

## **Chicana/o/x and Latina/o/x American Literature**

Format: Semester, two classes per week

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### **Required Texts**

**Gloria Anzaldua, *Borderlands/La Frontera***

**Benjamin Alire Saenz, *Everything Begins and Ends at the Kentucky Club***

**Ana Castillo, *So Far From God***

**Sandra Cisneros, *Woman Hollering Creek***

**Laurie Ann Guerrero, *A Crown for Gumecindo***

**Graciela Limon, *In Search of Bernabe***

**Americo Paredes, *George Washington Gomez***

**Brando Skyhorse, *The Madonnas of Echo Park***

**Luis Valdez, *Zoot Suit and Other Plays***

**Oscar Zeta Acosta, *The Revolt of the Cockroach People***

\*Additional readings will be provided via PDF.

## **Course Description**

This English course in Chicana/o/x and Latina/o/x American Literature surveys the literary and visual culture landscapes of Latinidades in an American context for narrative production and consumption. From the forced removal of Chicanos during the Great Depression, to El Movimiento of the 1960's, to 21<sup>st</sup> century hybrid texts, this course explores the artistic, sociopolitical, and sociocultural trajectory of Chicanx-Latinx American archives in various literary-artistic forms. It can be cross-listed with Chicanx Studies, Race and Ethnic Studies, Women's and Gender Studies, and Media & Visual Culture Studies. It deals directly with systems of oppression and violence, marginalization, and disenfranchisement. The readings also contend with hierarchical systems within Latinidades (e.g., mestizaje, colorism, anti-blackness, indigenous erasure, gendered identity politics, and patriarchal dominance). This is an interdisciplinary course which may benefit teaching credential track students and communications students.

## **Class Policies**

### **Attendance**

*TBD*

### **Class Etiquette and Decorum**

*TBD*

### **Electronic Devices**

*TBD*

### **Late Work**

*TBD*

### **Essay Requirement**

*TBD*

### **Individual Presentations**

*TBD*

### **Course website and Email**

*TBD*

### **Email, Zoom, Office Hours**

*TBD*

### **Plagiarism and Academic Standards**

*TBD*

### **Quizzes**

*TBD*

### **Learning Outcomes**

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### **Need for Accommodation**

*TBD*

**Title IX**

*TBD*

**Discrimination, Harassment, Sexual Misconduct, and Retaliation**

*TBD*

**Course Requirements**

**Requirements**

Participation, Attendance	20%
Quiz and Homework Grades	20%
Three Individual Presentations	25%
Mid-Term Exam	15%
<u>Final Essay</u>	<u>20%</u>
TOTAL	100%

93-100%	4.0 (A)	73-76%	2.0 (C)
90-92%	3.7 (A-)	70-72%	1.7 (C-)
87-89%	3.3 (B+)	67-69%	1.3 (D+)
83-86%	3.0 (B)	63-66%	1.0 (D)
80-82%	2.7 (B-)	60-62%	0.7 (D-)
77-79%	2.3 (C+)	≥ 59%	0.0 (F)

## Course Schedule

### Module 1, Week 1

#### ❖ Day 1

In-Class: Introductions  
Review Course Syllabus  
What is a reader response?

#### ❖ Day 2

Reading due: Selected poems, handout provided  
Excerpts from *El Plan Espiritual de Aztlán* and *El Plan de Santa Barbara*

Writing assignments due: 3 paragraph reader response on at least 2 poems  
3 discussion questions related to three different assigned texts

*Focus Concepts:* *Forms of Chicano/a Literature ; Visual Culture; Postmodernism; Aztlán; Social Activism & Civil Rights; Patriarchy*

### Module 2, Week 2

#### ❖ Day 1

Reading due: Americo Paredes, *George Washington Gomez* (pages TBD)

Writing assignments due: 3 paragraph reader response focusing on one chapter  
3 discussion questions related to three different chapters

*Focus Concepts:* *Borderlands, Susto, Chicano*

#### ❖ Day 2

Reading due: Americo Paredes, *George Washington Gomez* (pages TBD)

Writing assignment due: 3 discussion questions related to three different chapters

*Focus Concepts:* *Familia, Education, Chicano Politics, Chicano Tragedy*

### Module 3, Week 3

#### ❖ Day 1

Reading due: *Revolt of the Cockroach People* by Oscar Zeta Acosta, chapters 1-16

