

MASTER 'S PROGRAMME  
**AMERICAN STUDIES**  
 1<sup>ST</sup> YEAR OF STUDY, 1<sup>ST</sup> SEMESTER

<b>COURSE TITLE</b>	<b>MULTICULTURAL PERSPECTIVES: LATIN@ CULTURE</b>
<b>COURSE CODE</b>	
<b>COURSE TYPE</b>	full attendance
<b>COURSE LEVEL</b>	2 <sup>nd</sup> cycle (master's degree)
<b>YEAR OF STUDY, SEMESTER</b>	1 <sup>st</sup> year of study, 1 <sup>st</sup> semester
<b>NUMBER OF ECTS CREDITS</b>	6
<b>NUMBER OF HOURS PER WEEK</b>	3 (2 lecture hours + 1 seminar hour)
<b>NAME OF LECTURE HOLDER</b>	Dr. Veronica Popescu, Lecturer
<b>NAME OF SEMINAR HOLDER</b>	Dr. Veronica Popescu, Lecturer
<b>PREREQUISITES</b>	Advanced level of English
<b>A</b>	<b>GENERAL AND COURSE-SPECIFIC COMPETENCES</b>
	<p><b>General competences:</b></p> <ul style="list-style-type: none"> <li>→ The ability to read, understand and comment on a variety of discourses, fictioanal or non-fictional</li> <li>→ The ability to contextualise, reframe, and make connections among various cultural phenomena</li> <li>→ The ability to do independent research and to write a research essay on a relevant topic</li> </ul> <p><b>Course-specific competences:</b></p> <ul style="list-style-type: none"> <li>→ The ability to use concepts and theoretical approaches specific to cultural studies (and ethnic studies in particular)</li> <li>→ The ability to make connections between historic events, political phenomena and cultural paradigm shifts and the literary output of a generation or ethnic community of writers</li> <li>→ The ability to understand and analyse the different manifestations of multiculturalism, bilingualism, religious syncretism, and discrimination as reflected in the works discussed in class</li> </ul>
<b>B</b>	<b>LEARNING OUTCOMES</b>
	<p>At the end of this class students should:</p> <ul style="list-style-type: none"> <li>→ understand and have the ability to explain, with examples, the cultural importance of the Latin@ communities in the United States</li> <li>→ get a good grasp of the research methods of ethnic studies, as applied in the study of the literature and culture of the Latin@ communities since the middle of the 20th century</li> <li>→ be able to analyse various types of discourse (fictional and non-fictional) from the perspective of the historical, political, and cultural relevance of the texts</li> <li>→ have the ability to use the theoretical concepts discussed in class to analyse literary texts or other forms of art</li> </ul>
<b>C</b>	<b>LECTURE CONTENT</b>
	<p>1. Introduction (definitions of key concepts and basic information on the Latinos of the United States). The early history of Mexican Americans. 2. Mexican Americans – the portrait of a culture; the Chicano Movement and the appearance of a Chicano/a identity at the end of the 20th century. 3.-4. Chicano literature of the 1960s and 1970s – Quinto Sol Publishing and the growth of a Chicano literary tradition: Tomás Rivera and Rudolfo Anaya. 5.-7. The 1980s and the rise of Chicana Feminism: Gloria Anzaldúa, Ana Castillo, Sandra Cisneros. 8.-9. Puerto Rican Americans – race, citizenship and the question of statehood. 9. Cuban Americans (part I). 10. Cuban Americans (part II). Fidel Castro's charismatic leadership and his legacy. 11. The special case of the Cuban diaspora. 12. Dominican Americans – the "invisible" Latinos. 13. Dominican Americans – the "invisible" Latinos (part II). Discussion of essay topics. 14. Concluding remarks.</p>

