

**The Hispanic Presence in the United States  
Spanish 220**

*The best metaphor of America remains the dreadful metaphor--the Melting Pot. Fall into the Melting Pot, ease into the Melting Pot, or jump into the Melting Pot--it makes no difference--you will find yourself a stranger to your parents, a stranger to your own memory of yourself.* ~ Richard Rodríguez

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**Texts:** Alvarez, Julia. *How the García Girls Lost Their Accents*. New York: Penguin-Plume, 1992.  
 Anzaldúa, Gloria. *Borderlands / La frontera*. 2<sup>nd</sup> ed. San Francisco: Aunt Lute Books, 1987.  
 Freire, Paulo. *Pedagogy of the Oppressed*. New York, Continuum, 2000.  
*The Latino/a Condition: A Critical Reader*. Ed. Richard Delgado and Jean Stefancic. New York: NYU Press, 1998.  
 Martínez, Rubén. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Metropolitan-Holt, 2001.  
 Rodríguez, Richard. *Hunger of Memory: The Education of Richard Rodríguez*. New York: Bantam, 1982.  
 Rothenberg, Daniel. *With These Hands: The Hidden World of Migrant Farmworkers Today*. Berkeley: Univ. of California Press, 1998.  
 [Selections in reading packet]  
 Rumbaut, Rubén and Aeljandro Portes, eds. *Ethnicities: Children of Immigrants in America*. Berkeley: U California P, 2001.  
 [Selections in reading packet]

[Note: Please see extended bibliography (handout) for much more complete list of relevant texts.]

***Course Description and Purpose:***

This multidisciplinary course is designed to provide a broad overview of the historical, social, political, economic, and linguistic issues surrounding the Hispanic presence in the United States. It will also provide a forum for immediate, localized learning, since these broader issues can be applied to the growing and increasingly visible Hispanic population in the Hudson Valley. The purpose of the course is to give advanced Spanish students an opportunity to utilize and improve their communication skills and to broaden their cultural perspective, while at the same time providing a valuable service to the Spanish-speaking immigrant community in our region.

During the first six weeks of the semester, students will be instructed in basic English as a Second Language teaching skills. On Wednesdays during this initial period, we will review ESL materials, learn some basic techniques, and “workshop” our skills by bringing our immediate experiences to the table. Within the first two weeks of the course, you will be matched with Spanish speakers from the area and will begin weekly or bi-weekly tutoring sessions, which will continue through the end of the semester. (I highly encourage you to continue your tutoring into the spring semester if possible).

Class time (apart from the instruction in ESL pedagogy) will consist of discussions of course readings and visits by guest lecturers. Reading materials have been selected to provide a broad spectrum of approaches; texts range from novels and poetry to personal essay to sociological analysis. Guest lecturers will address students on particular issues of regional concern. Some of the topics we will cover in the reading/lecture component of the course are:

- The history of Hispanic immigration in the US
- Questions of immigrant or “border” identity (including feminist approaches)
- Economic issues regarding immigrants and migrants, particularly as they relate to the Hudson Valley in the past decade
- Political conflicts arising from illegal immigration; legislation and the role of the INS; roots of the conflict and possible political solutions
- Attitudes toward Hispanics; stereotyping; conflation of racial, linguistic and class issues in relations between Hispanics, other minority groups, and the white majority
- Issues surrounding bilingualism; pros and cons of bilingual instruction in public schools
- Second-language acquisition, particularly as it relates to the acquisition of English by first- and second-generation Spanish-speaking immigrants

*A note on language:*

It is my hope that students in this course will have some significant opportunities to practice their Spanish language skills. Unfortunately, this is complicated by the fact that the purpose of the “service learning” component of the course is to teach English, and also by the fact that the vast majority of our course readings are in English. (Many of our guest lecturers will also speak to us in English.) Let us all try to counteract this overwhelming presence of English by attempting to carry on class discussions, whenever possible, in Spanish. Writing for the course will also be done in Spanish, as outlined below.

***Course Requirements and Grading***

*Attendance and Participation: 25%*

It goes without saying, I hope, that students will be utterly reliable in their own ESL instruction classes. The expectation is that you will provide 2 hours per week of instruction.

