Course Description: This course explores literature written by Mexican American writers from the early twentieth century to the present. We will examine various genres including short stories, essays, and novels in an attempt to understand the identity politics of those individuals who exist between the Mexican and United States borders.

Course Objectives:
- To develop the critical reading, writing, and analytical skills necessary to engage in literary analyses.
- To engage in critical analysis and reading of literature.
- To improve his/her writing skills, especially being able to develop a thesis-driven paper and engage in research.
- To improve his/her critical proficiency in oral and visual communication.
- To demonstrate both oral and writing competency in constructing valid arguments and critiquing arguments.
- To demonstrate the ability to engage in cooperative learning (group work) activities both inside/outside the classroom in an effective and productive manner.

Required Texts:
Anzaldúa, Gloria. *Borderlands/La Frontera.*  
Cantú, Norma. *Canícula*  
Casares, Oscar. *Brownsville*  
Cisneros, Sandra. *Caramelo*  
González, Barbara Renaud. *Golondrina, Why Did You Leave Me?*  
González, Jovita. *Caballero*  
Paredes, Américo. *George Washington Gómez*  
*I will also be supplementing these texts with articles that will be available via Blackboard—you are responsible for bringing them to class.*

Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Grade Distribution</th>
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</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>10%</td>
<td>A 93-100%</td>
</tr>
<tr>
<td>Blackboard Posts (13 posts)</td>
<td>20%</td>
<td>A- 90-92%</td>
</tr>
<tr>
<td>Presentation/Reflection Paper</td>
<td>20%</td>
<td>B+ 87-89%</td>
</tr>
<tr>
<td>Proposal/Annotated Biblio.</td>
<td>15%</td>
<td>B 83-86%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35%</td>
<td>B- 80-82%</td>
</tr>
</tbody>
</table>

Grade Distribution:
- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C 73-76%
- C- 70-72%
- D 60-69%
- F Below 60%
Classroom Policies:

**A Respectful and Inviting Environment**
Occasionally we may deal with a variety of issues that may evoke strong opinions from yourself and your colleagues; I ask that everyone please maintain a respectful decorum. It is especially important that respect be maintained when we are engaged in class, group, and one on one discussion. Please provide your full attention to the individual or individuals speaking without interruption. In addition, respect also includes turning your cell phone off during class, refraining from texting, and utilizing your computer solely for classroom purposes.

**Attendance**
Students may be absent up to 4 days of classes. For every day missed after the allotted 4 days, the student’s grade will be dropped by one letter grade. Therefore, if you miss 5 days of class your grade will drop from an A to a B. I also do not distinguish between excused and unexcused absences, unless you are engaged in official University business or have spoken to me regarding the reason for the absence. Attendance also includes showing up to class on time and remaining in class for the full time period. Those students who are more than 10 minutes late are considered tardy. Every 2 tardies (this includes leaving early from class) received are equal to one absence. In other words, if you are tardy 4 times, it is considered 2 absences.

**Extra Credit**
You may attend events that take place here on campus and throughout the city including plays, lectures, film screenings, etc. To receive credit for these events, you must submit a 2 page response discussing how the event relates to our course and provide evidence of your attendance (ticket stub, picture, and program). A maximum of 1 extra credit paper will be accepted, which may be added to your lowest BB post grade.

- **There is a NO LATE WORK policy which includes BB Posts, papers, and presentations.** This means that no late work will be accepted after the indicated due date. Nevertheless, there are always exceptions to the rule; I ask that if you foresee a conflict with a due date you speak to me beforehand. If you are absent when an assignment is due, you are expected to turn in that assignment the day you return to class.
- I ask that you please look over your graded papers for at least 24 hours before you attempt to make an appointment to speak to me regarding grades or questions. This allows you time to look over my suggestions and understand why they have been made.
Note: Though quizzes are currently not included on this syllabus, I reserve the right to begin giving them if it appears that the majority of the class is not keeping up or doing the readings.

UTSA Policy on Academic Dishonesty:
The University of Texas at San Antonio expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense which includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another's work and the unauthorized incorporation of that work in one's own work) and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for this class may initiate disciplinary proceedings against the student.

Students With Disabilities:
Students who have disabilities are encouraged to contact the Disability Services here on campus as soon as possible so appropriate accommodations can be put in place. Please see their web site (http://www.utsa.edu/disability/students.htm) for more information.

The Writing Center: The WRC is here for students. Paid tutors with BA degrees in English and some Writing Program professors serve as tutors. You are strongly encouraged to visit the center (HSS 3.03.08) for assistance with your writing. The tutors will not grade or edit your work, so come prepared. The Writing Center tutors are there to assist with your writing, organization, and development. You are certainly able to ask questions about mechanics and grammar. The tutor room is located in HSS 2.02.22. Check the Writing Center website for scheduling and appointments: http://www.utsa.edu/twc.

The Tomás Rivera Center: The TRC is a great place for students to receive academic coaching or to attend workshops that can help you become a more productive and organized student. I encourage you to set up an appointment with an academic coach or to attend their many workshops throughout the semester. For more information visit http://www.utsa.edu/trcss/

Roadrunner Creed
The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.
As a Roadrunner,
I will:
• Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
• Respect and accept individual differences, recognizing the inherent dignity of each person;
• Contribute to campus life and the larger community through my active engagement; and
• Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.
Guided by these principles now and forever, I am a Roadrunner!

