

Spring 2023
Latinx Science Fiction and Fantasy Syllabus
AML 4170 Section 1TH1

Time: MWF 8 (3:00-3:50 pm)
Matherly 0116
Professor: Tace Hedrick
Office: TUR 4326
Office Hours: F 1:00-2:45 pm

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:

United States Latinx literature until recently lacked a substantive body of fantasy and science fiction. Imagined as having bodies and cultures constantly “behind” modernity, Latinx and Chicax worlds seemed not to accord with the speculative questions and concerns of a contemporary world, scientifically imagined or not. With the explosion of many different varieties of speculative fiction from the 1990s forward, authors place Latinx bodies front and center in speculative ways that often resist the oppression, invisibility, sexism, and racism that they have faced in the past. These are not imperialist tales of white men conquering our spaces or other worlds; these narratives are told from the other side of conquest. We will be reading at least one anthology of short stories, one play and watching one film, and reading a series of novels from the dystopian to the weird to the explosive. Reading quizzes, discussion notes, and 3 take-home exams constitute your grades.

Required Texts:

Speculative Fiction for Dreamers: A Latinx Anthology 2021
Cherrie Moraga *The Hungry Woman: A Mexican Medea* 1995
Ernest Hogan *High Aztech* 1992, Intro in 2016
Laura Esquivel *The Law of Love* 1995
Sabrina Vourvoulias *Ink* 2012
Daniel José Older *Battle Hill Bolero* 2017
Silvia Moreno-García *Mexican Gothic* 2020

- **Biweekly quizzes:** We’ll be reading one book every two weeks, except for *The Hungry Woman*. At the end of the two weeks there will be a brief reading quiz (five easy questions). Every reading quiz will cover the whole book. You will have had to do all of 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. Quizzes are worth 25 percent of your final score.

Number of Possible Points per Quiz: 5 (A)

- **Discussion notes.** Every “Discussion Notes” day (unless otherwise noted) have your discussion points already uploaded on Canvas in Assignments (Discussion Notes) by 2:00 pm, an hour before class. Having your discussion notes up on Canvas will get you an automatic 5 points. If you don’t have them uploaded—or you have less than a paragraph uploaded—by the due date and time, you will get 0 points. Make sure you can get access to them for class.
- These notes should be **no longer than a couple of paragraphs and are required to be no shorter than one paragraph.** They can be discussion questions or, more importantly, points you want to make about themes, motifs, politics, or otherwise. Each question or point should be **illustrated** by choosing an image, or two or three sentences, that you think are important to one or more overarching idea or concept in the work you are discussing. These are worth 25 percent of your final score.

Automatic number of points per uploaded discussion note: 5 (A)

- **Discussion.** “Discussion” means first and foremost addressing your question or point on your cards to the class. The class must first try to answer or discuss each question and/or point with each other.
- **Take-Home Exams:** There will be three take-home essay exams, each over a weekend, where I will provide a number of prompts, from which you choose one. The essay exam should be at least five good, solid paragraphs, at least three-five sentences each, and contain **many quotes** in order to illuminate your argument. It should be written in 12 pt. Times Roman font, double space, no quadruple spaces between paragraphs. Don’t put anything except your name and the number of the prompt at the top of your exam.
- 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. These exams are worth 50 percent of your final score.

Number of Possible Points per Exam: 12 (A)

Schedule:

January

Week One

M	9	Introduction to Course: Terminology, Ideas
W	11	From Course Reserves: “Introduction” to <i>The Latinx Files</i>
F	13	<i>Speculative Fiction</i> Preface and Introduction; “The Clarification Oral History Project” Discussion Notes #1

Week Two

M	16	Holiday MLK Day
W	18	<i>Speculative Fiction</i> “Those Rumors of Cannibalism and Human Sacrifice are Greatly Exaggerated” Chicanx Civil Rights Movement (“el movimiento”) and SF
F	20	<i>Speculative Fiction</i> “Madrina” Reading Quiz #1

Week Three

- M 23** *The Hungry Woman* Foreword, “Homecoming: The Politics of Myth And Location in Cherríe Moraga....” **Discussion Notes #2**
F 27 Act One

Week Four

- M 30** *The Hungry Woman* Act Two **Reading Quiz #2**

February

- W 1** *High Aztech* pp. 11-77; **Discussion Notes #3**
“Chicana/o Cyberpunk after el Movimiento” **Course Reserves**
F 3 Discussion

Week Five

- M 6** pp. 78- 185
W 8 Discussion
F 10 *High Aztech* pp. 188-248 **Reading Quiz #3**
Take-Home Exam #1 Prompts

Week Six

- M 13** *The Law of Love* Mestizaje, romance, and the New Age **Discussion Notes #4**
Take-Home Exam #1 Due
W 15 Discussion
F 17 Discussion

Week Seven

- M 20** *The Law of Love*
W 22 Discussion
F 24 *The Law of Love* **Reading Quiz #4**

Week Eight

- M 27** *Ink* pp. 13-194 Latinx Critical Dystopia **Discussion Notes #5**

March

- W 1** Discussion
F 3 **No Class** pp. 195-331

Week Nine

- M 6** **No Class** *Ink* pp. 335-461
W 8 **No Class**
F 10 **No Class**
Reading Quiz #5
Take-Home Exam #2 Prompts

Week Ten

M 13 Spring Break
W 15 Spring Break
F 17 Spring Break

Week Eleven

M 20 Battle Hill Bolero Discussion Notes #6
Take-Home Exam #2 Due
W 22 Discussion
F 24 Discussion

Week Twelve

M 27 Discussion
W 29 Discussion
F 31 Battle Hill Bolero Reading Quiz #6

April

Week Thirteen

M 3 Mexican Gothic pp. 3-122, 307-301 Discussion Notes #7
W 5 Discussion
F 7 Discussion

Week Fourteen

M 10 pp.123-220
W 12 Discussion
F 14 Mexican Gothic pp. 221-301 Reading Quiz # 7

Week Fifteen

M 17 Movie: *The Sleep Dealers*
W 19 *The Sleep Dealers*
F 21 *The Sleep Dealers*
Take-Home Exam #3 Prompts

Week Sixteen

M 24 Take-Home Exam #3 Due
W 26 Last Day of class

CLASS POLICIES

Students with disabilities: Please consult with me as soon as possible so that I can make appropriate accommodation for you.

Electronics in the Classroom: Please turn off all Bluetooth and handheld devices, and cell phones.

Class Deportment: You are now 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 other materials 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 2 points from your total score at the end of the semester.

Absences: I allow three unexcused absences. **Each *unexcused* absence** after the first 3 will result in the **loss of 2 points** from your total end-of-semester score.

Late Papers: 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recordings:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions,

student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.

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:

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