

THE UNIVERSITY OF GEORGIA
DEPARTMENT OF ROMANCE LANGUAGES
SPAN 4030 (57099)
COMING OF AGE LATINX IN THE UNITED STATES (3 Credits)
Spring 2025
Class conducted in Spanish



Class time: T/TH 9:35 a.m.-11:10 a.m.

Location: Gilbert Hall, Room 116

Instructor: Dra. Sharina Maillo-Pozo (Dra. SM-P)

E-mail address: Sharina.MailloPozo@uga.edu

Virtual/in-person office hours: Held in-person or virtually through Zoom on Tuesdays from 11:00a.m.-12:00p.m. and Thursdays from 4:00-5:00p.m. Please visit the following link to sign-up for office hours and note whether you will prefer to meet in person or remotely: [Horas de consulta Primavera 2025](#)

***Si necesitan hacer una cita conmigo fuera de las horas de oficina establecidas, por favor, contáctenme via correo electrónico. Suelo tener disponibilidad adicional (via ZOOM) los lunes entre 3:30-4:30 p.m.*

COURSE DESCRIPTION:

This course proposes an approach to Latinx literature and culture by analyzing coming of age fiction, poetry, theater, film, and real-life experiences of Latinx youth with a special focus on Chicanx and Caribbean Diasporic communities. In this class we will explore the ways in which coming of age stories illuminate the experiences of Latinxs in the United States. By critically analyzing a variety of texts, the course will delve into some of the major themes and issues that have concerned Latinx writers and artists over the course of the last five decades. Some of the topics addressed in class include, but are not limited to: ethnic and national identity vs panlatinx identity; intergenerational trauma; language and racialization; performance of gender, race, and sexuality; (under/un)documentation; and the effects of current political climate on Latinx youth.

The pedagogy in this course involves active learning via class discussion, small group breakouts and working groups, student presentations, and critical/analytical responses to course materials. Readings and viewings will be in English, Spanish, and Spanglish. Some of the course materials and outstanding student work will be archived in a Latinx Studies Webpage designed for the Romance Languages Department with students' permission.

COURSE AIMS AND OUTCOMES

Aims

By the end of this course, students will be able:

- Consider, engage, and analyze opposing viewpoints or arguments on current debates regarding Latina/o/x youth coming-of age in the U.S. and the process and challenges of coming-of-age, including intergenerational trauma.
- Evaluate the credibility of information regarding social, political and historical events that have shaped the lives of Latina/o/x youth
- Support one's own conclusion, decision, or action with sound reasoning and judgment as part of one's understanding and appreciation of historical, literary and cultural texts of Latina/o/x youth
- Interpret inferences and develop subtleties of symbolic and indirect discourse in Latina/o/x texts.

Specific Learning Outcomes:

By the end of this course, students will:

- Have a broad understanding of some of the central scholarly debates in the study of U.S. Young Adult (hereon referred to as "YA") Latinx literature and cultural production.
- Contextualize the emergence and development of U.S. YA Latinx literature in relation to the historical, economic, and political conditions that have influenced its evolution.
- Establish critical relationships between literature, culture, and society.
- Articulate an informed critique and arguments about the texts and topics studied.
- Recognize how the issues and themes raised in U.S. YA Latinx literature and cultural production express universal concerns and questions that relate to contemporary societies.
- Develop independent and collaborative original research arguments and conduct useful research.
- Integrate the scholarship of experts in Latinx and cultural studies into individual original arguments in an effective manner.
- Improve oral and written skills in Spanish through critical approach of the subject matter in class discussions, low- and high-stakes written and oral assignments

FORMAT

The class will usually follow the following structure in order to meet the objectives of the course:

- Instructor mini-lectures
- Group discussions of study guides (“SG”). SG’s will be provided with almost every unit. Although they are not graded; they are a useful tool to guide reading and viewing of materials as well as to hold critical discussions with peers and instructor. *Please note that depending on class discussions we may not be able to cover all points in each study guide*
- General reflections with the class as a whole
- 10 minute in-class writing once a week (when time permits)

IMPORTANT: Students are expected to do all the readings and complete all assignments for every class.