Preparation of readings and active participation in class discussions are also an essential part of your contribution to this course. Two absences are allowed without penalty; absences in excess of 2 will lower final course average by 2% each.

*Para reiterar: hablaremos español en clase, siempre y cuando no estemos en presencia de otras personas que no hablan español.*

Journal: 25%

The purpose of the journal is to encourage you to reflect on both readings and personal experiences associated with the tutoring. It will also provide you with informal writing practice in Spanish, to help you increase your speed and fluidity. (Always try for accuracy, and be willing to use a dictionary, but don't let a concern for precision stifle the flow of your thoughts in this case.) You should write in response to all readings: brief summaries of articles, personal reactions, questions, concerns. Use the journal as well to record your impressions of the ESL tutorials, your doubts, your successes, your questions. Bring the journal with you to class *every day*, as I may ask you to read or summarize for the class, or we may do in-class writing. **Note:** Please organize the journal in three clearly marked sections: 1) class notes 2) reactions to readings and guest lectures, and 3) ESL notes & plans. Be sure to date each entry and give it a brief identifying title. The journal is for you, but I will be reading it, and it helps immensely to have entries clearly identified. Journals will be collected and graded (on effort and depth) at midterm and final time.

In-class essay exams (midterm & final): 25%

The purpose of these exams is to give you practice in formal writing in Spanish, and to help you integrate your thoughts about the various readings (and guest lectures). Sample questions will be provided the week prior to the exam.

Final essay: 25%

7-10 pages, in Spanish. Begin thinking about a possible topic in the early weeks of the semester, so you have time to pull your sources together. If possible, the essay should integrate material learned from readings and guest lectures with your own experience gleaned from the ESL tutoring. It should focus on a fairly narrow topic that can then be explored in depth. Although the essay may have a more subjective flavor than the traditional term paper, it should also stand as a serious intellectual approach to the question at hand. The paper must include a minimum of three outside sources. These sources may be the course texts themselves, but you are also highly encouraged to explore supplemental bibliography, using the library and the internet. The field of Hispanic/Latino cultural studies is vast, and you should have no trouble finding outside sources that will help you think through the topic that interests you. *Note:* The *borrador* (rough draft) is scheduled for the 13<sup>th</sup> week of the semester; this allows me time to read and give suggestions for revision. It is imperative that you respect dates noted on syllabus. The *borrador* should be spell-checked (these programs are available in Henderson and in the language lab) and should be free of grammar and expression problems in Spanish. You are encouraged to meet with a tutor in order to produce a "clean" rough draft. Final essay cannot be accepted after date on syllabus: no exceptions.

## Plan del Curso

*La lectura indicada para cualquier fecha indica tarea: leer y responder en el cuaderno.*

### Semana 0

Miércoles 1 sept.      Introducción al curso; Película: The Hispanic Presence in the United States. (Americas Series No. 10)  
Lectura en clase: "The Hispanic Challenge" (Paquete)

### Unidad 1: La pedagogía

#### Semana 1

Lunes 6 sept.      *Pedagogy of the Oppressed* 9-105

Miér. 8 sept.      Tutorías de inglés (ESL): Discusión / Taller

### Unidad 2: ¿Quiénes son los hispanos/latinos?

#### Semana 2

Lunes 13 sept.      *Latino Condition* Ch. 1: "Hispanics? That's What They Call Us"; Ch. 4: "Latino/a Identity and Multi-Identity: Community and Culture"; Ch. 6: "Life in the Hyphen"; Ch. 8: "Who Counts: Title VII and the Hispanic Classification". En el cuaderno, escribe un ensayo personal sobre la cuestión de la multi-identidad; incluye anécdotas o breves historias.

Miér. 15 sept.      ESL

#### Semana 3

Lunes 20 sept.      Richard Rodriguez, "Hispanic" (paquete). En el cuaderno, elabora un breve ensayo respondiendo a Rodriguez.