Writing assignments due: 3 paragraph reader response focusing on one chapter  
3 discussion questions related to three different chapters

*Focus Concepts:* *Revolution, Culture & Race, Culture & Ethnicity*

#### ❖ Day 2

Reading due: *Revolt of the Cockroach People* by Oscar Zeta Acosta, chapters 17-19,

Writing assignment due: 3 discussion questions related to three different chapters

*Focus Concepts:* *Revolution, Culture & Race, Culture & Ethnicity*

## **Module 4, Week 4**

### ❖ Day 1

Reading Due: *Zoot Suit* by Luis Valdez  
Act 1

Writing assignments due: 3 paragraph reader response focusing on one scene in the act  
3 discussion questions related to three different scenes

*Focus Concepts:* *Pachuco/a (mannerisms, dress, masculinity), Art & Socio-Political Action, Melodrama*

### ❖ Day 2

Reading Due: *Zoot Suit* by Luis Valdez  
Act 2

Writing assignment due: 3 discussion questions related to three different scenes

*Focus Concepts:* *Pachuco/a (mannerisms, dress, masculinity), Art & Socio-Political Action, Melodrama*

## **Module 5, Week 5**

### ❖ Day 1

Reading Due: *Borderlands/La Frontera* by Gloria Anzaldua  
Intro, Editor's Note, Preface, Chapters 1-5

Writing assignments due: 3 paragraph reader response focusing on one of the chapters  
3 discussion questions related to three different chapters

*Focus Concepts:* *Nepantla, indigeneity, queer identity and sexuality, gender roles in Chicano culture, and home.*

### ❖ Day 2

Reading Due: *Borderlands/La Frontera* by Gloria Anzaldua  
Chapters 6-7, and Chapters I-II

Writing assignments due: 3 paragraph reader response focusing on one of the chapters  
3 discussion questions related to three different chapters

*Focus Concepts:* *Nepantla, indigeneity, queer identity and sexuality, gender roles in Chicano culture, and home.*

## **Module 6, Week 6**

### ❖ Day 1

Reading Due: *Borderlands/La Frontera* by Gloria Anzaldua  
Chapters III-VI

Writing assignments due: 3 paragraph reader response focusing on one of the chapters

3 discussion questions related to three different chapters

*Focus Concepts: Nepantla, indigeneity, queer identity and sexuality, gender roles in Chicano culture, and home.*

❖ Day 2

Reading Due: *In Search of Bernabé* by Graciela Limon,  
Pages 1-82 (Prologue, Parts 1-2)

Writing assignments due: 3 paragraph reader response focusing on one of the chapters  
3 discussion questions related to three different chapters

*Focus Concepts: Truth, family, mourning, revolution, familial violence, revolutionary violence, confession.*

**Module 7, Week 7**

❖ Day 1

Reading Due: *In Search of Bernabé* by Graciela Limon,  
Pages 83-162 (Parts 3 and 4)

Writing assignment due: 3 discussion questions related to three different chapters

*Focus Concepts: Truth, family, mourning, revolution, familial violence, revolutionary violence, confession.*

❖ Day 2

Reading Due: *So Far From God* by Ana Castillo  
Pages 1-71 (Chapters 1-3)

Writing assignment due: 3 discussion questions related to the readings

*Focus Concepts: Folk mysticism, trauma, resurrection, oppression, Christianity.*

**Module 8, Week 8**

❖ Day 1

Reading Due: *So Far From God* by Ana Castillo  
Pages 72-169 (Chapters 4-10)

Writing assignments due: 3 paragraph reader response focusing on one of the chapters  
3 discussion questions related to three different chapters

*Focus Concepts: Folk mysticism, trauma, resurrection, oppression, Christianity.*

❖ Day 2

Reading Due:	<i>So Far From God</i> by Ana Castillo Pages 170-252 (Chapters 11-16)
Writing assignment due:	3 discussion questions related to three different chapters
<i>Focus Concepts:</i>	<i>Folk mysticism, trauma, resurrection, oppression, Christianity.</i>

**Module 9, Week 9**

❖ Day 1

Reading Due:	See pdf's. Short stories from Junot Diaz, Benjamin Alire Saenz, Ariana Brown, Aya de Leon, Judith Ortiz Cofer, and Nicholasa Mohr
Writing assignments due:	3 paragraph reader response focusing on one of the readings 3 discussion questions related to three different readings
<i>Focus Concepts:</i>	<i>Sexuality and masculinity in Latinidades, re-memembering Afro-Latinidad, text and sociopolitical context</i>

