

Course Syllabus



Some of the texts we'll read this quarter.

LALS 131

Latinx Literature: Assimilation

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Fall 2022

Tu/Th, 5:20-6:55pm

Cowell Classroom 131

Office Hours: Day/time TBD, Merrill Academic 108

Course Description and Learning Objectives

This course uses texts by and about Latinxs to explore the theme of Latinx assimilation in the United States. Focusing mostly on contemporary writings, we'll cover a range of forms and genres as we study the ways Latinx writers have articulated mainstream, margin, sameness, difference, and resistance. Of particular concern is the impact of education, labor, and citizenship status on incorporation, stratification, exclusion, and personal and social transformation. Ultimately, we'll explore what's at stake in conversations about assimilation and why assimilation matters to Latinxs.

This iteration of LALS 131 focuses primarily (but not exclusively) on writings by and about migrants, particularly child migrants and former child migrants; on the impact of migration and illegality on families; and on the temporalities of migration.

Course objectives include

1. Exposing students to a broad spectrum of twenty-first-century Latinx literary production;
2. Familiarizing students with theories and definitions of assimilation and prompting them to put those theories and definitions in dialogue with Latinx literary production;
3. Honing students' textual analysis skills;
4. Teaching students how to use primary and secondary sources in textual analysis (i.e., how to put seemingly disparate texts in relation to one another and how to identify and gather evidence in the service of an argument).
5. By requiring you to read essays, stories, memoirs, novels, and poems, this course also provides you with the opportunity to focus, an increasingly important, yet disappearing professional and life skill in our fast-paced, media-saturated society.

Course Format and Duration

In addition to meeting in person (as long as it's safe to do so), our course will be realized via Canvas.

Required Texts

This is an upper-division literature course, so we'll do lots of reading. Between weeks 4 and 10, we'll read one book per week, for a total of seven books. All books are required and there's a short written assignment connected to each one. With the exception of the final exam, you may skip one written assignment without penalty.

All books are available via [Akadémos](https://ucsc.textbookx.com/institutional/index.php?action=browse#/books/3432273/) [\(https://ucsc.textbookx.com/institutional/index.php?action=browse#/books/3432273/\)](https://ucsc.textbookx.com/institutional/index.php?action=browse#/books/3432273/) and are on reserve at the [University Library](https://library.ucsc.edu/) [\(https://library.ucsc.edu/\)](https://library.ucsc.edu/)

. Any edition or version (hardback, paperback, eBook, audio book) suffices.

- Alberto Ledesma, *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life* (Columbus, OH: Mad Creek Books, 2017)
- Melissa Rivero, *The Affairs of the Falcóns* (New York: Ecco, 2019)
- Marcelo Hernandez Castillo, *Children of the Land* (New York: HarperCollins, 2020)
- Valeria Luiselli, *Lost Children Archive* (New York: Knopf, 2019)
- Javier Zamora, *Solito* (New York: Hogarth, 2022)
- Xochitl Gonzalez, *Olga Dies Dreaming* (New York: Flatiron, 2022)
- Javier Zamora, *Unaccompanied* (Port Townsend, WA: Copper Canyon Press, 2017)

Advisory

This course examines the uneven distribution of power in society and the ways people have responded to that unevenness. We grapple with such topics as racial discrimination, poverty, gender violence, homophobia, disenfranchisement, deportation, and persecution by the state. Of particular concern are the ways the state has branded certain immigrants "illegal" and "alien." By contesting these dehumanizing labels, this course endeavors to expose their links to relations of power, particularly to practices of stratification, marginalization, and exclusion.

Student Support Resources

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you're a student with a disability who requires accommodations to achieve equal access in this course, please arrange for the [Disability Resource Center](https://drc.ucsc.edu/) [\(https://drc.ucsc.edu/\)](https://drc.ucsc.edu/) to send me your Accommodation Authorization within the first 2 weeks of the quarter.