Participation (in-person and virtual) is crucial for this course. Failure to read or review the materials will result in a poor participation grade for the course.

REQUIRED TEXTS (Assigned readings will be in Spanish and English)

Written texts (All are available on Amazon.com)

- Acevedo, Elizabeth. *Clap When you Land*
- Cisneros, Sandra. *La casa en Mango Street*
- García, Cristina. *Soñar en cubano*
- Zamora, Javier. *Solito*.

Audiovisual Materials:

- Cardoso, Patricia. *Real Women Have Curves* (2002). Available for virtual rental on Amazon Prime. Cost: \$2.99
- Chu, John. *In the Heights* (2021). Available for streaming on MAX free with an account on this platform. Also available for virtual rental on Amazon Prime. Cost: \$3.79
- O’Neill, Mathew. *A Quinceañera Story* (2017). Available on MAX free with an account on this platform or on Amazon Prime. Cost: \$10.99 for the whole series..
- (Reproduction of the play). Rivera, Carmen. *La Gringa* [Repertorio Español Streamed Performance](#). Cost: \$10.00
- Robbins, Jerome and Robert Wise. *West Side Story* (1961). Available for virtual rental on Amazon Prime. Cost: \$1.99
- Valdez, Luis. *Zoot Suit* (1981). Available for virtual rental on Amazon Prime. Cost: \$3.99

Selections of works may also be available on eLC:

- Carlson, Lori. *Cool Salsa. Poems on Growing Up Latino in the United States*. (Selected poems)
- Mohr, Nicholasa. *El Bronx Remembered*. (Selected short-stories)
- Olivarez, José. *Citizen Illegal*. (Selected poems)
- Miscellaneous poems of Nuyorican poets: Tato Laviera, Pedro Pietri, Miguel Piñero, and Willie Perdomo.

GRADING PROCEDURES

ATTENDANCE (5%):

- Attendance and punctuality are required for this course. Students will be permitted three (3) unexcused absences after which one point will be deducted from this percentage (5%) for each successive absence. Once this 5% is exhausted, one point will be deducted from the overall final grade per each absence.

Please note that on days you are absent (of the three allowed or excused absences), you are expected to complete assignments asynchronously.

PARTICIPATION (20%): Participation is required and students will be graded on their level of oral and written participation during class periods.

Class participation: Students must have all the assigned materials completed before each class meeting, and participate actively and regularly in class discussions, collaborative and written activities. Since the aim of the course is to offer students a forum for discussion, where all will share ideas and inferences regarding the materials covered in class, students must be ready to engage in conversations with peers and the instructor. Both oral and written participation will be assessed.

The participation grade for this category will be divided as follows:

In-class Oral participation criteria (12%): A weekly participation grade will be based on the student's preparedness, willingness to contribute without being called on and willingness to speak Spanish in class:
(100-90) Exceptional participation and preparation, frequent and enthusiastic
(89-75) Participates occasionally or when called upon, is usually prepared
(74-60) Answers only when called upon, rarely volunteers/is prepared to participate
(59-0) Never volunteers nor is prepared.

Virtual Video-recorded or Written participation criteria (8%): Some **Thursdays** students will write or record –audio or audiovisual– a summary/reaction of materials covered (~250 words/3 minutes) via a discussion board. There will be a total of 4 prompts, each worth 2%. **DB Prompt due dates:**

DB#1: 16 de enero

DB#2: 13 de febrero

DB#3: 13 de marzo

DB#4: 24 de abril

ORAL PRESENTATION (10%): There will be one formal class presentation. All guidelines and rubrics will be available on eLC the second week of classes.

- **Group “BOOK PITCH”:** Each class a group of students will facilitate the conversation of the day on a primary text to be discussed in class. Presenters will:
 - Be in charge of starting the class discussion.
 - Share their ideas, other sources ideas, and contextual information about the text in a well-prepared and structured presentation.
 - Integrate one related research article for this assignment.
 - Compel classmates to read/watch the piece they are presenting on with sound arguments. (Get creative!)
 - Meet with me **one week** prior to the presentation to go over format, sources, and to ask me any questions regarding this assignment.
 - Send an email version of .ppt presentation no later than 5p.m. the day before presenting.
 - The grading criteria will be content, preparation, success in engaging classmates, and good oral expression. There will be a rubric available the second week of classes.