❖ Day 2, Hoiday

**Module 10, Week 10**

❖ Day 1

Reading Due:	See pdf's. Poems from Julia de Burgos, Lorna Dee Cervantes, Juan Delgado, Juan Felipe Herrera, Víctor Hernández Cruz Andrés Montoya, José Martí, Maceo Montoya, Cherrie Moraga, Tomás Rivera, and more...
Writing assignments due:	3 paragraph reader response focusing on one of the poems 3 discussion questions related to three poems
<i>Focus Concepts:</i>	<i>American poetry, Latin-American poetry, Chicanx-Latinx poetics, Spanglish, borderlands poetics</i>

❖ Day 2

Reading Due:	See pdf's. Poems from Julia de Burgos, Lorna Dee Cervantes, Juan Delgado, Juan Felipe Herrera, Víctor Hernández Cruz Andrés Montoya, José Martí, Maceo Montoya, Cherrie Moraga, Tomás Rivera, and more...
Writing assignments due:	3 paragraph reader response focusing on one of the poems 3 discussion questions related to three poems
<i>Focus Concepts:</i>	<i>American poetry, Latin-American poetry, Chicanx-Latinx poetics, Spanglish, borderlands poetics</i>



## **Module 11, Week 11**

### ❖ Day 1

Reading Due:	Sandra Cisneros, <i>Woman Hollering Creek</i> , pages TBD
Writing assignments due:	3 paragraph reader response focusing on one of the chapters 3 discussion questions related to three chapters
<i>Focus Concepts:</i>	Chicanx-Latinx <i>folklore</i> , Chicana myth, Chicana feminism

### ❖ Day 2

Reading Due:	Sandra Cisneros, <i>Woman Hollering Creek</i> , pages TBD
Writing assignments due:	3 paragraph reader response focusing on one of the chapters 3 discussion questions related to three chapters
<i>Focus Concepts:</i>	Chicanx-Latinx <i>folklore</i> , Chicana myth, Chicana feminism

## **Module 12, Week 12**

### ❖ Day 1

Reading Due:	See pdf's. Chicanx-Latinx non-fiction (e.g., excerpts from <i>Desert America</i> by Rubén Martínez, <i>Telling to Live</i> by Latina Feminist Collective, <i>Our Lady of Controversy</i> by Alicia Gaspar de Alba, and <i>Selenidad</i> by Deborah Paredes)
Writing assignments due:	3 paragraph reader response focusing on one of the poems 3 discussion questions related to three poems
<i>Focus Concepts:</i>	<i>Borderland arts, Chicana profiles, (im)migration, oral history, counter-historical</i>

### ❖ Day 2, Holiday

## **Module 13, Week 13**

### ❖ Day 1

Reading Due:	<i>The Madonnas of Echo Park</i> by Brando Skyhorse Pages i-103 (Epigraphs, Author's Note, Chapters 1-5)
Writing assignments due:	3 paragraph reader response focusing on one of the chapters 3 discussion questions related to three different chapters
<i>Focus Concepts:</i>	<i>Miracles, class mobility, borderlines, popular culture and Chicana/o identity, urban violence, and justice.</i>

❖ Day 2

Reading Due: *The Madonnas of Echo Park* by Brando Skyhorse  
Pages 104-199 (Chapters 6-8)

Writing assignment due: 3 discussion questions related to three different chapters

*Focus Concepts:* *Miracles, class mobility, borderlines, popular culture and Chicana/o identity, urban violence, and justice.*

**Module 14, Week 14**

❖ Day 1

Reading Due: Benjamin Alire Saenz, *Everything Begins and Ends at the Kentucky Club*, pages TBD

Writing assignments due: 3 paragraph reader response focusing on one of the poems  
3 discussion questions related to three different poems

