Course Description

Using migration and movement across borders as its thematic focus, this course examines literatures of the Americas, seeking to demonstrate how literary and cultural imaginaries drive cultural movement. From South America to Central America to the Caribbean and to the North, dictatorial regimes and oppressive political projects have inspired people, for better or for worse, to imagine the U.S. as a land of opportunity and political freedom. The novels, films, and essays under investigation in this class will give voice to the experience of movement and migration, posing questions about citizenship, belonging, and the problems of assimilating to an alien culture. Furthermore, this class will weave together a diverse range of literature that spans across the Americas, aiming to identify cross-currents in the social and political contexts that inspire cultural diaspora. Incorporating this analytical lens to examine literature of the Americas (rather than the more traditional approach to American literature) will allow students to understand the U.S. within a broader arena of trans-cultural discourse.

Course Objectives

1. To examine the connections between literary works and their social, historical, and cultural contexts by reading texts by authors from a range of cultures and nationalities.
2. To explore the distinctive characteristics of relevant literary periods, genres, and writers.
3. To understand and use basic literary terms and concepts.
4. To develop analytic skills by close reading, class discussion, and writing.
5. To use writing as a tool for learning.

Student Learning Outcomes

Students who successfully complete ENGL 2335 will be able to:
1. Recognize the connections between literary works and their social, historical, and cultural contexts
2. Respond critically to literary works.
Required Texts

Junot Díaz, *The Brief Wondrous Life of Oscar Wao*
Carlos Fuentes, *The Old Gringo*
Christina García, *Dreaming in Cuban*
Gabriel García Marquez, *Of Love and Other Demons*
Cormac McCarthy, *All the Pretty Horses*
Héctor Tobar, *The Tattooed Soldier*

Course Grading

The course will be structured on a 1000-point scale. The scores you receive on your assignments, exams, blackboard postings, and participation will be totaled at the end of the semester, and your final grade will be calculated based on this score. The points will be distributed as follows:

- Writing Assignment #1: 200 points
- Writing Assignment #2: 300 points
- Blackboard Postings: 100 points (25 points each)
- Participation: 100 points
- Exam 1: 150 points
- Exam 2: 150 points

Participation will be calculated based on class attendance and participation in class discussions. Students will be expected to bring their text to class every day, having read the assignment due for that day.

Class Policies

**Academic Honesty:** I will follow the university’s policy on academic honesty. Plagiarism, which is “the presentation of the work of another as one’s own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submissions (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. Therefore, if you have questions or doubts about what constitutes a breach of integrity or a violation of policies, it is important that you consult with me.

**Grade Appeal Process:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.
These documents are accessible through the University Rules Website at 
http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or 
guidance in the grade appeal process, students may contact the Office of Student Affairs.

Policy on class attendance: Students are allowed a maximum of four (4) absences. All 
absences count equally, irrespective of the cause, and students who exceed four absences 
will be penalized one letter grade on their final grade for every absence over the limit. 
  o Note: Students who participate in university-sanctioned activities should meet 
    with me during the first week of classes.

If I am absent: If I need to cancel class because my car broke down, or if I am ill, etc., I will try to 
get someone to post a sign. I also will try to email you before class. However, if you come to class 
and I am not here by the time 15 minutes has elapsed (from when class is to start), please assume 
that class is cancelled.

Late Writing Projects: All papers are due at the beginning of class. Students submitting their 
papers after this time will lose one letter grade for every class period that the paper is late. 
Absence is no excuse for a late assignment. If you are unable to attend class, make arrangements 
to have your paper submitted by a friend or simply turn the paper in early.

All writing for this class must be written for this class: Reusing a paper you wrote for another 
class or back in high school constitutes academic dishonesty.

Resources

1. Writing Center: The Writing Center of Texas A&M University-Corpus Christi provides 
   free help for students at any stage of the writing process. Writing Center consultants are 
   trained to work with writers one-on-one to help them find ideas, organize their thoughts, 
   cite sources, and succeed at all aspects of the writing task. The Writing Center works 
   closely with faculty across campus to understand the writing projects they assign and to 
   help students meet the expectations of those assignments. The Writing Center is located in 
   the Center for Academic Student Achievement in CASA 112 (formerly Glasscock Center). 
   Both drop-in and scheduled appointments are available. For more information see 

2. Students with Disabilities and Veterans: The Americans with Disabilities Act (ADA) is 
a federal anti-discrimination statute that provides comprehensive civil rights protection for 
persons with disabilities. Among other things, this legislation requires that all students 
with disabilities be guaranteed a learning environment that provides for reasonable 
accommodation of their disabilities. If you believe you have a disability requiring an 
accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. If you 
are a returning veteran and are experiencing cognitive and/or physical access issues in the 
classroom, or on campus, please contact the Disability Services office for assistance.

