

Course Outline of Record

Los Medanos College 2700 East Leland Road Pittsburg CA 94565

Course Title: Introduction to Chicano Literature Subject Area/Course Number: ENGL-211

New Course OR Existing Course

Author(s): Stacey Miller

Subject Area/Course No.: English 211

Units: 3

Course Title: Introduction to Chicano Literature

Discipline(s): English

Pre-Requisite(s): English 100 or equivalency

Co-Requisite(s): None

Advisories: None

Catalog Description:

This course is an introduction to Chicano literature. In this course, we will cover a range of genres including short stories, novels, poetry, memoirs, and plays from Chicano writers, beginning with cuentos and oral traditions to contemporary works. Although Chicanos have been writing in the United States since the sixteenth century, the bulk of our attention will be paid to the Chicano literary movement that began in the 1950's and continues with living writers. Students will read selected works that will be analyzed within the context of socioeconomic, political, and historical movements; additionally, students will learn about the unique history and thematic concerns of Chicano writers.

Schedule Description:

Chicano literature in the United States, and in particular California, is growing at a phenomenal rate. Take this course to learn more about the historical roots of Chicano literature: where and when Chicano writing began, how the writing reflected historical movements, and how Chicanos began to self-identify as separate from Latin American and Latino writers. As we move into contemporary writing, we will explore how Chicano writers spurned a new literary movement in the late 1950's, and how Chicano writers continue to push the boundaries of this ever-growing body of literature.

Hrs/Mode of Instruction: Lecture: 54 Scheduled Lab: HBA Lab: Composition: Activity:
Total Hours 54

Credit Credit Degree Applicable (DA) Grading Pass/No Pass (P/NP) Repeatability 0
 Credit Non-Degree (NDA) Letter (LR) 1
 Student Choice (SC) 2
 3

Last date of Assessment: n/a Cohort #: 4

Please apply for: LMC General Education Requirement(s): Arts & Humanities; Ethnic/Multicultural Studies

Transfer to: CSU UC IGETC Area 3B CSU GE Area C2 C-ID Number

Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair _____ Date _____
Librarian _____ Date _____
Dean (Technical Review) _____ Date _____
Curriculum Committee Chair _____ Date _____
President/Designee _____ Date _____
CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

STAND ALONE COURSE: YES NO

Course approved by Curriculum Committee as Baccalaureate Level: YES NO

LMC GE Requirement Approved by the Curriculum Committee: _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____ Catalog year 20____/20____ Class Max: _____
Dept. Code/Name: _____ T.O.P.s Code: _____ Crossover course 1/ 2: _____
ESL Class: Yes / No DSPS Class: Yes / No Coop Work Exp: Yes / No

- Class Code A Liberal Arts & Sciences B Developmental Preparatory C Adult/Secondary Basic Education D Personal Development/Survival E For Substantially Handicapped F Parenting/Family Support G Community/Civic Development H General and Cultural I Career/Technical Education J Workforce Preparation Enhanced K Other non-credit enhanced Not eligible for enhanced
- SAM Code A Apprenticeship B Advanced Occupational C Clearly Occupational D Possibly Occupational E* Non-Occupational
- Remediation Level B Basic Skills NBS Not Basic Skills
- *Additional criteria needed
 1 One level below transfer
 2 Two levels below transfer
 3 Three levels below transfer

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Institutional Student Learning Outcomes:

- General Education SLOs:**
 At the completion of the LMC general education program, a student will:
1. read critically and communicate effectively as a writer and speaker.
 2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
 3. think critically and creatively
 4. consider the ethical implications inherent in knowledge, decision-making and action.
 5. possess a worldview informed by diverse social, multicultural and global perspectives.
- None

Program-Level Student Learning Outcomes (PSLOs):

1. Independently read, comprehend, and analyze literature and non-fiction, using critical thinking strategies.
2. Respond coherently to texts in critical, creative and personal ways.
3. Write logical, coherent, well-developed academic essays about literature and non-fiction

Course-Level Student Learning Outcomes (CSLOs):

