GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 09/27/2022

GCCCD Governing Board Approval: 10/11/2022

ENGLISH 236 – CHICANA/O LITERATURE

1. Course Number Course Title Semester Units

 ENGL 236 Chicana/o Literature 3

Semester Hours

3 hours lecture (48-54 hours); 96-108 outside-of-class hours; 144-162 total hours

1. Course Prerequisites

 None

Corequisite

None

Recommended Preparation

 None

1. 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. Note: Also listed as ETHN 236. Not open to students with credit in ETHN 236.

1. Course Objectives

 The students will:

* 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 such as race and racism, racialization, ethnicity, equity, ethno- centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American studies.
	5. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
	6. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler- colonialism, multiculturalism, language policies.
	7. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.
1. Instructional Facilities

 Standard Classroom

1. Special Materials Required of Student None
2. Course Content
	1. Chicana/o literature from the following literary periods:
		1. Literature of the Conquest and Colonization, 1542-1848 (i.e., Alvar Nuñez Cabeza de Vaca, Gaspar Pérez de Villagrá, Fray Junipero Serra).
		2. 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).
		3. Early Chicana/o Literature and the Chicana/o 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).
		4. Contemporary Chicana/o 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.
3. 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
4. Methods of Evaluating Student Performance

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 on assigned readings.
	2. Annotated bibliographies of Chicana/Chicano authors and cultural figures.
	3. Academic essays, such as research papers or comparative analyses.
	4. Reader responses/journals on assigned readings or class activities.
	5. Quizzes on assigned readings and materials.
	6. Analysis, interpretation, and discussion of literature in class and via homework assignments.
	7. Student reports and/or oral presentations on selected topics or authors.
	8. Group and individual projects, such as podcasts, presentations, infographics, etc.
	9. Reviews of literary arts activities and events.
	10. In-class exams, including the final exam.
	11. Out-of-class evidence-based analytical essays (prepared in standard MLA format).
1. Outside 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, such as podcasts, presentations, infographics, etc.
2. Representative Texts
	1. Representative Text(s):
		1. Arce, Julissa. *My (Underground) American Dream: My True Story as an Undocumented Immigrant Who Became a Wall Street Executive*. New York: Center Street, 2017.
		2. Fajardo-Anstine, Kali. *Sabrina & Corina: Stories*. London: One World, 2019.
		3. Olivarez, Jose. *Citizen Illegal (BreakBeat Poets)*. Chicago: Haymarket, 2018.
		4. Skyhorse, Brando. *The Madonnas of Echo Park*. New York: 2011.
		5. Spencer, Herrera. *Before/Beyond Borders: An Anthology of Chicana/o Literature*.

 Dubuque: Kendall Hunt Publishing, 2011.

* + 1. Stavans, Ilan. *The Norton Anthology of Latino Literature*. New York: WW Norton and Company, 2010.
	1. Supplementary Texts and Workbooks:
		1. Anaya, Rudolfo. *Bless Me, Ultima*. New York, NY: Warner Books, Inc., 1998.
		2. Anzaldúa, Gloria. *Borderlands, La Frontera.* 3rd ed*.,* San Francisco: Aunt Lute Foundation Press, 2007.
		3. Cisneros, Sandra. *The House on Mango Street*. New York: Vintage Books, 2009.
		4. Cisneros, Sandra. *Vintage Cisneros*. New York: Vintages Books, 2004.
		5. *MLA Handbook for Writers of Research Papers.* 7th ed., New York: Modern Language Association of America, 2009.
		6. Rodriguez, Luis J. *Always Running*. Austin: Touchstone, 2005.
		7. Saldana Jr., Rene. *Juventud! Growing Up On The Border: Stories and Poems.* Houston: VAO Publishing, 2013.
		8. Urrea, Luis Alberto. *Six Kinds of Sky: A Collection of Short Fiction.* El Paso: Cinco Puntos Press, 2002.
		9. Villarreal, Jose Antonio. *Pocho.* New York: Anchor Books, 1994.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret Chicano literary works in various genres.
2. Write evidence-based literary analyses of Chicano 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.