

English 4230/8236 (sections 001, 099) Fall 2009
Latino Literature
5:30-8:10 p.m., Tuesdays, Arts & Sciences Hall 390
Instructor: Dr. Ramón Guerra
Office Hours: 10:00-11:00 a.m., T & R
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“Latino Literature”

TEXTS REQUIRED

The Squatter and the Don (1885) by Maria Amparo Ruiz de Burton

George Washington Gomez (Paredes wrote this novel in the 1940s and 1950s but it wasn't

but also in relation to their specific theme or contribution to the overall world of Latina/o literature.

Research Presentations (*Graduate Students only*):

15-20 minutes for Graduates: Students will make a presentation on their semester-long research project. Visual aids are required (handouts, pictures, power point slides, etc.). You should use the library's various sources to find good, critical, peer reviewed essays: JSTOR, MLA Bibliography, WorldCAT, Project Muse, etc. The approach should be instructional as well as a representation of your final essay—not just a *reading of your essay*.

The final presentations for Graduate Students will be done about 1 or 2 weeks before the end of the semester.

Blackboard Postings: Every Tuesday there will be 3 or 4 Blackboard postings from students meant to jumpstart the class discussion for that week. I will create a forum every week for the assigned students to post their contributions **by noon on the preceding Monday**, which should allow everyone else time to read them before the next day's class. Each posting should strive to be about the equivalent of three double spaced pages. You should critically analyze the reading for that

to look at Ruíz de Burton's style of writing; how does it compare to other 19th century writers and how does it help to set the context for future writing by Chicanos and Latinos?

September 15

Read: *The Squatter and the Don* 188-375

Student Blackboard Posts

Final Discussion, what themes do we notice in the novel? What do we make of the novel being published as a "recovery project?" The novel merges so many components almost seamlessly: politics, class struggles, romance, and allusions to Ruíz de Burton's personal life. How do we deal with each of these issues as a "part" of the novel?

September 22

Read: *George Washington Gomez*

up her message—first through history and on into memory? What is the difference between the two? How is the nature of living “in between,” or “not one but both” dealt with and how does Anzaldúa come to terms with any emotions (anger, confusion, inspiration) that she feels from that existence? How do the messages of the book relate to Chicano literature and the consistent themes that it deals with?

October 20 Fall Break

November 24

Read: *Days of Awe* 176-357

Student Blackboard Posts

Final discussion of Obejas; look into the roles of culture, family, historical relevance, language, and religion as they influence the identity structures throughout the novel.

Course wrap up and evaluations.

December 1

Inevitable “catch-up” day OR “Research Release Day,” TBD

December 8

1. Course wrap-up and final discussion/questions about Research Essays
2. Course Evaluations
3. Graduate Student Research Presentations

*****Research Essays Due: Thursday, December 10th by 1:30pm in my office, 189E Arts & Sciences Hall (*must be received in person*).*****

(If you would like your final Research Essay returned, please include a self-addressed, stamped envelope and I will gladly mail them to you later this summer. Alternatively, you could pick them up in the spring.)