

SYLLABUS
ENGLISH 5327-001
TOPICS IN ENGLISH LITERATURE AFTER 1900
MEXICAN AMERICAN LITERARY INHERITANCE
SPRING 2017

INSTRUCTOR

Dr. Erin Murrah-Mandril

OFFICE

Carlisle 612

E-MAIL ADDRESS

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Contact Response Time: I prefer e-mail and I will respond within 24 hours to an e-mail submitted Mon-Fri. Weekend response times may be longer.

OFFICE TELEPHONE NUMBER

817-272-2933

FACULTY PROFILE

<https://www.uta.edu/profiles/erin%20murrah-mandril>

OFFICE HOURS

Tuesdays & Thursdays 11:00-12:30

TIME AND PLACE OF CLASS MEETING

Tuesday 2:00-4:50 PM

DESCRIPTION OF COURSE CONTENT

The course will examine literature written by former Mexican citizens and their descendants in the U.S. spanning from the end of the U.S.-Mexico War to just before the Chicano Movement (roughly 1850-1950). This body of work was the subject of organized literary recovery that came to fruition in the 1990s. As a latecomer to the broader project of literary recovery within the academy, the recovery of U.S. Hispanic/Latino literature has been intensely reflexive from its inception. We will read literary texts as cultural artifacts of Mexican American experiences after the U.S.-Mexico war and the burgeoning ethnic identity that formed in response to U.S. colonization. At the same time, the class will remain cognizant of the process of recovery that shaped each text, placing it within a new context that reverberates across history, effectively reshaping the past as well as the present. Literary texts will primarily consist of novels and autobiography and will be paired with relevant scholarship. The course will follow a theoretical undercurrent that examines the way cultural memory is constructed, along with theories of the archive.

TEXTBOOKS

You are responsible for purchasing books in time to read them before the assigned reading date and for bringing the appropriate book to class on the days we discuss it. This is true regardless of whether or not the bookstore has our book in stock. If the bookstore is out of stock, check Amazon.com, Arte Público Press online, local books stores, online stores, etc. E-books are acceptable when available, but you must bring the text to class on your e-reader and be able to easily navigate to quotes or sections that we discuss in-class. Additional readings will be posted on Blackboard.

Padia, Genaro, *My History, Not Yours: The Formation of Mexican American Autobiography*. Madison, WI: University of Wisconsin Press, 1993.
ISBN: 9780299139742

Ruiz de Burton, María Amparo. *The Squatter and the Don*. Ed. Rosaura Sánchez and Beatrice Pita. Houston: Arte Público Press, 1992 (originally 1885).
ISBN: 9781558851856

Paredes, Américo. *George Washington Gómez*. Houston: Arte Público Press, 1990.
ISBN: 9781558850125

Ruiz de Burton, María Amparo. *Who Would Have Thought It?* Ed. Rosaura Sánchez and Beatrice Pita. Houston: Arte Público Press, 1995 (originally 1872).
ISBN: 9781558850811

Anonymous. *Xicoténcatl*. Trans. Trans. Guillermo Castillo-Feliú. Austin: University of Texas Press, 1999 (originally 1826 in Spanish).
ISBN: 9780292712140

Otero, Miguel Antonio. *My Life on the Frontier: 1864-1882*. Ed. Cynthia Secor-Welsh. Albuquerque: University of New Mexico Press, 1987. (originally 1935).
ISBN: 9780826309679

Chavez, Frey Angelico. *Autobiography of an Ancient Statue*. Santa Fe, NM: Sunstone Press, 1997.
ISBN: 9780913270431

Venegas, Daniel. *The Adventures of Don Chipote or, when Parrots Breastfeed*. Ed. Nicolás Kanellos. Houston: Arte Público Press, 2000. (originally 1928).
ISBN: 978-1-55885-297-6

De Zavala, Adina. *History and Legends of the Alamo and Other Missions in and around San Antonio*. Houston: Arte Público Press, 1996. (originally 1917).
ISBN: 9781558851818

STUDENT LEARNING OUTCOMES:

- **STUDENTS WILL DEMONSTRATE STRONG ANALYTICAL SKILLS AND AN UNDERSTANDING OF KEY CONCEPTS IN MEXICAN AMERICAN LITERARY HISTORY.**
- **STUDENTS WILL DEMONSTRATE CRITICAL READING SKILLS.**
- **STUDENTS WILL BE ABLE TO WRITE ANALYTICAL ESSAYS, DEVELOPING EFFECTIVE THESIS STATEMENTS AND USING APPROPRIATE EVIDENCE TO SUPPORT ARGUMENTS.**
- **STUDENTS WILL DEVELOP STRONG ORAL COMMUNICATION SKILLS, LEARNING HOW TO PRESENT ANALYTICAL ARGUMENTS IN A PROFESSIONAL MANNER.**

PARTICIPATION

Your careful preparation for and active participation in each class is integral to the course. The participation grade involves more than mere attendance. You are expected to carefully read the assigned primary and secondary texts before class having taken notes and/or underlined key passages with annotation. Bring thoughts and questions to each class period, and consider each text relation to the cumulative literary and critical context we build throughout the course.