UC Santa Cruz is also committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under [Title IX](https://titleix.ucsc.edu/about/index.html) [_\(https://titleix.ucsc.edu/about/index.html\)_](https://titleix.ucsc.edu/about/index.html). If you've experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, the [Title IX Office](https://titleix.ucsc.edu/index.html) [_\(https://titleix.ucsc.edu/index.html\)_](https://titleix.ucsc.edu/index.html), the [Campus Advocacy, Resources & Education office](https://care.ucsc.edu/) [_\(https://care.ucsc.edu/\)_](https://care.ucsc.edu/), and [Counseling & Psychological Services](https://caps.ucsc.edu/) [_\(https://caps.ucsc.edu/\)_](https://caps.ucsc.edu/) are resources that you can turn to for support. ***Please be aware that instructors, Teaching Assistants, and Readers are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you have or any other student has experienced sexual violence or sexual harassment.***

Academic Integrity

We instructors assign particular readings and have students do particular exercises because those readings and exercises lead to particular learning outcomes. To get the most out of this class and your education in general, do the work. Don't shortchange yourself by skimming the readings, fast-forwarding through recordings, or skipping class or a meeting with your instructor. Above all, don't take credit for someone else's work.

With your admission to UCSC, you've been welcomed into an academic community at one of the world's leading research universities. Universities like ours create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the research of a famous professor. One of the most important values of an academic community is the balance between the free flow of ideas and respect for the intellectual property of others.

Researchers don't use one another's research without attribution because we want to recognize the foundational work we have drawn on in order to create new knowledge; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi— any class materials) from their classes without the written permission of the instructor. Any exam, paper, report, or recording submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from me, your instructor. In all of your assignments, including drafts, you may use words or ideas written by other individuals, but only with proper citation (e.g., [Chicago](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style) (https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style) and correct attribution. If you're not clear about the expectations for citing sources, completing an assignment, or taking an exam, consult our [Library](https://guides.library.ucsc.edu/citesources) (<https://guides.library.ucsc.edu/citesources>). If you're still confused, seek clarification from me, your instructor.

All members of the campus community are expected to demonstrate integrity in all of our academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, denial of admission to graduate school, and the missed opportunity to learn and grow—aren't worth it.

Zoom Etiquette and Safety

This course meets in person as long it's safe to do so. However, if necessary, we'll meet via Zoom. To enhance the flow of our discussions and to participate in class to the fullest extent possible, please activate your camera in Zoom, especially when you're meeting with classmates in a break-out room. At the same time, please remember to mute your microphone when you're listening to others and not speaking.

Please use your UCSC email account when logging into Zoom. If you must use someone else's device, please notify me in advance about the account name you'll be using. For everyone's safety, and unless I hear from you beforehand, I won't admit anyone into our virtual classroom if the account name isn't on our class roster.

Submitting Work Late

If you must submit an assignment late, please contact me via Canvas *prior to the deadline* to request an extension. I give half credit for unexcused late work. I do not accept unexcused late work more than a week after the due date.

Course Requirements

- **Attendance (48 points total)**

Attendance in lecture is mandatory. We'll meet a total of 16 times over the quarter, with each meeting counting toward the Attendance portion of the grade at 3 points each. Please expect to participate in lecture and to be called on. On the days that we don't convene as a class, please complete the assignments for those dates.

- **Reading and Writing Assignments (32 points total) (*accessible by clicking "Assignments" in column at left*)**

Students must complete 8 of the 9 written assignments listed below for a total of 32 points. With the exception of the final exam, you may skip one of these assignment without penalty. If you opt to complete all 9 of these assignments, your lowest grade will be dropped.

- Reading Questions (4 points)
- What Does Assimilation Mean? (4 points)
- 3 Textual Analysis Assignments (4 points each)
- 4 Secondary Source Assignments (4 points each)

- **Take-home Final Examination (20 points total) (*accessible by clicking "Assignments" in column at left*)**

The final exam is mandatory. Any points accrued from Attendance or the Reading and Writing Assignments will not be applied to the exam. Likewise, points from the exam will not be applied to Attendance or the Reading and Writing Assignments. The final exam is also cumulative and may include any of the assigned readings.

Please use Canvas to submit all assignments. *Please do NOT email assignments to me due to the high volume of emails I receive.* If you must request an extension, please contact me via Canvas *before* the assignment is due.

Grading Scale

Grades are determined according to the following scale:

97-100: A+

94-96: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

60-73: D

Lessons (subject to change)

Please complete all reading, writing, viewing, and listening assignments *before* class on the due date. All assignments are due to Canvas in Pacific Time.

