

LOVING IN THE WAR YEARS

3 hours

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UNIVERSITY OF NORTH TEXAS



Why Study Latinx Literature?

The personal is political, and the political is personal. Taking this insight, often discussed in the context of feminist ideas, this course investigates ways that Latinx Literature offers insight into the everyday of political histories, especially in regard to social changes incited by "revolutions" small and large. We will explore these ideas from an historical perspective, dating from the nineteenth century up to today. We will also put these ideas to work by producing argumentative essays and an oral history recording and related personal story. This course will prepare you to consider ways that Latinx culture is central to U.S. history and not a "minority" or "marginalized" entity.

What supplies do you need for this course?

- paper + pen/pencil to take notes and participate in group work during class
- access to a computer to complete tasks on Canvas
- regularly check your UNT email+Canvas for course updates and assignments
- **REQUIRED TEXTS IN PRINT FORM (in order needed):**
 - 1 *Who Would Have Thought It?* (1872) by María Amparo Ruíz de Burton
 - 2 *You Sound Like a White Girl* (2022) by Julissa Arce
 - 3 *The Undocumented Americans* (2020) by Karla Cornejo Villavicencio
 - 4 *Your Healing is Killing Me* (2017) by Virginia Grise
 - 5 *Ink* (2012/2018) by Sabrina Vourvoulias
 - 6 *Bodega Dreams* (2000) by Ernesto Quiñonez
 - 7 *The Hungry Woman* (2000/2001) by Cherríe Moraga

PROFESORA
YBARRA

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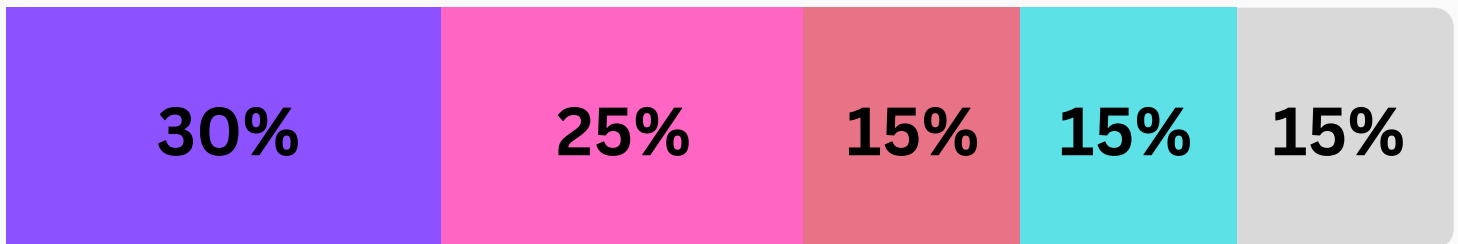
SPRING 2023
M, W 2 PM - 3:20 PM
LANG 210

OFFICE HOURS:
WEDNESDAYS
9 AM - 11 AM

LANGUAGE
BUILDING 408K

How can you succeed in this course?

■ 3 Short Essays ■ QQCs ■ Participation ■ Storytelling ■ Final Essay



30% 3 Short Argumentative Essays: 500-word essays engaging with assigned readings and topics discussed in class. Grade includes attendance at in-person grading session in my office. See rubric in following pages.



25% QQCs: Submit one **Q**uestion, **Q**otation (including why you find it interesting), or **C**omment per week to Canvas discussion by 10:30am on Monday or Wednesday. No more than 250 words.



15% Participation: I will record a participation grade for you for each class meeting. Check = present and paying attention; Check+ = making significant contributions; Check- = here but on phone, falling asleep, not paying attention



15% Oral History Story: Record an Oral History and create and a five-minute personal story. Performance will be recorded at the NTTV studio and broadcast on local cable station (with signed authorization). See rubric in following pages.



15% Final Essay: a 5-6 page argumentative essay using our course readings as evidence. See rubric on following pages.

PRO TIPS



Arrive to class on time. I make important announcements about changes and assignments at the beginning of class. I also set-up a variety of group activities. Being here at the start of class helps you to understand how the groups will work.



Doing the reading for class will prepare you to participate in discussions and group activities. We will not summarize the readings in class. We will actively engage with concepts from each day's readings.

What does success look like?

A

Outstanding

- You consistently create exceptional, on-time work that raises the standards for your classmates
- You make significant contributions to class discussions through QOCs and in-class activities
- You are almost never late and have two absences or fewer.
- You come to class always prepared with the necessary materials and having done the reading.

B

Above Average

- You mostly exceed expectations/requirements on assignments and turn them in on-time.
- You regularly contribute to class discussions through QOCs and in-class activities
- You are almost never late and have 2 absences or fewer
- You come to class always prepared with the necessary materials and having done the reading.

C

Average

- You minimally meet all assignment requirements.
- You occasionally contribute to class discussions through QOCs and in-class activities
- Repeatedly late and over 2 absence limit.
- You occasionally come to class prepared with the necessary materials and having done the reading.

D

Meh

- You turn in most of the assignments but they are often late or incomplete.
- You rarely contribute to class discussions through QOCs and in-class activities
- Repeatedly late and over 2 absence limit.
- You rarely come to class prepared with the necessary materials and having done the reading.