ABSTRACT

Your final project for this class is a conference style presentation. To that end, I want you to seek out an actual conference where you might present a paper and write an abstract for that conference. The details for this assignment will depend on the conference for which you plan to submit. I strongly (strongly!) encourage you to actually submit your abstract to the conference you chose. When you turn your abstract in for credit in this class, please attach a copy of the conference abstract submission instructions.

SCHOLARLY BOOK REVIEW

You will select a book published in the last 4 years in the field of Chicana/o (Mexican American) Latina/o or hemispheric studies and write a scholarly review of the book. Look to examples of published book reviews in scholarly journals for generic conventions. I strongly suggest *Western American Literature*, *Arizona Quarterly*, *American Literature*, *American Literary History*, and *Aztlán* as exemplary journals in which you can see examples. You will notice that generally an author has at least one critique of a book and one positive thing to say about it. Important things to consider are: contribution to scholarly fields, strength of evidence, and structure of the argument. Book review lengths can vary widely. For this assignment your review must be 750-1000 words.

PEDAGOGICAL EXERCISE

You will present a lesson plan about María Amparo Ruiz de Burton's *The Squatter and the Don* to a small group of undergraduates (5-10) during one session of a T/R morning class. You will turn in a written description of the lesson plan (whatever

length is necessary to describe the lesson), a description of an imaginary course in which you might some day teach the novel (100 words), and a reflection on your experience actually teaching the text to undergraduates (250-300 words). If you cannot attend any of the 9:30-10:50 sessions on April 13, 18, or 20, please notify me as soon as possible to make alternate arrangements for this assignment.

RECOVERY PROJECT

UTA is fortunate to have access to the database, Latino-Hispanic American Experience: Leaders, Writers, and Thinkers. This online archive was created by Arte Público, the press that publishes the Recovering the U.S.-Hispanic Literary Heritage Project. The digital archive houses tens of thousands of documents in Spanish and English. You will select an unpublished document from the archive and write an introduction for the document. Your introduction should provide a brief historical context for the document and its author, describe the import of the document (why should it be read?), and situate it within the critical field of U.S. Hispanic literature. Your introduction should be 1000-1500 words.

CONFERENCE PAPER/PRESENTATION

The course will culminate in a series of conference-style presentations (I will try to group you according to subject matter) at the end of the semester. Your presentation should be 15-20 minutes (7-10 pages). You will develop an abstract ahead of time and we will have an opportunity to discuss your paper/presentation well before it's due. You need to write an actual paper that you will read for your presentation. You may include a PowerPoint or other visual aids, but you may not speak extemporaneously or based solely on notes or an outline during your presentation. You will turn in the written paper on the last day of class. Your grade will be based on both the written paper and your presentation of it. Your presentation may be recorded or digitally streamed for my personal viewing. Such a recording will not be shared publically.

GRADING

Conference Paper/Presentation	50
Abstract	10
Book Review	15
Recovery Project	15
Participation	10
Total	100

ATTENDANCE:

See "Participation." If you miss more than two classes without accompanying medical or legal documentation, you will receive a 0 for your participation grade.

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

DISABILITY ACCOMMODATIONS

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

NON-DISCRIMINATION POLICY

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

TITLE IX POLICY

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX),

which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

ACADEMIC INTEGRITY

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

ELECTRONIC COMMUNICATION

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. You can send e-mail to your instructor's and to classmate's MavMail account through the Blackboard e-mail link in Blackboard. However, you will need to go to your own MavMail account to check messages and responses you have received.

CAMPUS CARRY

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

CAMPUS COURTESY ESCORT

UTA offers a free service to escort you to your car, dorm, or another class room on campus after 7 pm to help students feel safe walking on campus after dark. The number to request and escort is 817-272-5252.

SCHEDULE

Jan 17 Raymund Paredes and Tey Diana Rebolledo Articles

Jan 24 Genaro Padilla

Jan 31 Maria Amparo Ruiz de Burton: *The Squatter and the Don*

Feb 7 Americo Paredes novel and excerpts from *With His Pistol in His Hand*

Feb 14 Maria Amparo Ruiz de Burton: *Who Would Have Thought It?*

Abstract Due

Feb 21 *Xicotencatl* and Jesse Alemán article

Feb 28 Miguel Antonio Otero

Mar 7 Frey Angelico Chavez and article TBA

Book Review Due

Mar 14 Spring Break!

Mar 21 Daniel Venegas article TBA

Mar 28 Excerpts from: Archive Fever, Decolonial Imaginary, and *Herencia* available on Blackboard

Recovery Project Due

Apr 4 Adina De Zavala

Apr 11 Jovita González and Margaret Eimer, guest lecture by Dr. Cristina Salinas
(Apr 13 Pedagogical Exercise 9:30-10:50)

Apr 18 Writing Workshop

(Apr 18 or 20 Pedagogical exercise 9:30-10:50)

Apr 25 **Presentations**

May 2 **Presentations**