1. Read critically a variety of texts written by Chicano authors; communicate effectively as a writer and speaker, analyzing and synthesizing these works. (GE 1, 3, 5; PSLO 1-3)
2. Think critically and creatively about the themes represented in Chicano literature, including themes of identity, border identity, family, gender, race/ethnicity, assimilation, and culture. (GE 2, 3, 5; PSLO 1, 2)
3. Identify and analyze the ways in which historical, socioeconomic, cultural and political forces influenced the development of Chicano literary expression, and evaluate the ethics behind the role that those forces played in shaping Chicano literature. (GE 1-5; PSLO 1)
4. Interpret and synthesize themes found in the literature by writing essays demonstrating appropriate academic discourse and conventions of critical analysis. (GE 1, 2, 3, 5; PSLO 1-3)

Assessment Instruments:

	Written Assignments: Journals, Reading Responses	Quizzes	Class Discussions	Essays	Mid-Term/ Final Exam
CSLO 1	X	X	X	X	X
CSLO 2	X		X	X	X
CSLO 3	X		X	X	X
CSLO 4	X		X	X	X

CSLO 1: Read critically a variety of texts written by Chicano authors; communicate effectively as a writer and speaker, analyzing and synthesizing these works.

Written Assignments: In weekly journals and other small writing responses, students will have opportunities to write about texts, themes, and ideas from Chicano writers demonstrating comprehension of texts.

Rationale: Journals may take a variety of forms with instructor’s discretion and serve as practice for larger assignments where students must demonstrate they have read and understood the key aspects of Chicano literature.

Written Assignment Example: In a minimum 250-word response, discuss the purpose behind the publishing house Arte Publico’s “Recovering the U.S. Hispanic Literary Heritage Project” and how the recovery effort impacts our understanding of early Chicano writings.

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Quizzes: Quizzes will evaluate reading comprehension of course material.

Rationale: No other thinking skill can be learned or demonstrated before students can show basic literal comprehension.

Quiz Sample: In your own words, define what it means to be “Chicano” by discussing how the term evolved, how it continues to be shaped and by whom.

Quiz Assessment: Since quizzes can take many forms, their assessment depends on the instrument employed. Short answer quizzes are best used for literal assessment of CSLO 1.

- A standard target of 70% correct indicates an average, passing understanding.
- Students who earn 80% have an above average understanding of the material.
- Students who earn 90% or above have an outstanding ability to understand the material at a high level.

Class Discussions: After reading, students will orally or in writing discuss the assigned readings.

Rationale: Students need to demonstrate higher level thinking skills in a GE transferable course, and they can show this orally as well as in writing. They will learn to ask and answer higher-level thinking questions that require inference, synthesis, and making judgments. They will need to support claims with textual evidence.

Sample Discussion Question: How did United States publishing houses and journals play a role in the advancement of the Chicano literary movement? In what way are they playing a role today?

Essays: Students will write about the texts, comparing Chicano writers, historical periods, ideas, ethical issues, and themes.

Rationale: Essays will provide opportunities for students to demonstrate their comprehension and analysis of texts using academic essay format, in order to illustrate critical thinking, organization, logical development of ideas, and synthesis of various texts.

Essay Sample: *El Barrio*

Write an essay in which you explore the representation of *el barrio* from two different Chicano writers. Analyze how each author depicts *el barrio*, as well as similarities and differences in their approach. Be sure to evaluate how each author’s regional location and time period influences their depiction of *el barrio*, and how that might affect a modern audience’s understanding.

Essay Assessment:

“A” Outstanding

An outstanding essay has a clearly stated thesis, usually placed near the end of the introduction. Thesis is appropriate for audience and purpose. Essay structure reflects a clear, logical and smooth development of the thesis. Each paragraph has a clear topic sentence that is relevant to the thesis. Essay uses transitions appropriately. Each paragraph contains abundant specific examples, details, and illustrations drawn from the readings as well as the student’s experience, to fully develop the main point as expressed in the topic sentence. Quotes are used and incorporated correctly; proper MLA documentation is used. Paragraphs show thoughtfulness (e.g. analysis, reflection, explanation, commentary, synthesis). Conclusion ties together ideas and provides closure. Essay demonstrate above average proofreading ability, and shows evidence that the student has completed and comprehended the readings and understood the writing task. Essay fully responds to the assignment and references the readings with depth, breadth, and accuracy.

