



## ENGL 228 - Chicano & Latinx Literature Course Outline

Approval Date:

Effective Date:

### SECTION A

**Unique ID Number**

**Discipline(s)** English

**Division** Language and Developmental Studies

**Subject Area** English

**Subject Code** ENGL

**Course Number** 228

**Course Title** Chicano & Latinx Literature

**TOP Code/SAM Code** 1501.00 - English Language and Literature, General / E - Non-Occupational

**Rationale for adding this course to the curriculum** This course helps serve our function as an HSI and broadens our lit offerings. It also is intended to serve for the NVC Multicultural Studies designated emphasis

**Units** 3

**This Course Is** AA/AS Degree

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

**Total Contact Hours** 54

**Hours per semester in outside of class assignments** 108.00

**Open Entry/Open Exit** No

**Maximum Enrollment** 25

**Grading Option** Letter Grade Only

**Distance Education Mode** On-Campus  
**of Instruction** Hybrid  
Entirely Online

## SECTION B

**General Education Information:**

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog Description** This course surveys Mexican American and Latino/a influences in American Literature, introducing major authors, movements and themes. Coursework emphasizes Hispanic cultural perspectives and the diversity of Latinx communities and voices in the United States.

**Schedule Description**

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- ENGL 120 with a minimum grade of C or better or
- ENGL 120B with a minimum grade of C or better

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Demonstrate through explication, interpretation, and/or analysis understanding of literary texts by Mexican American and Latinx American authors.
- B. Demonstrate through explication, interpretation, and/or analysis the relationship between Mexican American and Latinx literature and its historical, cultural, and social contexts.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Evaluate the literary contributions of Mexican American writers and recognize their relationship to mainstream American Literature.
- B. Recognize and understand the cultural themes in Mexican American writing and what contributions they offer to the American Literary canon.
- C. Demonstrate the relationships between the literature and its production and consumption in literary, thematic, historical, and contemporary social contexts.
- D. Articulate and compare the unique and diverse elements related to the Mexican American author's historical experience.

E.

#### 3. Course Content

Traditional literary analysis will be applied to Mexican American and other Latinx American writers. Emphasis will be on the legacy of Hispanic culture in the literature of the United States. The approach to the course content may be historical, topical/thematic or genre based, but should include readings that address the emergence and progression of the Mexican American

tradition and the broader Latinx American tradition in literature. Some texts may be in translation.

I. Cultural, Literary and Artistic topics to be discussed may include

A. navigating the Latinx world

B. Borders, boundaries, regions, locating identity (e.g. Californio, Tejano; Transnational)

C. the exile, the immigrant, the refugee and the colonial subject

D. languages, bilingualism, code switching and voice

E. community, *barrios*, building home and connections to the land

F. Indigenous voices, connections with 'Native American' experience, and Indigenous African experience e.g. Afro-Mexicano

G. Family and heritage

H. character, characterization and stereotypes

I. race, class, sexuality, gender, and the politics of women's and men's roles

J. Religion & Spirituality

K. Traditional Culture and Folklore

L. the marketing of the Latino/a identity

M. Afro-Latinx experience in Mexico, Latin America, and the Caribbean

II. Mexican American Literature topics may include

A. traditional folklore and forms (e.g. corridos, personal narratives)

B. the 19<sup>th</sup> century emergence of Mexican American literature

C. 20<sup>th</sup> century modernism, multiculturalism, magical realism and contemporary innovations

D. Social and Historical contexts and themes (e.g. the 1848 Mexican-American War; the Treaty of Guadalupe Hidalgo; the Mexican Revolution; Zoot Suit riots; the Civil Rights Movement; the United Farm Workers; The Royal Chicano Air Force; Teatro Campesino, etc.)