CRITICAL ESSAYS (20%): Throughout the course students will have two (2) short writing assignments of three (3) pages each. Guidelines, rubrics, and other relevant information regarding assignment will be available on eLC under “Written Assignments.” These assignments are structural components to develop critical skills useful for the final research project. Due dates:

- ✓ Comentario crítico #1: 10 de febrero
- ✓ Comentario crítico #2: **En clase**, 8 de abril.

PODCAST PROJECT: *Coming of Age Latinx in the United States* (15%): The final research project will consist of an individual podcast project. Each student will choose a text (written/visual/audiovisual) related to the experience of growing up Latinx in the United States. All guidelines, rubrics, due dates, and relevant information related to this assignment will be posted on eLC under “Podcast: Coming of Age Latinx in the United States.”

QUIZZES (30%): Students will have 3 quizzes based on class discussions, reading, and audiovisual materials. Quiz dates:

- ✓ Prueba #1: Disponible el 30 de enero. Fecha límite: 4 de febrero a las 11:59 p.m.
- ✓ Prueba #2: Disponible el 20 de febrero. Fecha límite: 23 de febrero a las 11:59 p.m.
- ✓ Prueba #3: En clase. Martes 1 de abril.

Evaluation Criteria	
Attendance	5%
Participation	20%
Group oral presentation (1)	10%
Critical essays (2)	20%
Reading quizzes (3)	30%
Final Podcast	15%

COURSE POLICIES:

Graded Assignments will be returned to students within 7-10 days.

Cell Phone. The use of cell phones during class time is not permitted unless otherwise indicated by Dr. S. Maillo-Pozo. *Please turn off cell phones before class begins.* The use of **laptop computers and other devices is permitted only for class purposes.**

Exiting the classroom during class. Exiting and entering the classroom during class time is discouraged as it interrupts class flow. Please refrain from leaving the classroom while the class is in session.

Email response. Allow 24 hours for email response during weekdays. Usually, I will answer emails once a day from 4:00-5:00p.m. during weekdays. Emails are for exact inquiries or administrative matters. For urgent matters, please call 706-542-1607 from 8:30 a.m. to 4:45 p.m. Alternatively, I recommend scheduling an appointment during office hours.

Students must take all quizzes and complete all projects to receive a passing grade for this course. If you disagree with a grade you receive, you may request a review within seven days after you received your graded assignment or quiz.

I reserve the right to make changes to the syllabus over the course of the semester. That is, the course reading and lecture schedule is subject to revisions, however, quizzes and assignments due dates are unlikely to change.

Late work will be accepted with prior notice for low-stakes assignments without penalization (DB's). However, please note that unless you have a documented excuse, 2 points will be automatically deducted daily from major assignments without prior notice. For instance, if the due date of a major assignment is February 11 and you submit your assignment on February 13, there will be an automatic deduction of 6 points. The final project must be submitted on the due date.

All assignments must follow MLA style guidelines, be double-spaced with 12pt font, Times New Roman, and 1-inch margins.

UNIVERSITY-WIDE POLICIES AND SPECIFIC RESOURCES

Academic Honesty Any act of plagiarism will incur serious penalties, ranging from receiving a 0 on the assignment to expulsion from the university. For information regarding what constitutes an act of plagiarism, consult the university's website: <https://honesty.uga.edu>

Policy on the use of Artificial Intelligence ("AI") :Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments must be prepared by the student. Thus, AI-generated submissions are not permitted and will be treated as plagiarism.

Americans with Disabilities Act (ADA). This class follows the guidelines set by ADA. Please inform me if you need any kind of arrangements due to disability. You will also need to obtain the proper documentation from the Disability Resource Center: <https://drc.uga.edu>

Diversity: Diversity encompasses acceptance and respect. The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status. The College of Family and Consumer Sciences at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all.

CAMPUS-WIDE RESOURCES:

Emotional and Physical Health and Well-being:

Mental Health and Wellness Resources: If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). Additional resources can be accessed through the UGA App.