“C” Competent

A competent essay adequately fulfills its purpose, and has some commendable features. Essay has an identifiable thesis, although it may be faulty (too broad/too narrow). The essay has a recognizable organizational structure, although there may be some weak transitions or an occasional unclear topic sentence that nevertheless does not significantly interfere with understanding. The “C” essay provides development of its thesis/topic sentences through specific examples and elaboration, although the support may be minimal, predictable, and/or may reflect a slight lack of reading comprehension. Proofreading errors and awkward sentences may occasionally impede understanding; however, most sentences are sound and generally

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acceptable. The essay shows the writer's attempts to use style skills covered in class, although may not be entirely successful. The essay shows "average" thoughtfulness in meeting the assignment's minimal requirements.

Mid-Term/Final Exam: Students will explore themes and issues of the reading so far, articulating appropriate connections among the various eras, genres, and regional differences.

Rationale: According to instructor discretion, these exams may be cumulative or test student knowledge about a unit or units. Timed, in-class writings promote student critical thinking and writing skills without assistance from any outside source such as a writing center, tutor, or other persons.

Mid-Term Exam Example: Using what you have learned this semester and with specific reference to literary texts and authors, examine the differences between the 19th century oral histories/*testimonios* and contemporary autobiographies.

CSLO 2: Think critically and creatively about the themes represented in Chicano literature, including themes of identity, border identity, family, gender, race/ethnicity, assimilation, and culture.

Written Assignments: In weekly journals and other small writing responses, students will have opportunities to write about texts, themes, and ideas from Chicano writers demonstrating comprehension of texts.

Rationale: Journals may take a variety of forms with instructor's discretion and serve as practice for larger assignments where students must demonstrate they have read and understood the key aspects of Chicano literature.

Written Assignment Example: Choose one of the texts addressing border crossing and border identity. Write a minimum response of 250 words that explores the connection between border crossing and border identity. Are they connected? If so, how? Consider regional differences (crossing in Texas versus crossing in California, for example) as well as the receiving communities that impact border identity.

Class Discussions: After reading, students will orally or in writing discuss the assigned readings.

Rationale: Students need to demonstrate higher level thinking skills in a GE transferable course, and they can show this orally as well as in writing. They will learn to ask and answer higher-level thinking questions that require inference, synthesis, and making judgments. They will need to support claims with textual evidence.

Sample Discussion Question: After reading the excerpt from Gloria Anzaldua's *Borderlands/La Frontera*, analyze her argument about the borders that exist for women, paying particular attention to the distinction she makes among *indias*, *meztisas*, and *chicanas*. For Anzaldua, who is the "other"?

Essays: Students will write about the texts and themes, analyzing Chicano authors and their approach to themes of identity, border identity, family, gender, race/ethnicity, assimilation, and culture.

Rationale: Essays will provide opportunities for students to demonstrate their comprehension and analysis of texts using academic essay format, in order to illustrate critical thinking, organization, logical development of ideas, and synthesis of various texts.

Essay Sample: In her writings from "Chicana Feminist Thought: The Basic Historical Writings" Alma Garcia argues that the modern Chicana, a "mestiza," exists monolingually and bilingually. She exists in an indigenous, Mexican, and American culture, rejecting the sections as race, class, and gender as separate identities and sees them intertwined, all connected to each other (270-273).

Considering Garcia's position on the Chicana as new "mestiza," write an essay in which you evaluate Garcia's depiction of the modern Chicana as "mestiza" by relying on the works of at least three Chicana writers. Given your selection of writers, how would you characterize the authors and why?

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Mid-Term/Final Exam: Students will explore themes and issues of the reading so far, articulating appropriate connections among the various eras, genres, and regional differences.

Rationale: According to instructor discretion, these exams may be cumulative or test student knowledge about a unit or units. Timed, in-class writings promote student critical thinking and writing skills without assistance from any outside source such as a writing center, tutor, or other persons.

Final Exam Example:

In his article "I Am Joaquín: Rodolfo 'Corky' Gonzales and the Retroactive Construction of Chicanismo," Professor George Hartley posits his theory that "prior to 1967 and the publication of 'I Am Joaquín,' Chicanos did not exist, and yet after that moment we can see that they had been around for centuries."

Write an essay in which you agree or disagree with Hartley's position and the role Gonzales' poem played in the birth of the Chicano movement.

