

## CUYAMACA COLLEGE COURSE OUTLINE OF RECORD

### **English 236 — Chicana/o Literature**

3 hours lecture, 3 units

#### **Catalog Description**

This course is a survey of colonial, post-colonial, and contemporary Chicano/Chicana literature. Literary works originally written in English and the Chicano/a bilingual idiom as well as English translations of works written in Spanish will be taught. Reading selections may consist of poetry, ballads, short stories, novels, plays, and nonfiction prose. Students analyze the literature and apply critical theory to describe critical events in the histories, cultures, and intellectual and literary traditions, with special focus on the lived experiences, social struggles, and contributions of Latino/a Americans in the United States. *Also listed as ETHN 236. Not open to students with credit in ETHN 236.*

#### **Prerequisite**

None

#### **Recommended Preparation**

Placement into ENGL C1000 (formerly ENGL 120) or ESL 122

#### **Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Ability to effectively read and compose college-level texts.

#### **Course Content**

- 1) Chicano/a literature from the following literary periods:
  - a. Literature of the Conquest and Colonization, 1542-1848 (i.e., Alvar Nuñez Cabeza de Vaca, Gaspar Pérez de Villagrá, Fray Junipero Serra).
  - b. Literature of Cultural Survival, 1848-1910 (i.e., John N. Sequín, María Amparo Ruiz de Burton, "The Ballad of Gregorio Cortez," "The Ballad of Joaquín Murrietta).
  - c. Early Chicano/a Literature and the Chicano/a Movement, 1910-1986 (i.e., Jose Antonio Villareal, Américo Paredes, Rudolfo "Corky" Gonzáles, Tomás Rivera, Luis Rodriguez, José Montoya, Gloria Anzaldúa, Nash Candelaria. Rudolfo Anaya, Pat Mora, Ron Arias).  
Contemporary Chicano/a Literature, 1986 to present (i.e., Sandra Cisneros, Jimmy Santiago Baca, Helena Maria Viramontes, Luis J. Rodriguez, Denise Chávez, Luis Alberto Urrea, Ana Castillo, Dagoberto Gilb. Marisela Norte, Lorna Dee Cervantes, Patricia Santana, Victor Villaseñor, Graciela Limón, Francisco Alarcón, Gina Valdés).
- 2) Introduction to the terms, methodologies and conceptual models used to study Chicano/a Literature in the United States, including race and ethnicity, racialization, equity, ethno-centricism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
- 3) Literary theories (which may include Critical Race Theory, Critical Gender and Sexuality Theory, American Studies, New Historicism, Formalism, and Marxist Theory) and how they can be used to analyze the literature, with special focus on the lived experiences and social struggles of Latino/a Americans.
- 4) The intersection of race and ethnicity, as expressed in the literature and in the lived experiences of writers, with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.

- 5) The struggle, resistance, social justice, solidarity, and liberation, as expressed in the literature and experienced by communities of color, and how these topics are relevant to current issues.
- 6) The ways in which Chicano/a literature and its authors have actively engaged with anti-racist issues, practices, and movements to build a diverse, just, and equitable society.

### **Course Objectives**

Students will be able to:

- 1) Analyze, interpret, and assess Chicano/a literary works within the social, political, historical, cultural and aesthetic contexts that have formed the Chicano/a experience and the experiences of additional Latino/a cultures within the United States.
- 2) Evaluate the literary and intellectual contributions Latino/a writers have made to American culture, as well as the linguistic, historical, philosophical, social, political, and aesthetic impact of Chicano/a literature on American culture and society.
- 3) Apply literary theory (which may include Critical Race Theory, Critical Gender and Sexuality Theory, American Studies, New Historicism, Formalism, and Marxist Theory) to analyze the literature, with special focus on the lived experiences and social struggles of Latino/a Americans.
- 4) Analyze and articulate concepts of literary and ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centricism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
- 5) Critically discuss the intersection of race and ethnicity, as expressed in the literature and in the lived experiences of writers, with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
- 6) Describe how struggle, resistance, social justice, solidarity, and liberation, as expressed in the literature and experienced by Latino/a communities, are relevant to current issues.
- 7) Analyze the ways in which Chicano/a literature and its authors have actively engaged with anti-racist issues, practices, and movements to build a diverse, just, and equitable society.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Summaries
- 2) Annotated bibliographies
- 3) Academic essays
- 4) Reader responses/journals
- 5) Quizzes
- 6) Analysis, interpretation, and discussion of literature
- 7) Student reports and/or oral presentations on selected topics or authors
- 8) Group and individual projects
- 9) Reviews of literary arts activities
- 10) In-class exams, including the final exam
- 11) Out-of-class evidence-based analytical essays (prepared in standard MLA format)