3. Academic Advising: It is imperative that all students visit regularly with an academic 
adviser. Each college within the university has an academic advising center, staffed by full-
time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to:  
http://www.tamucc.edu/academics/advising.php  
Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

Procedures for Posting to Blackboard

For those of you new to this system, Blackboard is an interactive forum that facilitates communication in the form of discussion boards, course documents, email, etc. For this class, I will post our writing assignment sheets, supplemental course readings, and any other items of interest to our course page. As noted above, you will be expected to contribute a minimum of four times to the discussion board, which I facilitate and monitor throughout the semester. Your posting should contain between 200 and 400 words and should critically engage the texts, following the prompt I set up for each posting. I want you to cite the text as often as possible—at least twice in each posting—in order to support your claims. Postings will not be accepted after 8 p.m. on the day indicated.

Blackboard 9.1: To log into Blackboard, go to: http://bb9.tamucc.edu. You must have a NET ID (also known as an Active Directory account) to log in. For instructions on how to get this account and more information about using Blackboard, go to:  http://distance-education.tamucc.edu/student_resources.html. If you need additional help at any time to access, download, or print course materials on Blackboard, please contact the Island Online (IOL) Help Desk by telephone at (361) 825-2825 or by email at iolsupport@tamucc.edu.

Reminder to English Majors

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Course Calendar (Subject to Change)

Unit One—Imagining the Americas

Week 1: (September 4)  
Wednesday  
Introduction  
Syllabus Overview
Week 2: (September 9, 11)
Monday
Jorge Luis Borges, “The Garden of Forking Paths” and “The South” (Blackboard)
Wednesday
Pablo Neruda, Selected Poems (Blackboard)

Week 3: (September 16, 18)
Monday
Gabriel García Márquez, Of Love and Other Demons (Chapters 1-2)
Wednesday
Gabriel García Márquez, Of Love and Other Demons (Chapters 3-5)
BLACKBOARD POSTING #1 DUE

Unit Two—Transnational Migrations

Week 4: (September 23, 25)
Monday
Héctor Tobar, The Tattooed Soldier (1-80)
Wednesday
Héctor Tobar, The Tattooed Soldier (81-134)

Week 5: (September 30, October 2)
Monday
Héctor Tobar, The Tattooed Soldier (135-226)
Wednesday
Héctor Tobar, The Tattooed Soldier (226-Finish)
BLACKBOARD POSTING #2 DUE

Week 6: (October 7, 9)
Monday
Sin Nombre (dir. Cary Fukunaga)
Wednesday
Sin Nombre (dir. Cary Fukunaga) (cont.)
WRITING ASSIGNMENT #1 DUE

Unit Three—Circular Migrations

Week 7: (October 14, 16)
Monday
Junot Díaz, The Brief Wondrous Life of Oscar Wao (1-75)
Wednesday
Junot Díaz, The Brief Wondrous Life of Oscar Wao (75-165)
Week 8: (October 21, 23)
   Monday
   Junot Díaz, The Brief Wondrous Life of Oscar Wao (166-210)
   Wednesday
   Junot Díaz, The Brief Wondrous Life of Oscar Wao (211-335)
BLACKBOARD POSTING #3 DUE

Week 9: (October 28, 30)
   Monday
   MIDTERM EXAM
   Wednesday
   Christina García, Dreaming in Cuban (1-101)

Week 10: (November 4, 6)
   Monday
   Christina García, Dreaming in Cuban (105-245)
   Wednesday
   Before Night Falls (dir. Julian Schnabel)

Unit Four—Border Crossings

Week 11: (November 11, 13)
   Monday
   Gloria Anzaldúa, “La Conciencia de la Mestiza/Towards a New
   Consciousness,” “How to Tame a Wild Tongue” (Blackboard)
   Sandra Cisneros, “Woman Hollering Creek” (Blackboard)
   Wednesday
   Carlos Fuentes, The Old Gringo (1-77)

Week 12: (November 18, 20)
   Monday
   Carlos Fuentes, The Old Gringo (77-149)
   Wednesday
   Carlos Fuentes, The Old Gringo (149-Finish)
   The Three Burials of Melquiades Estrada (dir. Guillermo Arriaga)
BLACKBOARD POSTING #4 DUE

Week 13: (November 25, 27)
   Monday
   Cormac McCarthy, All the Pretty Horses (1-96)
   The Three Burials of Melquiades Estrada (dir. Guillermo Arriaga) (cont.)
   Wednesday
   Cormac McCarthy, All the Pretty Horses (96-151)
Week 14: (December 2, 4)
  Monday
   Cormac McCarthy, All the Pretty Horses (152-217)
  Wednesday
   Cormac McCarthy, All the Pretty Horses (218-Finish)

Week 15: (December 9)
  Monday
   WRITING ASSIGNMENT #2 DUE

THE FINAL EXAM WILL BE GIVEN ON THE DAY & TIME SCHEDULED BY THE UNIVERSITY.