WEEK 1: Welcome & Orientation

Thursday, September 22

PLEASE WATCH & LISTEN TO VIDEO, READ ARTICLE & COMPLETE ASSIGNMENT 1 BEFORE OUR 1ST CLASS

Ramírez: "[Latinx Assimilation, Part I](https://media.ucsc.edu/V/Video?v=1842610&node=6839762&a=828122382&autoplay=1)" (18:43 minutes)

Brown and Bean: "[Assimilation Models, Old and New](https://www.migrationpolicy.org/article/assimilation-models-old-and-new-explaining-long-term-process)"

(<https://www.migrationpolicy.org/article/assimilation-models-old-and-new-explaining-long-term-process>)

Assignment 1: Reading Questions (due to Canvas by 5:20pm)

WEEK 2: Assimilation + Primary and Secondary Sources

Tuesday, September 27

Ramírez: "[Latinx Assimilation](https://canvas.ucsc.edu/courses/57454/files/5944115/download?download_frd=1)"

Arce: "[The Goalposts Are Always Moving](https://lithub.com/the-goalposts-are-always-moving-what-it-means-to-become-american/)"

In the Thick: "[Rejecting Assimilation](https://www.inthethick.org/podcast_episodes/rejecting-assimilation/)" (33:17 minutes)

Ramírez: "[Primary and Secondary Sources Guide](https://canvas.ucsc.edu/courses/57454/files/5944187/download?download_frd=1)"

(https://canvas.ucsc.edu/courses/57454/files/5944187/download?download_frd=1)

Thursday, September 29

Rodriguez: "[Aria](https://canvas.ucsc.edu/courses/57454/files/5950428/download?download_frd=1)"

Paredes: "[Autobiography and Ethnic Politics](https://canvas.ucsc.edu/courses/57454/files/5944114/download?download_frd=1)"

(https://canvas.ucsc.edu/courses/57454/files/5944114/download?download_frd=1)

Schreiber: "[Hunger of Memory](https://canvas.ucsc.edu/courses/57454/files/5968402/download?download_frd=1)"

University of North Carolina at Chapel Hill Writing Center: [Book Reviews](https://www.writingcenter.org/book-reviews)

[\(https://writingcenter.unc.edu/tips-and-tools/book-reviews/\)](https://writingcenter.unc.edu/tips-and-tools/book-reviews/)**Assignment 2: What Does Assimilation Mean? (due to Canvas by 5:20pm)****WEEK 3: Texts & Textual Analysis**

Tuesday, October 4

Cortez: "[Gordo](#)" and "[The Nasty Book Wars](#)" ↓https://canvas.ucsc.edu/courses/57454/files/5968042/download?download_frd=1Schaub: "[The Town That Inspired John Steinbeck Has a New Literary Star](#)"<https://www.npr.org/2021/08/16/1027521278/review-gordo-jaime-cortez>Poets & Writers: "[Ten Questions for Jaime Cortez](#)"https://www.pw.org/content/ten_questions_for_jaime_cortezRamírez: [Textual Analysis Guide](#) ↓ https://canvas.ucsc.edu/courses/57454/files/5992487/download?download_frd=1

Thursday, October 6 (NO CLASS MEETING)

Assignment 3: Textual Analysis Assignment #1 due to Canvas by 5:20pmRamírez: "[Diary of a Reluctant Dreamer](#)" <https://media.ucsc.edu/V/Video?v=1868874&node=7120459&a=1767514765&autoplay=1>

(34:14 minutes)

WEEK 4: *Diary of a Reluctant Dreamer*

Tuesday, October 11

Ledesma: *Diary of a Reluctant Dreamer* (pp.1-75, "Chapter 7: The Undocumented Alphabet")Ledesma: "[Illustrating My Immigrant Experience](#)" https://youtu.be/B_5pounNiT0 (19:21 minutes)

Thursday, October 13

Ledesma: *Diary of a Reluctant Dreamer* (pp. 75-115)**Assignment 4: Secondary Source Assignment #1 due to Canvas by 5:20pm****WEEK 5: *The Affairs of the Falcóns***

Tuesday, October 18 (NO CLASS MEETING)

Rivera: *The Affairs of the Falcóns*Ramírez: "[The Affairs of the Falcóns, Part I](#)" ↓https://canvas.ucsc.edu/courses/57454/files/5992628/download?download_frd=1 (23:21 minutes)

Thursday, October 20 (NO CLASS MEETING)