UGA Health Center: [Resources and General Information](#)

Supportive Resources for Academic Success:

- [Academic Coaching](#)
- [Free Tutoring](#)
- [Presentation Help](#)
- [Student Success Workshops](#)

Additional Campus Resources: In this [document](#), you will find information for additional resources available to you that may be useful. This information is also posted in the table of contents for our class in eLC.

IMPORTANT DATES:

Drop/Add for undergraduate and graduate level courses: January 6-10.

Martin Luther King Jr. Day: January 20

Withdrawal deadline : April 3

Last day of classes: April 28

Reading day: April 29

Final Exam Period : April 30-May 6

Calendario del curso

Primavera 2025

*El calendario está sujeto a cambios a discreción de la profesora

UNIDAD 0- Introducción al curso y al imaginario latinx

- ★ 01.07 Introducción y autorreflexión. Ver en clase: [Defining Latino: Young People Talk Identity. Belonging](#)

Unidad 1 – Introducción a la literatura latinx y al género del Bildungsroman/ *Coming of age*

- ★ 01.09 Ver antes de clase: [Introducción al género Bildungsroman: Vídeo 1 Vídeo 2](#). (eLC).
Introducción al género *Bildungsroman*. ¿A qué experiencias latinxs nos da acceso?
- 01.14 Leer antes de clase: Fiona McCulloh, “Bildungsromane for Children and Young Adults”
Introducción al género *Bildungsroman*. ¿A qué experiencias latinxs nos da acceso? (cont.) and [Between Two Worlds: How Young Latinos Come of Age in America](#)
- ★ 01.16 Leer antes de clase: Óscar Hijuelos, “Introducción” *Cool Salsa*; Gina Valdés, “English con Salsa” and “Where You From?”(eLC).

➤ DB-Participación escrita o audio/video grabada #1

Unidad 2- *Coming of Age* chicanx en los Estados Unidos

- ★ 01.21 Ver antes de clase: *Zoot Suit* (Disponible para alquilar en Amazon Prime por \$3.99); Leer: “I am Joaquín” (eLC).
- ★ 01.23 Terminaremos la discusión de *Zoot Suit*. Leer antes de clase: Gloria Anzaldúa, “La Conciencia de la Mestiza: Towards a New Consciousness” (eLC).
- ★ 01.28 Ver antes de clase: *Real Women Have Curves* (Disponible en Amazon Prime por \$2.99 y MAX gratis con una cuenta de esta plataforma) Leer antes de clase: *La casa en Mango Street*, páginas 3-53.
(OPCIONAL) Escuchar entrevista antes de clase: “New and Established Writers Redefine Chicano Literature.” <https://www.npr.org/2011/01/27/133277380/New-And-Established-Writers-Redefine-Chicano-Lit>
- ★ 01.30 Leer antes de clase: *La casa en Mango Street*, páginas 54-112.

➤ Prueba #1 en casa. Estará disponible en eLC desde el 30 de enero hasta el 4 de febrero a las 11:59p.m.

- ★ 02.04 Ver en casa: *A Quinceañera Story* (Disponible en streaming en MAX gratis con una cuenta de esta plataforma o en alquiler en Amazon Prime). (OPCIONAL) [La Quinceañera: A Coming of Age Ritual in Latino Communities](#) (eLC)

➤ Someter primer ensayo corto el lunes 10 de febrero antes de las 11:59 pm en eLC-> “Assignments> Comentario crítico #1”

Unidad 3- *Coming of age* Nuyorican: entre la urbe neoyorquina y la ruralidad puertorriqueña

- ★ 02.06 **Leer antes de clase:** antes de la clase Nicholasa Mohr, “A Very Special Pet” “A New Window Display” “Shoes for Hector.”
- ★ 02.11 **Ver antes de la clase:** *West Side Story* (Disponible en *streaming* en Amazon Prime por \$3.99)
- ★ 02.13 **Ver antes de la clase:** Carmen Rivera, *La Gringa*. Acceso en línea (costo: 10usd) [Repertorio Español La Gringa](#)

