APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date May 15, 2002

Department/Division offering course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

(a) Prefix and Number SPA 685
(b) Title* Studies in U. S. Hispanic Literature and Culture: (subt. req.)

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use in transcripts: US Hispanic Lit & Cult

(c) Lecture/Discussion hours per week 3
(d) Laboratory hours per week

(e) Studio hours per week
(f) Credits 3

(g) Course description: Readings and discussion of U.S. Latino literature and culture.

(h) Prerequisites (if any):

(i) May be repeated to a maximum of 9 credits when taught under different subtitles.

4. To be cross-listed as:

Prefix & No. Signature, Chairman, cross-listing department

5. Effective Date: Spring 2003 (semester and year)

6. Course to be offered

(a) Fall
(b) Spring
(c) Summer

7. Will the course be offered each year?

(a) Yes
(b) No

(Explain if not annually): vary in program cycle

8. Why is this course needed: Part of traditional graduate offerings

9. (a) By whom will the course be taught? All SPA graduate faculty
(b) Are facilities for teaching the course now available?

(a) Yes
(b) No

If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated? **10 to 20**

11. Will this course serve students in the Department primarily?  
   Will it be of service to a significant number of students outside the Department? 
   If so, explain. **College of Education, Graduate School** 
   Will the course serve as a University Studies Program course? 
   If yes, under what Area? 

12. Check the category most applicable to this course: 
   _X_ traditional; offered in corresponding departments elsewhere; 
   ______ relatively new, now being widely established 
   ______ not yet to be found in many (or any) other universities 

13. Is this course part of a proposed new program? 
   If yes, which? 

14. Will adding this course change the degree requirements in one or more programs?* 
   If yes, explain the change(s) below: 

15. Attach a list of the major teaching objectives of the proposed course, outline and/or reference list to be used. 

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. 

17. Within the Department, who should be contacted for further information about the proposed course?  
   Name/e-mail:  
   Dr. E. M. Santies sant2@uky.edu  Phone Extension: 7-7066 
   Dr. Dianna Niebylski dnieb2@pop.uky.edu  Phone Extension: 7-7094 

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

Department Chair

Dean of the College

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL:

Rev 11/98
This course will review the history of the terms "Chicano" and "Latino," how they differ from one another, and where they overlap. At various points in time, Mexican-Americans have been called Hispanic, Chicano and, on Census forms, "other." The word Chicano, in particular, has become celebratory and a term of resistance, but it also marks differences between older Mexican Americans and a younger, more political generation.

If the term Chicano refers to a political and cultural movement, then the term Latino may be considered a more general term that includes immigrant and many kinds of Spanish-speaking populations. Latinos may be Mexican Americans, or Cuban-American exiles, Puerto Rican translocators, Guatemalan political refugees, or even South American immigrants.

As we shall see in this course, the debates over land, class, language, and self-expression continue for both the Chicano and Latino people. In order to acknowledge the complexities of Chicano and Latino writers, and especially their complicated engagement with mainstream American culture, this course will first situate the syllabus within a Latin American context. The course is then divided thematically into four parts. **Part I: The Americas** offers critical perspectives of Spanish colonialism and points to the constructed nature of history. In **Part II**, we read the work of Peruvian writer Jose Mariategui and Cuban critic Roberto Retamar in order to explore how issues of race, class, and land are manifest in selected literary texts. In **Part III**, we look at representations of gender in the home and in the community. This section is especially important because it shows similarities and differences among Latino cultures-- Mexican-American, Cuban-American, and Dominican-American.

We "conclude" the course in **Part IV: BORDERS REAL AND IMAGINED**. Students complete two main projects: the family narrative and research essay. The former gives rhetorical validity to personal experiences and individual voices; the latter offers students an opportunity to explore the existing critical and theoretical discourse about Chicano and Latino subjectivity.

**I. THE AMERICAS**

- 08/28 Overview of Course
- 08/30 Tveztan Todorov, "Columbus and the Indians" in CP
- 09/02 No Class
II. STRUGGLES OF THE LAND AND ISSUES OF RACE

- 09/20 Tomas Rivera, *This Migrant Earth*
- 09/23 Tomas Rivera, *This Migrant Earth*
- 09/25 PBS! *Chicano!*
- 09/27 PBS! *Chicano!*
- 09/30 Octavio Paz "Mexican Masks"
- 10/02 Octavio Paz "Mexican Masks"
- 10/04 Arturo Islas *Rain God* Computer Interchange
- 10/07 Arturo Islas, *Rain God*
- 10/09 Arturo Islas, *Rain God*
- 10/11 Essay I Due

III. COMMUNITY AND THE HOME

- 10/14 Cristina Garcia, *Dreaming in Cuban*
- 10/16 Cristina Garcia, *Dreaming in Cuban*
- 10/18
- 10/21 Ana Castillo, *So Far From God*
- 10/23 Ana Castillo, *So Far From God*
- 10/25 Ana Castillo, *So Far From God* Computer Interchange
- 10/28 Ana Castillo, *So Far From God*
- 10/30 Julia Alvarez, *How the Garcia Girls Lost Their Accents*
- 11/01 Julia Alvarez, *How the Garcia Girls Lost Their Accents*
- 11/06 Julia Alvarez, *How the Garcia Girls Lost Their Accents*
- 11/08 Sandra Cisneros, *House on Mango Street*
- 11/11 Sandra Cisneros, *House on Mango Street*
IV. BORDERS: REAL AND IMAGINED

- 11/13 Family Narratives
- 11/15 Gloria Anzaldua, "Homeland/Aztlan" in CP Short Essay Due
- 11/18 Discussion of Gloria Anzaldua's "New Consciousness"
- 11/20 Discussion of Border Responses
- 11/22 Final Essay due, first version
- 11/29 Thanksgiving
- 12/02 Presentations and Peer Reviews
- 12/04
- 12/06 Final Essay Due