F

Fail

- You "phone it in" on your assignments and often turn them in late or incomplete.
- You rarely contribute to class discussions through QOCs and in-class activities
- Repeatedly late and over 3 absences
- You rarely come to class prepared with the necessary materials and having done the reading.

ATTENDANCE

- Your presence in class will help you succeed. We develop knowledge in class.
- Roll will be taken at every meeting.
- TWO absences are permitted for any purpose. Use your absences wisely.
- After TWO absences, the student begins to lose one letter grade on their existing participation grade per absence.
- Given ongoing pandemic circumstances, please communicate with me if you must miss classes beyond the two allowed absences.

What will you be doing in this course?

INTRO+HISTORY/CONTEXT

date	readings and assignments (unit one)
week 1 Mon 16 Jan	MLK Holiday: no class
Wed 18 Jan	Introduction and Overview of Course
week 2 Mon 23 Jan	Moraga, Cherrie. "Still Loving in the (Still) War Years" handout
Wed 25 Jan	Ruíz de Burton, María Amparo. <i>Who Would Have Thought It?</i> (1-69)
week 3 Mon 30 Jan	Ruíz de Burton, María Amparo. <i>Who Would Have Thought It?</i> (70-129)
Wed 1 Feb	Ruíz de Burton, María Amparo. <i>Who Would Have Thought It?</i> (130-187)
week 4 Mon 6 Feb	Ruíz de Burton, María Amparo. <i>Who Would Have Thought It?</i> (188-248) DUE: Identify Oral History subject
Wed 8 Feb	Ruíz de Burton, María Amparo. <i>Who Would Have Thought It?</i> (249-298)

MIGRATION AND ASSIMILATION

date	readings and assignments (unit two)
week 5 Mon 13 Feb	Arce, Julissa. <i>You Sound Like a White Girl</i> (1-76) DUE: Essay 1
Wed 15 Feb	Arce, Julissa. <i>You Sound Like a White Girl</i> (77-138)
week 6 Mon 20 Feb	Arce, Julissa. <i>You Sound Like a White Girl</i> (139-186)
Wed 22 Feb	Cornejo-Villavicencio, Karla. <i>The Undocumented Americans</i> (1-56)
week 7 Mon 27 Feb	Cornejo-Villavicencio, Karla. <i>The Undocumented Americans</i> (57-117)
Wed 1 Mar	Cornejo-Villavicencio, Karla. <i>The Undocumented Americans</i> (118-172) DUE: Oral History recording complete

date	readings and assignments (unit three)
week 8 Mon 6 Mar	readings by José Martí (handout)
Wed 8 Mar	readings by Flores-Magón brothers DUE: Essay 2
week 9 Mon 13 Mar	SPRING BREAK
Wed 15 Mar	SPRING BREAK
week 10 Mon 20 Mar	Grise, Virginia. <i>Your Healing Is Killing Me</i> (1-87) [whole book]
Wed 22 Mar	storytelling workshop
week 11 Mon 27 Mar	Vourvoulas, Sabrina. <i>Ink</i> (19-120)
Wed 29 Mar	Vourvoulas, Sabrina. <i>Ink</i> (121-212)
week 12 Mon 3 April	Vourvoulas, Sabrina. <i>Ink</i> (213-299)
Wed 5 April	Vourvoulas, Sabrina. <i>Ink</i> (300-389)
week 13 Mon 10 April	Vourvoulas, Sabrina. <i>Ink</i> (393-461)

WHAT HAPPENS AFTER THE REVOLUTION?

date	readings and assignments (unit four)
week 13 Wed 12 April	use class period time to record Oral History stories at NTTV; refer to Canvas for your specific scheduled recording time
week 14 Mon 17 April	Quiñonez, Ernesto. <i>Bodega Dreams</i> (1-82)
Wed 19 April	Quiñonez, Ernesto. <i>Bodega Dreams</i> (83-158)
week 15 Mon 24 April	Quiñonez, Ernesto. <i>Bodega Dreams</i> (159-226)
Wed 26 April	Moraga, Cherríe. <i>The Hungry Woman</i> (5-54) DUE: Essay 3
week 16 Mon 1 May	Moraga, Cherríe. <i>The Hungry Woman</i> (55-99)
Wed 3 May	concluding discussion
Wed 10 May 12:30pm	FINAL ESSAY DUE

POLICIES AND FINE PRINT

Academic Honesty You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. Additional information will be included on essay assignment sheets.

Disability Accommodation The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found here. Also, you may visit the Office of Disability Accommodation or call us at (940) 565-4323.

The University Writing Lab was created to serve the needs of the students at the University of North Texas in all aspects of writing. Undergraduate and graduate students consult with the staff of the Writing Lab for help in writing better papers. All services of the Writing Lab are free of charge for all University of North Texas students. Website: writinglab.unt.edu Phone: 940-565-2563

TX SENATE BILL 11 (“CAMPUS CARRY”) Students must read UNT’s policy on concealed handguns on campus (see <http://campuscarry.unt.edu/untpolicy>). Here I note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of “handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person.” Per policy, if a gun is “partially or wholly visible, even if holstered,” it’s not legal on campus, whether or not it is licensed. I report all illegal activities to the UNT police, regardless of their nature.

ACTIVE SHOOTER SITUATIONS All students should be aware of UNT’s guidelines for responding to “active shooter situations” (see <http://emergency.unt.edu/get-prepared/Active-Shooter>).