Ramírez: "[The Affairs of the Falcóns, Part II](#)" ↓https://canvas.ucsc.edu/courses/57454/files/5967171/download?download_frd=1 (23:54 minutes)**Assignment 5: Textual Analysis Assignment #2 due to Canvas by 5:20pm****WEEK 6: *Children of the Land***

WEEK 6: *Children of the Land*

Tuesday, October 25

Castillo: *Children of the Land* (pp. 1-172, "[Third Movement as Migration and Imagination]")

Osorio: "[Amnesia Is \(Almost\) a Luxury](https://bombmagazine.org/articles/marcelo-hernandez-castillo/)" [\(https://bombmagazine.org/articles/marcelo-hernandez-castillo/\)](https://bombmagazine.org/articles/marcelo-hernandez-castillo/)

Thursday, October 27

Castillo: *Children of the Land* (pp. 173-357)

Assignment 6: Secondary Source Assignment #2 due to Canvas by 5:20pm

WEEK 7: *Lost Children Archive*

Tuesday, November 1

Luiselli: *Lost Children Archive* (pp. 1-186, "Part II: Reenactment")

Zamora: "[Valeria Luiselli's 'Lost Children Archive' Is a Road Trip Novel about the Border and Its Ghosts](https://electricliterature.com/valeria-luisellis-lost-children-archive-is-a-road-trip-novel-about-the-border-and-its-ghosts/)" [\(https://electricliterature.com/valeria-luisellis-lost-children-archive-is-a-road-trip-novel-about-the-border-and-its-ghosts/\)](https://electricliterature.com/valeria-luisellis-lost-children-archive-is-a-road-trip-novel-about-the-border-and-its-ghosts/)

Thursday, November 3

Luiselli: *Lost Children Archive* (pp. 187-350 + "Box VII")

Wood: "[Writing about Writing about the Border Crisis](https://canvas.ucsc.edu/courses/57454/files/5944116/download?download_frd=1)" ↓

[\(https://canvas.ucsc.edu/courses/57454/files/5944116/download?download_frd=1\)](https://canvas.ucsc.edu/courses/57454/files/5944116/download?download_frd=1)

Assignment 7: Textual Analysis Assignment #3 due to Canvas by 5:20pm

WEEK 8: *Solito*

Tuesday, November 8

Zamora: *Solito* (pp. 1-198, "Chapter 7: La USA")

Joseph: "[Javier Zamora's 'Solito' Is Unforgettable and Timeless](https://www.goodtimes.sc/javier-zamoras-solito-is-an-unforgettable-and-timeless-memoir/)" [\(https://www.goodtimes.sc/javier-zamoras-solito-is-an-unforgettable-and-timeless-memoir/\)](https://www.goodtimes.sc/javier-zamoras-solito-is-an-unforgettable-and-timeless-memoir/)

Thursday, November 10

Zamora: *Solito* (pp. 198-381)

Assignment 8: Secondary Source Assignment #3 due to Canvas by 5:20pm

WEEK 9: *Olga Dies Dreaming*

Tuesday, November 15

Gonzalez: *Olga Dies Dreaming*

Thursday, November 17 (NO CLASS MEETING)

Pietri: "[Puerto Rican Obituary](https://www.poetryfoundation.org/poems/58396/puerto-rican-obituary)" [\(https://www.poetryfoundation.org/poems/58396/puerto-rican-obituary\)](https://www.poetryfoundation.org/poems/58396/puerto-rican-obituary/)

Dietri: "[Puerto Rican Obituary](https://youtu.be/XCD0le74H1k)" [\(https://youtu.be/XCD0le74H1k\)](https://youtu.be/XCD0le74H1k) (6:40 minutes)

FILED: [FUELO RICAN CULTURAL](https://youtu.be/ACD0ISZ4FLI) [_ \(https://youtu.be/ACD0ISZ4FLI\)](https://youtu.be/ACD0ISZ4FLI) (0:40 minutes)

Assignment 9: Secondary Source Assignment #4 due to Canvas by 5:20pm

WEEK 10: *Unaccompanied*

Tuesday, November 22

Zamora: *Unaccompanied*

Zamora: "[Sagueros](https://youtu.be/c8bzOJcxXtE)" [\(https://youtu.be/c8bzOJcxXtE\)](https://youtu.be/c8bzOJcxXtE) (2:52 minutes)