### **Special Materials Required of Student**

- 1) Collegiate dictionary and thesaurus.
- 2) Spanish language dictionary.

### **Minimum Instructional Facilities**

Standard lecture classroom with moveable chairs, whiteboards, overhead projector, and permanent smart cart.

### Method of Instruction

- 1) Lectures and presentations by the instructor and visiting writers and/or speakers.
- 2) Facilitation of student analysis, interpretation, and discussion of literature.
- 3) Student reports and/or oral presentations on selected topics or authors.
- 4) Films and audio recordings.
- 5) Individual conferences.
- 6) Field trips to appropriate cultural and literary activities.

### Out-of-Class Assignments

- 1) Read assigned texts.
- 2) Write academic essays, annotated bibliographies, and a variety of other short assignments.
- 3) Research various assigned readings and/or authors.
- 4) Maintain journals or other types of unstructured prose.
- 5) Attend literary events and readings on campus and in the greater community.
- 6) Individual and group projects.

### Texts and References

- 1) Required (representative examples):
  - a. Stavans, Ilan. *The Norton Anthology of Latino Literature*. New York: WW Norton and Company, 2010.
  - b. Spencer, Herrera. *Before/Beyond Borders: An Anthology of Chicano/a Literature*. Dubuque: Kendall Hunt Publishing, 2011.
  - c. Skyhorse, Brando. *The Madonnas of Echo Park*. New York: 2011.
  - d. Arce, Julissa. *My (Underground) American Dream: My True Story as an Undocumented Immigrant Who Became a Wall Street Executive*. New York: Center Street, 2017.
  - e. Olivarez, Jose. *Citizen Illegal (BreakBeat Poets)*. Chicago: Haymarket, 2018.
  - f. Fajardo-Anstine, Kali. *Sabrina & Corina: Stories*. London: One World, 2019.
- 2) Supplemental:
  - a. Anaya, Rudolfo. *Bless Me, Ultima*. New York, NY: Warner Books, Inc., 1998.
  - b. Anzaldúa, Gloria. *Borderlands, La Frontera*, 3rd ed. San Francisco: Aunt Lute Foundation Press, 2007.
  - c. Cisneros, Sandra. *The House on Mango Street*. New York: Vintage Books, 2009.
  - d. Cisneros, Sandra. *Vintage Cisneros*. New York: Vintages Books, 2004.
  - e. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association of America, 2009.
  - f. Rodriguez, Luis J. *Always Running*. Austin: Touchstone, 2005.
  - g. Saldana Jr., Rene. *Juventud! Growing Up On The Border: Stories and Poems*. Houston: VAO Publishing, 2013.
  - h. Urrea, Luis Alberto. *Six Kinds of Sky: A Collection of Short Fiction*. El Paso: Cinco Puntos Press, 2002.
  - i. Villarreal, Jose Antonio. *Pocho*. New York: Anchor Books, 1994.

### Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret Chicano/a literary works in various genres.
- 2) Write evidence-based literary analyses of Chicano/a literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
- 3) Analyze how Chicano/a literary texts portray struggle, resistance, social justice, solidarity, and/or liberation, and how the texts engage with anti-racist issues, practices, and movements to build a diverse, just, and equitable society.