D	RECOMMENDED READING FOR LECTURES
	<p>Bhabha, Homi K. <b>The Location of Culture</b>. London and New York: Routledge. 1994.</p> <p>Bixler-Márque et. al. <b>Chicana/o Studies</b>. 3<sup>rd</sup> ed. Dubuque, Iowa: Kendall/Hunt Publishing Company. 2007 (1997).</p> <p>Camirero-Santangelo, Marta. Introduction. In <i>On Latinidad, US Latino Literature and the Construction of Ethnicity</i>. Gainesville, FL: UP of Florida. 2009 (2007). 1-35.</p> <p>Flores, Juan and Renato Rosaldo (eds.). <b>A Companion to Latino/a Studies</b>. Malden MA/Oxford: Blackwell, 2007.</p> <p>Keating, AnaLouise. <b>Entre Mundos/Among Worlds. New Perspectives on Gloria Anzaldúa</b>. New York: Palgrave Macmillan. 2005.</p> <p>Kevane, Bridget and Juanita Heredia. <b>Latina Self-Portraits: Interviews with Contemporary Women Writers</b>. Albuquerque: University of New Mexico Press. 2000.</p> <p>Kevane, Bridget. <b>Latino Literature in America</b>. Westport, CT: Greenwood Press. 2003.</p> <p>Norton, Mary Beth et al., ed. <b>A People and a Nation. Brief 4<sup>th</sup> Edition</b>. Boston: Houghton Mifflin. 1996.</p> <p>Novas, Hilmice. <b>Everything You Need to Know about Latino History</b>. New York: Penguin Group. 2007</p> <p>Romero, Mary et. al., ed. <b>Challenging Fronteras. Structuring Latina and Latino Lives in the U.S. An Anthology of Readings</b>. New York/London: Routledge. 1997.</p> <p>Steinberg, Stephen, ed. <b>Race and Ethnicity in the United States. Issues and Debates</b>. Malden Massachusetts: Blackwell. 2000.</p> <p>Torres, Rodolfo D. et al. <b>Race, Identity and Citizenship. A Reader</b>. Malden Massachusetts: Blackwell. 2003 (1999).</p>
E	SEMINAR CONTENT
	<ol style="list-style-type: none"> <li>1. Camirero-Santangelo, Marta – Introduction (from <i>On Latinidad, US Latino Literature and the Construction of Ethnicity</i>); John L. O’Sullivan – “A Divine Destiny for America”; (1839) and “Annexation” (1845)</li> <li>2. Rudolfo “Corky” González’s poem “I am Joaquín” (1967); Rudolfo Anaya – <b>Bless Me, Ultima</b> (1972)</li> <li>3. Gloria Anzaldúa – from <b>Borderlands/La Frontera. The New Mestiza</b> (1987); Ana Castillo – <b>So far from God</b> (1993)</li> <li>4. Sandra Cisneros –<b>The House on Mango Street</b> (1983); “Woman Hollering Creek” (1991)</li> <li>5. Piri Thomas – <b>Down These Mean Streets</b> (1967); José Martí – “A Vindication of Cuba” (1889) - for the seminar on 22 April</li> <li>6. Discussion of Oliver Stone’s documentary <i>Comandante</i> (2003); Cristina <b>García</b> – <i>Dreaming in Cuban</i> (1992)</li> <li>7. Julia Alvarez –<b>How the García Girls Lost Their Accents</b> (1991); Junot Díaz – <b>The Brief Wondrous Life of Oscar Wao</b> (2007)</li> </ol>
F	RECOMMENDED READING FOR SEMINARS
	<p>Alvarez, Julia, <b>How the García Girls Lost Their Accents</b>. London: Bloomsbury Publishing Plc. 1991.</p> <p>Anaya, Rudolfo, <b>Bless Me, Ultima</b>. New York/Boston: Grand Central Publishing. 1999.</p> <p>Anzaldúa, Gloria, <b>Borderlands/La Frontera. The New Mestiza</b>. 3<sup>rd</sup> ed. San Francisco: Aunt Lute Books. 2007.</p> <p>Castillo, Ana, <b>So far from God</b>. New York: Plume. 1994.</p> <p>Cisneros, Sandra, <b>The House on Mango Street</b>. New York: Vintage Books. 1991.</p> <p>---<b>Woman Hollering Creek and Other Stories</b>. New York: Vintage Books. 1992.</p> <p>Díaz, Junot– <b>The Brief Wondrous Life of Oscar Wao</b>. New York: Riverhead Books. 2007.</p> <p>García, Cristina, <b>Dreaming in Cuban</b>. New York: Ballantine Books. 1995.</p> <p>Kanellos, Nicolás, ed. <b>Short Fiction by Hispanic Writers of the United States</b>. Houston: Arte Público, 1993.</p> <p>Martí, José, “A Vindication of Cuba” (1889). Augenbraum, Harold, Margarite Fernandez Olmos, eds., <b>The Latino Reader. From 1542 to the Present</b>. Boston, New York: Houghton Mifflin Company.1997.</p>

	<p>O'Sullivan, John L., "<u>A Divine Destiny for America</u>", 1845.          --- (July-August 1845). "<u>Annexation</u>". United States Magazine and Democratic Review 17 (1): 5–10.          Thomas, Piri, <b>Down These Mean Streets</b>. New York: Vintage Books. 1991.          Rivera, Tomás, ... <b>y no se lo tragó la tierra/ ...And the Earth Did Not Devour Him</b>. Evangelina Vigil-Piñon (trans.). Houston: Arte Publico Press. 1992.</p>	
<b>G</b>	<b>EDUCATION STYLE</b>	
LEARNING AND TEACHING METHODS	Frontal teaching, class discussions; individual study	
ASSESSMENT METHODS	Class participation + in-class oral presentation (50 %) + final essay (50%)	
LANGUAGE OF INSTRUCTION	English	