➤ *DB-Participación escrita o audio/video grabada #2.*

- ★ 02.18 **Leer antes de clase:** selección de poemas de Miguel Piñero, Miguel Algarín, Tato Laviera, Willie Perdomo y *The BreakbeatPoets. LatiNext. Vol. 4.*
- ★ *Prueba #2 en casa. Estará disponible en eLC desde el 18 de febrero hasta el 24 de febrero a las 11:59p.m*

Unidad 4 *Coming of age* cubano-americana/o. Narrativas intergeneracionales

- ★ 02.20 **Leer antes de clase:** Richard Blanco, [“América”](#) (eLC); Cristina García, *Soñar en cubano*. “Seducciones cotidianas”, pp. 15-75
- ★ 02.25 **Leer antes de clase:** Cristina García, *Soñar en cubano*. “Seducciones cotidianas”, pp. 77-142
- ★ 02.27 *Clase asincrónica* Cristina García, *Soñar en cubano*. “Invierno Imaginado”, pp. 145-224. *Autorreflexión #2*

Spring Break: 03.03-03.07

- ★ 03.11 **Leer antes de clase:** Cristina García, *Soñar en cubano*. “Invierno Imaginado”, pp. 225-277.
- ★ 03.13 Reflexiones finales de *Soñar en cubano* (“Los lenguajes perdidos”) e *introducción a la creación literaria de escritoras en NYC.*

➤ *DB-Participación escrita o audio/video grabada #3*

- Midpoint Check-in with Dr. SM-P

Unidad 5- *Coming of age* dominicana/o entre Nueva York e Hispaniola

- ★ 03.18 **Leer antes de clase:** las secciones indicadas por la profesora de Elizabeth Acevedo, *Clap When you Land*.
- ★ 03.20 **Leer antes de clase:** las secciones indicadas por la profesora de Elizabeth Acevedo, *Clap When you Land*.
- ★ 03.25 **Leer antes de clase:** las últimas secciones indicadas por la profesora de Elizabeth Acevedo, *Clap When you Land*.
- ★ 03.27 **Terminar discusión** de *Clap When You Land*. **Ver antes de clase:** *In the Heights* (Disponible en *streaming* gratis en MAX con la suscripción o en Amazon Prime por \$4.29).
- ★ 04.01 *Prueba #3 en clase sobre Clap When You Land en clase.*

Unidad 6- Unidad enfocada en la escritura en clase y relaciones entre *coming of age* y la urbanidad nuyorquina

- ★ 04.03 *Día libre para ponerse al día con tareas, descansar y/o hacer una pausa general.*
- ★ 04.08 *Segundo comentario crítico en clase. Comentario crítico #2. Libro abierto. Escrito a mano en clase.*
- ★ 04.10 **Discusión en clase:** Fragmentos de *The Poet X* y *Bird of Paradise. How I Became Latina* que la profesora llevará a clase. Dra. SM-P presentará sobre la literatura latinx y el hip-hop

Unidad 7 *Coming of age* indocumentado/a o en familias (*under*)documented en los Estados Unidos

- ★ 04.15 **Ver en casa**
 - *I Was Born in Mexico, But...Growing Up Undocumented in America*. Disponible en *streaming* en la biblioteca de UGA a través de [KANOPY](#).
 - **En clase:** [Entrevista con Javier Zamora](#)
 - **Leer en casa:** las secciones indicadas por la profesora de Javier Zamora, *Solito*.
- ★ 04.17 **Leer en casa:** las secciones indicadas por la profesora de Javier Zamora, *Solito*.
- ★ 04.22 **Leer en casa:** las secciones indicadas por la profesora de Javier Zamora, *Solito*.
- ★ 04.24
 - **Taller de proyectos finales:** *Coming of Age Latinx PODCAST*. Las/los/les estudiantes tendrán la oportunidad de compartir sus ideas preliminares y recibirán comentarios de la profesora y compañeras/os/es.
 - **Reflexión final del curso.**

DB-Participación escrita #4 - Viernes 26 de abril antes de las 11:59 p.m.

Martes 6 de mayo antes de las 11:59 p.m. Fecha límite para entrega de proyectos finales vía eLC-> Assignments-> *Coming of Age Latinx PODCAST*.

¡Feliz verano!