Zamora: "[Citizenship](https://youtu.be/o2Hg_I4Gk0s)" [\(https://youtu.be/o2Hg_I4Gk0s\)](https://youtu.be/o2Hg_I4Gk0s) (1:42 minutes)

NO CLASS THURSDAY NOVEMBER 24 (THANKSGIVING)

WEEK 11: Conclusion

Tuesday, November 29

Villavicencio: "[Ground Zero](https://canvas.ucsc.edu/courses/57454/files/5968041/download?download_frd=1)" [↓ \(https://canvas.ucsc.edu/courses/57454/files/5968041/download?download_frd=1\)](https://canvas.ucsc.edu/courses/57454/files/5968041/download?download_frd=1)

Villavicencio: "[I Can't Be Your Hero, Baby](https://www.thisamericanlife.org/700/embiggening/act-one-9)" [\(https://www.thisamericanlife.org/700/embiggening/act-one-9\)](https://www.thisamericanlife.org/700/embiggening/act-one-9) (23:00 minutes)

Dickerson: "[This Is the Face of an Undocumented Immigrant](https://canvas.ucsc.edu/courses/57454/files/5944112/download?download_frd=1)" [↓ \(https://canvas.ucsc.edu/courses/57454/files/5944112/download?download_frd=1\)](https://canvas.ucsc.edu/courses/57454/files/5944112/download?download_frd=1)

Thursday, December 1



Ray and McGhee: "[School Is for Making Citizens](https://canvas.ucsc.edu/courses/57454/files/5969270/download?download_frd=1)" [↓ \(https://canvas.ucsc.edu/courses/57454/files/5969270/download?download_frd=1\)](https://canvas.ucsc.edu/courses/57454/files/5969270/download?download_frd=1)










Duarte: "[How to Document a Narrative](https://www.publicbooks.org/undocumented-immigrants-narratives/)" [\(https://www.publicbooks.org/undocumented-immigrants-narratives/\)](https://www.publicbooks.org/undocumented-immigrants-narratives/)

In-class final exam preparation

FINAL EXAM OPENS SUNDAY, DECEMBER 4, AT 9:00AM AND IS DUE TO CANVAS BY 11:59PM TUESDAY, DECEMBER 6.

Course Summary:

Date	Details	Due
Thu Sep 22, 2022	 Assignment 1: Reading Questions (https://canvas.ucsc.edu/courses/57454/assignments/374389)	due by 5:20pm
Tue Sep 27, 2022	 Assignment 2: What Does Assimilation Mean? (https://canvas.ucsc.edu/courses/57454/assignments/374391)	due by 5:20pm

Date	Details	Due
Thu Oct 6, 2022	 Assignment 3: Textual Analysis Assignment #1 (Arce/Rodriguez/Cortez) (https://canvas.ucsc.edu/courses/57454/assignments/375720)	due by 5:20pm
Thu Oct 13, 2022	 Assignment 4: Secondary Source Assignment #1 (Ledesma) (https://canvas.ucsc.edu/courses/57454/assignments/375727)	due by 5:20pm
Thu Oct 20, 2022	 Assignment 5: Textual Analysis Assignment #2 (Rivero) (https://canvas.ucsc.edu/courses/57454/assignments/375729)	due by 5:20pm
Thu Oct 27, 2022	 Assignment 6: Secondary Source Assignment #2 (Castillo) (https://canvas.ucsc.edu/courses/57454/assignments/375731)	due by 5:20pm
Thu Nov 3, 2022	 Assignment 7: Textual Analysis Assignment #3 (Luiselli) (https://canvas.ucsc.edu/courses/57454/assignments/375734)	due by 5:20pm
Thu Nov 10, 2022	 Assignment 8: Secondary Source Assignment #3 (Zamora) (https://canvas.ucsc.edu/courses/57454/assignments/375735)	due by 5:20pm
Thu Nov 17, 2022	 Assignment 9: Secondary Source Assignment #4 (Gonzalez) (https://canvas.ucsc.edu/courses/57454/assignments/375736)	due by 5:20pm
Thu Dec 1, 2022	 Attendance (https://canvas.ucsc.edu/courses/57454/assignments/375738)	due by 5:20pm
Tue Dec 6, 2022	 Final Examination (https://canvas.ucsc.edu/courses/57454/assignments/375737)	due by 11:59pm