**Martes 21 sept.      4:30. Lectura de *Killer Crónicas* por Susana Chávez Silverman**

Mier. 22. sept.      ESL

### Unidad 3: La inmigración

#### Semana 4

Lunes 27 sept.      *Latino Condition* Ch. 11: "Latinos in the U.S.: Invitation and Exile"; Ch. 13: "How Much Responsibility Does the U.S. Bear for Undocumented Mexican Migration?"; Ch. 14: "Undocumented Immigrants and the National Imagination"; Ch. 19: "The Latino Challenge to Civil Rights and Immigration Policy...". En el cuaderno, escribe (*¡honestamente!*) sobre tus propias actitudes respecto a la inmigración ilegal, las de tus padres, tus abuelos, tus amigos, etc.

Miér. 29 sept. ESL

Semana 5

Lunes 4 oct. Rubén Martínez: *Crossing Over: A Mexican Family on the Migrant Trail*, 1-137

Miér. 6 oct. ESL; *Crossing Over*, 139-192  
Ponencia: Susie Balutis, Oficial de Probación, Condado de Dutchess

Semana 6

Lunes 11 oct. ***Descanso de Otoño: No hay clases***

Miér. 13 oct. ESL: Sesión final: presentaciones  
\*\*\*Entregar Cuadernos

Semana 7

Lunes 18 oct. *Crossing Over*, 193-328; "Migrant Deaths at the U.S.-Mexico Border" (paquete)

Miér. 20 oct. **Primer Examen**

<b>Unidad 4: La generación 1.5</b>
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Semana 8

Lunes 25 oct. *Ethnicities* 1-19: "Introduction--Ethnogenesis: Coming of Age in Immigrant America"; 57-90: "Mexican Americans: A Second Generation at Risk" (paquete)

Miér. 27 oct. *Ethnicities* 301-317: "Conclusion: The Forging of a New America: Lessons for Theory and Policy" (paquete)

<b>Unidad 5: La perspectiva latina/feminista</b>
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Semana 9

Lunes 1 nov. *Latino Condition* Ch. 7, "Masks and Identity" & Ch. 39: "Masks and Resistance"; Gloria Anzaldúa, *Borderlands/La Frontera* 9-61

Miér. 3 nov. *Borderlands* 63-113; poemas seleccionados

Semana 10

Lunes 8 nov. *How the García Girls Lost Their Accents* 1-132  
\*\*\*Bosquejo & bibliografía para el ensayo final

Miér. 10 nov. *García Girls* 133-191

Semana 11

Lunes 15 nov.

*García Girls* 193-290

Miér. 17 nov.

En el cuaderno: primera opción: escribe una historia familiar (verdadera pero ficcionalizada quizás), en 1a o 3a persona, imitando el modelo de *García Girls*. Segunda opción: vuelve a contar una historia que contaba uno de tus abuelos.

<b>Unidad 6: Memoria y lenguaje</b>
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Semana 12

Lunes 22 nov.

Richard Rodriguez, *Hunger of Memory* 1-110; NYT: “The Overwhelming Allure of English” (paquete)

Miér. 24 nov.

*Hunger of Memory* 111-172

Semana 13

Lunes 29 nov.

*Latino Condition* Ch. 60, “Out of the Barrio”; Ch. 80, “A Bilingual-Education Initiative as a Prof. 187 in Disguise?”; Ch. 81: “American Languages, Cultural Pluralism, and Official English”

**\*\*Borrador (versión preliminar) del ensayo final:** *favor de releer las instrucciones en el syllabus.*

<b>Unidad 7: Los trabajadores agrícolas</b>
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Miér. 1 dic.

*With These Hands*: 121-153, 181-294 (paquete)  
Ponencia: Emma Kreyche, Rural and Migrant Ministry

Semana 14

Lunes 6 dic.

*With These Hands*: (paquete)  
\*\*\*Entregar cuaderno

Miér. 8 dic.

Día de Matrícula: No hay clases

Semana 15

Lunes 13 dic.

**Segundo Examen**

Miér. 15 dic.

Ultimas palabras...  
\*\*\*Entregar Trabajo Final: *No se aceptan tarde*