.edu; 0001 Building 0020 [Reid Hall]) to verify the disability and to establish eligibility for accommodations. You should schedule an appointment with me within the first two weeks of the semester to make appropriate arrangements.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
Academic Resources

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

Grading Rubric for Exams:

A= excellent; unusually outstanding; good writing (**one or less writing errors per page**) and **original thinking**: that is, thinking critically beyond what you have read and discussed in class. You use reading and class discussion, as well as other sources if needed, to back up your ideas so that you are not just giving an opinion but an informed argument. You think of yourself as a writer interested in her ideas and interested in sharing them.

B= above average; only a few (**on average, two or so per page**) writing errors, a standard (not original) argument for the subject, though you should work harder on contributing your own ideas about the subject.

C= average based on general class performance; several writing errors (**on average, 3-4 per page**); you understand the subject, but you tend to repeat and/or merely summarize what has already been said in the readings or in class discussion.

D= below average; you don't understand the subject and/or you have enough writing errors that your argument cannot be followed.

F= incomplete or failing to meet the requirements of the assignment