CSLO 3: Identify and analyze the ways in which historical, socioeconomic, cultural and political forces influenced the development of Chicano literary expression, and evaluate the ethics behind the role that those forces played in shaping Chicano literature.

Written Assignments: In weekly journals and other small writing responses, students will have opportunities to write about texts, themes, and ideas from Chicano writers demonstrating comprehension of texts.

Rationale: Journals may take a variety of forms with instructor's discretion and serve as practice for larger assignments where students must demonstrate they have read and understood the key aspects of Chicano literature.

Written Assignment Example: Using a concept map, choose a unifying theme addressed by three Chicano writers from different areas in the United States. In your map, detail which text addresses this theme, and how the writers' approaches are both similar and different. Then, in a minimum 500-word response, discuss how analyzing Chicano writers by region can help readers more thoroughly understand issues afflicting Chicano writers as a whole.

Class Discussions: After reading, students will orally or in writing discuss the assigned readings.

Rationale: Students need to demonstrate higher level thinking skills in a GE transferable course, and they can show this orally as well as in writing. They will learn to ask and answer higher-level thinking questions that require inference, synthesis, and making judgments. They will need to support claims with textual evidence.

Sample Discussion Question: How did the implementation of NAFTA affect Mexican and Chicano writers? In what way did the writing change? Be prepared to discuss the ethical implications of American corporate presence in Mexico and its impact on who was able to write and publish, and who was not.

Essays: Students will write about the historical, socioeconomic, cultural and political forces that influenced the development of Chicano literary expression and how those experiences are reflected in the literature.

Rationale: Essays will provide opportunities for students to demonstrate their comprehension and analysis of texts using academic essay format, in order to illustrate critical thinking, organization, logical development of ideas, and synthesis of various texts.

Essay Sample: In what way(s) did the political forces within Mexico and the United States shape Chicano writers? Write an essay in which you evaluate how male writers were shaped by political movements in both Mexico and the United States, and the ethical implications such movements had on the literature they produced.

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Mid-Term/Final Exam: Students will explore the political and historical contexts of the reading so far, articulating appropriate connections among the various genres and regional differences they reflect.

Rationale: According to instructor discretion, these exams may be cumulative or test student knowledge about a unit or units. Timed, in-class writings promote student critical thinking and writing skills without assistance from any outside source such as a writing center, tutor, or other persons.

Mid-Term Exam Example: The “border” is a theme found throughout Chicano writing. Discuss the ways in which various writers treat this theme in their works.

CSLO 4: Interpret and synthesize themes found in the literature by writing essays demonstrating appropriate academic discourse and conventions of critical analysis.

Written Assignments: In weekly journals and other small writing responses, students will have opportunities to write about texts, themes, and ideas from Chicano writers demonstrating comprehension of texts.

Rationale: Journals may take a variety of forms with instructor’s discretion and serve as practice for larger assignments where students must demonstrate they have read and understood the key aspects of Chicano literature.

Written Assignment Example: How does second phase Chicano poetry differ from third phase Chicano poetry? Write a minimum 250-word response in which you discuss your findings, citing specific poems as support.

Class Discussions: After reading, students will orally or in writing discuss the assigned readings.

Rationale: Students need to demonstrate higher level thinking skills in a GE transferable course, and they can show this orally as well as in writing. They will learn to ask and answer higher-level thinking questions that require inference, synthesis, and making judgments. They will need to support claims with textual evidence.

Sample Discussion Question: Relying on the literature up to this point, define what it means to be a Chicano writer. What are the distinguishing characteristics of Chicano writing? Be prepared to support your position with evidence from the texts.

Essays: Students will write about the historical, socioeconomic, cultural and political forces that influenced the development of Chicano literary expression and how those experiences are reflected in the literature.

Rationale: Essays will provide opportunities for students to demonstrate their comprehension and analysis of texts using academic essay format, in order to illustrate critical thinking, organization, logical development of ideas, and synthesis of various texts.

Essay Sample: Write an essay in which you identify and analyze the theme of being both displaced and assimilated in the United States and American culture. Rely on a minimum of six different authors – two male writers and two female writers – and specific works that address these themes of displacement and assimilation. After your analysis on these writers and their works, develop a larger evaluation of how Chicano writers as a group address displacement and assimilation in the United States through their writings.