*Focus Concepts:* *Intertext, translation, memory, elegy*

❖ Day 2

Reading Due: *A Crown for Gumecindo* by Laurie Ann Guerrero

Writing assignment due: 3 discussion questions related to three different poems

*Focus Concepts:* *Intertext, translation, memory, elegy*

**Finals Week**

❖ Paper Due

## Short List of Suggested Texts

### Single Author Texts

Elizabeth Acevedo, *The Poet X*

Lalo Alcaraz, *Latino USA*

Isabel Allende, *Eva Luna*

Julia Alvarez, *In the Time of the Butterflies*

Julia Alvarez, *In the Name of Solome*

Adelina Anthony, *Las Hociconas: Three Locas with Bog Mouths and Even Bigger Brains*

Rudolpho Anaya, *Bless Me Ultima*

Rudolpho Anaya, *Serafina's Stories*

Gloria Anzaldúa, *Light in the Dark/Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality*

Ana Castillo, *The Mixquiahuala Letters*

Lorna Dee Cervantes, *Emplumada*

Joseph Delgado, *Ditch Water*

Sandra Cisneros, *The House of Mango Street*

Julia de Burgos, *Song of the Simple Truth*

Junot Diaz, *This is How you Lose Her*

Junot Diaz, *The Brief Wondrous Life of Oscar Wao*

Cristina Garcia, *Dreaming in Cuban*

Alicia Gaspar de Alba, *Our Lady of Controversy*

Ken Gonzalez Day, *Lynching in the West*

Tim Z. Hernandez, *Mañana Means Heaven*

Victor Hernandez Cruz, *Beneath the Spanish*

Yuri Herrera, *Signs Preceding the End of the World*

Latina Feminist Group, *Telling to Live: Latina Feminist Testimonios*

Tato Laviera, *Enclave*

Dahlma Llanos Figueroa, *Daughters of Stone*

Domingo Martinez, *The Boy Kings of Texas*

Jose Marti, *Selected Writing*

Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail*

Rubén Martínez, *Desert America*

Maceo Montoya, *The Deportation of Wopper Barraza*

Maceo Montoya, *Letters to the Poet from his Brother*

Cherrie Moraga, *Loving in the War Years*

Américo Paredes, *With a Pistol in His Hand*

Deborah Paredes, *Selenidad: Selena, Latinos, and the Performance of Memory*

John Rechy, *The Miraculous day of Amalia Gomez*

John Rechy, *About my Life and the Kept Woman: A Memoir*

Luis J. Rodriguez, *Always Running*

Erika L. Sanchez, *I Am Not Your Perfect Mexican Daughter*

Michelle Serros, *Chicana Falsa*

Luis Alberto Urrea, *The Hummingbird's Daughter*

Helena Maria Viramontes, *Under the Feet of Jesus*

Oscar Zeta Acosta, *Autobiography of a Brown Buffalo*

#### Edited Collections

Frederick Luis Aldama, ed, *Latin@ Rising: An Anthology of Latin@ Science Fiction and Fantasy*

Gloria Anzaldúa & Cherrie Moraga, eds, *This Bridge Called My Back: Writings by Radical Women of Color*

Bolton T. Colburn and Margarita Nieto, *Across the Street: Self-Help Graphics and Chicano Art in Los Angeles*

Sarah Cortez and Sergio Troncoso, *Our Lost Border: Essays on Life Amid Narco-Violence*

Alicia Gaspar de Alba, *Chicano Art Inside/Outside the Master's House: Cultural Politics and the CARA Exhibition*

Chon Noriega, ed, *East of the River: Chicano Art Collectors*

Richard Griswold del Castillo, Teresa McKenna, Yvonne Yarbrow-Bejarano, eds, *Chicano Art: Resistance and Affirmation, 1965-1985*

E. Carmen Ramon, ed, *iPrinting the Revolution! The Rise and Impact of Chicano Graphics, 1965 to Now*

Cecilia Vicuna, ed and Ernesto Livon Grosman, ed, *The Oxford Book of Latin American Poetry*

## Film

*American Me*, directed by Edward James Olmos

*Born in East LA*, Cheech Marin

*Cesar Chavez*, directed by Diego Luna

*Chicano!*, PBS documentary series

*El Norte*, directed by Gregory Nava

*La Bamba*, directed by Luis Valdez

*Mi Familia*, directed by Gregory Nava

*Selena*, directed by Gregory Nava

*Stand and Deliver*, directed by Ramón Menéndez

*Up in Smoke*, directed by Tommy Chong and Lou Adler, screenplay by Chong and Cheech Marin

*Walkout*, directed by Edward James Olmos

*Zoot Suit*, directed by Luis Valdez