Requirements:
• **Discussion participation** includes engaging in class and group discussions, coming to class prepared with the necessary materials, and conducting assignments by the due date. It is also important for everyone to engage in a critical discussion of the texts and ideas presented throughout the semester.
• **Blackboard Discussion Posts**- Once a week (Tuesdays) before we meet for class, you will be asked to critically reflect on the assigned readings.
  1. Your post should consist of two parts: the first part is one critical response; the second part is a response to someone else's post and/or question.
  2. Your post should critically engage the texts and theories, while also posing questions and offering critiques of the information presented.
  3. Your post should be between **200-300 words (please include a word count at the end of your post)** and should pertain to the assigned readings. I also welcome you to bring in your own experiences, knowledge, or other information from other materials covered in class to make connections.
  4. Your response should be **100-200 words and include a word count at the end.** With your response, you should offer your reactions, insights, comments, and questions.
*Just as our physical classroom is a safe, inviting environment, I ask you to extend the same courtesies online. Please refrain from posting any negative, hostile, or disrespectful remarks.*

*Discussion post’s due dates will be indicated via the syllabus*
• **Presentation/Reflection Paper**
  At the end of the semester you will have the opportunity to present what I am calling an Identity/Creativity project. Each person will be responsible for a 10-15 minute presentation in which they reveal characteristics of their identity to the class. Students may choose whatever format they wish to convey their identities: artwork (painting, sculpture, stories, poems), poster, video, prezi, glogster, etc. In addition to the presentation, you will also be responsible for writing a **1-2 page reflection paper** revealing your creative thought process.
Proposal/Annotated Bibliography
Throughout the semester you should contemplate possible topics for a research paper pertaining to one or more of themes presented in one or more of our texts. In order to prepare for such a project, you will provide a proposal with a working thesis, work schedule, and at least 5 annotations of possible resources you may use.

Research Paper
You will be responsible for developing a (10-15 page) thesis-driven paper in which you engage in a critical analysis of one or more of the texts presented in class. A detailed paper description and rubric will be handed out.

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Schedule

Week 1

Thursday 8/30: In Class: Introductions and Syllabus HW: Read Caballero pp. 1-85 and BB Post 1.

Week 2

Tuesday 9/4: In Class: Discuss Caballero. HW: Read Caballero pp. 86-174

Thursday 9/6: In Class: Discuss Caballero. HW: Read Caballero pp. 175-260 and BB Post 2

Week 3

Tuesday 9/11: In Class: Discuss Caballero. HW: Read Caballero pp. 261-346

Thursday 9/13: In Class: Discuss Caballero. HW: Read GWG pp. 5-75 and BB Post 3

Week 4

Tuesday 9/18: In Class: Discuss GWG. HW: Read GWG pp. 75-150

Thursday 9/20: In Class: Discuss GWG. HW: Read GWG pp. 150-228 and BB Post 4

Week 5

Tuesday 9/25: In Class: Discuss GWG. HW: Read GWG pp. 228-302
Thursday 9/27: In Class: Discuss GWG. HW: Read Borderlands pp. 1-35 and BB Post 5

Week 6

Tuesday 10/2: In Class: Borderlands HW: Read Borderlands pp. 37-61
Thursday 10/4: In Class: Borderlands HW: Read Borderlands pp. 63-86 and BB Post 6

Week 7

Tuesday 10/9: In Class: Borderlands HW: Read Borderlands pp. 87-113
Thursday 10/11: In Class: Borderlands HW: Read Canicula pp. xi-32 and Annotated Bib and Proposal and BB Post 7

Week 8

Tuesday 10/16: In Class: Annotated Bib. and Proposal due and Discuss Canicula HW: Read Canicula pp. 33-78
Thursday 10/18: In Class: Discuss Canicula HW: Read Acicula pp. 78-132 and BB Post 8

Week 9

Tuesday 10/23: In Class: Discuss Canicula HW: Read Brownsville pp. 3-67
Thursday 10/25: In Class: Discuss Brownsville HW: Read Brownville pp. 71-137 and BB Post 9

Week 10

Tuesday 10/30: In Class: Discuss Brownsville HW: Read Brownsville pp. 141-192
Thursday 11/1: In Class: Discuss Brownsville HW: Read Golondrina pp. 1-58 and BB Post 10

Week 11

Tuesday 11/6: In Class: Discuss Golondrina HW: Read Golondrina pp. 59-124
Thursday 11/8: In Class: Discuss Golondrina HW: Read Golondrina pp. 125-183 and BB Post 11

Week 12

Tuesday 11/13: In Class: Discuss Golondrina HW: Read Golondrina pp. 184-242
Thursday 11/15: In Class: Discuss Golondrina HW: Read Caramelo and BB Post 12
Week 13

Tuesday 11/20: In Class: Discuss *Caramelo* HW: Read *Caramelo* pp. 1-142

Thursday 11/22: Thanksgiving, no class. HW: Read *Caramelo* pp. 143- 285 and **BB Post**

Week 14

Tuesday 11/27: In Class: Discuss *Caramelo* HW: Read *Caramelo* pp. 286-434

Thursday 11/29: In Class: Discuss *Caramelo* HW: Work on Presentations

Week 15

Tuesday 12/4: Presentations/Reflection Ppr. Due  **HW:** Work on Presentations

Thursday 12/6: Presentations/Reflection Ppr. Due  **HW:** Research paper.

Week 16

Tuesday 12/11: Study Day, no class.

Wednesday 12/12: Final 10:30-1:00 Research Paper due