Mid-Term/Final Exam: Students will explore the themes found in Chicano literature, articulating appropriate connections among those themes and external forces they may reflect.

Rationale: According to instructor discretion, these exams may be cumulative or test student knowledge about a unit or units. Timed, in-class writings promote student critical thinking and writing skills without assistance from any outside source such as a writing center, tutor, or other persons.

Final Exam Example: Jose Antonio Burciaga argues that the Chicano movement has made the lives of Mexican Americans better. Support Burciaga’s statement using what you have learned this semester about Chicano literature.

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Method of Evaluation/Grading:

Suggested Weighting of Assignments

Written Assignments	30%
Quizzes	10%
Class Discussions	15%
Essays	25%
Mid-Term/Final Exam	20%
Total	100%

A-level student work is characterized by clear analysis and critical thinking which fully evaluates the literary work and any additional course material. The work draws upon substantial research and insightfully synthesizes researched facts with the student's personal knowledge and experience. Oral and written presentations are clear, organized, coherent, accurate, and logical with comprehensive breadth and depth. Work shows considerable depth of analysis of the work itself and of the larger ethical implications.

C-level student work is characterized by minimal but adequate analysis and critical thinking and makes a good faith attempt to evaluate the literary work and any additional resource material. The work draws upon research and attempts a basic synthesis of researched facts with the student's personal knowledge and experience, though this synthesis may lack astute insight, inference, and/or clarity. Oral and written presentations are competent, but may be lacking in clarity, organization, coherence, accuracy, logic, and/or breadth and depth. Work displays a basic, competent analysis of the work itself and of the larger ethical implications.

Traditional Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Content:

Topics

- Origins and Evolution of Chicano Literature
 - Spanish Period/Colonial Literature (Conquest-1848)
 - Mexican American Period (1848-1950's)
- Contemporary Chicano Literature (late 1950's to present)
- Trends and Themes in Contemporary Chicano Literature to include
 - Border identity
 - Migrant experience
 - Resistance
 - Explorations of identity
 - Urban experience
 - Feminism and Machismo
 - Assimilation into American culture

Lab By Arrangement Activities (If Applicable): N/A

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

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Textbooks:

Suggested Readings:

The field of Chicano literature is expanding. The following is a sample of texts that could be used to represent literature written by Chicanos; there are also a number of anthologies that would serve to introduce students to literature written by Chicanos.

Books Recommended for Teacher Preparation:

Chicano and Chicana Literature, Charles Tatum

Latino/a Literature in the Classroom, Frederick Luis Aldama

The Latino/a Canon and the Emergence of Post-sixties Literature, Raphael Dalleo

Chicana Creativity and Criticism: Charting New Frontiers in American Literature, Maria Sobek Herrera

Recovering the U.S. Hispanic Literary Heritage, Volume VII, Tomas Ybarra-Frausto

Chicano!: The History of the Mexican American Civil Rights Movement, Francisco Rosales

Books Recommended for Student Use:

Bordering Fires: The Vintage Book of Contemporary Mexican and Chicana/o Literature, Christina Garcia

Growing Up Chicana/o, Tiffany Lopez

And the Earth Did Not Devour Him, Tomas Rivera

Woman Hollering Creek and Other Stories, Sandra Cisneros

The Rain God, Arturo Islas

Across a Hundred Mountains, Reyna Grande

Bless Me, Ultima, Rodolfo Anaya

Drink Cultura, Jose Antonio Burciaga

And the Shadows Took Him, Daniel Chacon

The River Flows North, Graciela Limon

Spilling the Beans in Chicanolandia: Conversations with Writers and Artists, Frederick Aldama

Chicano Chicantry, Daniel Chacon

Loving Pedro Infante, Denise Chavez

Caramelo, Sandra Cisneros

Drift, Manuel Luis Martinez

Pocho, Jose Antonio Villareal

Barrio Boy, Ernesto Gallarza

Always Running, Luis Rodriguez

Burro Genius, Victor Villasenor

Canicula: Snapshots of a Girlhood en la Frontera, Norma Elia Cantu

So Far From God, Ana Castillo

The Day of the Moon, Graciela Limon

Zoot Suit and Other Plays, Luis Valdez

Hotel Juarez, Daniel Chacon

Other novels deemed suitable by instructor.