### III. Latinx American Literature from Caribbean contexts may include

- A. Social and Historical contexts and themes (e.g. European exploration and Spanish Colonialism; the Spanish American War; New York migrant communities; Puerto Rican, Haitian, Cuban, Dominican, Bahamian, Creole contexts; etc)
- B. Cuban American Literature and themes (e.g. Havana society; island culture; the Cuban Republic; the Cuban Revolution; exile and the refugee diaspora; post-Castro rapprochement)
- C. Puerto Rican Literature and themes (e.g. U.S. 'territory' and issues of statehood and independence; Migration and Diaspora, Nuyorican Poets, The Independent Movement and The Young Lords)
- D. Dominican Experience and the post-1960 diaspora; Haitian influence in the Gulf Coast; Bahamian territories

### IV. Growing the Canon—further explorations in Latino American literature may include

- A. Central American voices and themes; (e.g. the politics of the 1970s and 1980s; 21<sup>st</sup> Century MesoAmerica and pan-Latino movements)
- B. South American influences in U.S. Literature (e.g. Isabel Allende; Ariel Dorfman)
- C. Filipino American intersections (e.g. Spanish American War; Carlos Bulosan)

#### **4. Methods of Instruction:**

Discussion

Lecture

Projects

Audio/Video productions, for example, films based in Mexican American literary works; filmed recordings of Mexican American stage productions; sound recordings of folklore or corridos

**5. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

#### **Typical classroom assessment techniques**

Exams/Tests --

Quizzes --

Research Projects --

Portfolios --

Papers --

Oral Presentation --

Letter Grade Only

**6. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

For example: Read *Zoot Suit Riots* and be prepared to discuss in class the themes and cultural concerns of the World War II context of the novel. Follow up with research into the 1943 Zoot Suit Riot.

For Example: Read poems from Gary Soto's collection *The Elements of San Joaquin*. Be prepared to discuss his depiction of the California Central Valley and its communities.

B. Writing Assignments

For example: Keep a reader response journal for *The House on Mango Street*. For each chapter, write a one- to two-page entry. The response should reflect your understanding and interpretation of the text.'

For example: After reading the short story "The Man Who Found a Pistol" and the novel *Bless Me Ultima*, write a two-page essay in which you compare and contrast the theme of "destino" as presented in both pieces

For Example: Compare and Contrast the concept of dignidad as defined by Esmerelda Santiago and the English cognate dignity.

For example: Both Negi in *When I Was Puerto Rican* and Yolanda in *When the Garcia Girls Lost Their Accent* experience a change when acclimating to the culture in the United States. Explain the change and how it impacts their relationship to their homeland.

C. Other Assignments

D.

**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Gilb, D., R. A. Gilb  
Title: Mexican American Literature: A Portable Anthology  
Publisher: Macmillan  
Date of Publication: 2015  
Edition:

Book #2:

Author: Valdez, L., S. Steiner  
Title: *Aztlan: An Anthology of Mexican American Literature*  
Publisher: Vintage  
Date of Publication: 1972  
Edition:

Book #3:

Author: Garcia, C.  
Title: *Bordering Fires: The Vintage Book of Contemporary Mexican and Chicano/a Literature*  
Publisher: Knopf Doubleday

Date of  
Publication: 2006

Edition:

Book #4:

Author: Anaya, Rudolfo

Title: Bless Me Ultima

Publisher: Grand Central Publishing

Date of  
Publication: 1999

Edition:

Book #5:

Author: Cisneros, Sandra

Title: House on Mango Street

Publisher: Vintage

Date of  
Publication: 1991

Edition:

Book #6:

Author: Diaz, Junot

Title: The Brief Wonderful Life of Oscar Wao

Publisher: Riverhead Books

Date of  
Publication: 2008

Edition:

Book #7:

Author: Santiago, Esmeralda

Title: When I Was Puerto Rican

Publisher: DaCapo Press

Date of  
Publication: 2006

Edition:

**B. Other required materials/supplies.**

Mexican literature is one of the most prolific and influential of Spanish-language literatures along with those of Spain and Argentina. It has internationally recognized authors such as Octavio Paz, Alfonso Reyes, Carlos Fuentes, Sergio Pitol, Jos  Emilio Pacheco, Elena Poniatowska, Fernando del Paso, Juan Rulfo, Amado Nervo, Juana In s de la Cruz, Carlos de Sig enza y G ngora, and several others.