

# ENGL 31: LATINO/A LITERATURE

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	4
<b>Hours:</b>	4 lecture per week (48 total per quarter)
<b>Advisory:</b>	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area I: Humanities
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- Examine the various cultural interpretations of United States society (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers.
- Identify major literary, social and political events and movements in the 19th and 21st century and explain their impact/influence on contemporary Latino/a American literature.

## Description

Reading and discussion of Latino/a literature and its relationship to social issues and identity politics of Latinos/as. Critical examination of fiction, poetry, essays, and drama by and about the Latino/a communities, including those of Mexican, Puerto Rican, Cuban, Caribbean, and South and Central American descent.

## Course Objectives

The student will be able to:

- Differentiate between specific Latino/a cultural groups, their perspectives, and their interaction with United States society.
- Identify ways in which Latino/a cultures shape the narrative of the United States (e.g., assimilation, cultural pluralism, melting pot, the Latino/a Diaspora) and interpret their impact on Latino/a writers.
- Analyze the influence of assigned literature to the culture of the U.S.
- Examine the various cultural interpretations of United States society.
- Analyze the themes of migration and mestizaje in various Latino/a texts.
- Discuss issues of gender race, class, sexual orientation, and religion and their impact on Latino/a communities and literatures.
- Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

## Course Content

- Perspectives on Latino/a identity as seen through a variety of writers

- Examination of the diversity of Latino culture, including writers of Mexican, Puerto Rican, Cuban, Caribbean, and South and Central American descent
- Connections to country and culture of origin
- Issues of assimilation, acculturation, and cultural pluralism expressed in the literature
  - Legacy of colonialism and imperialism
  - Embracing the paradox of life between and within multiple cultures
- Recent and contemporary literary works by Latino/a authors
  - Novel and short stories
  - Poetry
  - Non-fiction essays and autobiographies
  - Significance and influence of Latino/a literatures on contemporary literatures of the United States
- History and development of the United States identity as portrayed in Latino/a literature
  - Characteristics of United States and Latino/a identities
  - Interactions of these characteristics
- Issues of identity and belonging as expressed in Latino/a literature
  - Themes of exclusion/inclusion as related to pace of origin and migration
  - Concept of mestizaje and how it intersects with insider/outsider politics
  - Issues of mixed heritages: color consciousness and categorization
- Issues of diversity in Latino/a communities as expressed in literatures
  - Role of gender in Latino/a communities and literatures
  - Representations of sexuality and sexual orientation in Latino/a literatures
  - Economic and class issues within Latino/a communities and literatures
- Relevant literary theories, terminologies, and analytic statements
  - Denotative and connotative meaning of words and statements
  - Structure or development of events, emotions, images and ideas
  - Figurative and symbolic language in relation to central theme(s) of the work
  - Artistic synthesis of literal and figurative details with theme(s)
  - Historical evolution of genres and styles in appropriate literary, cultural, and historical context

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

- When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

## Method(s) of Evaluation

- Critical papers
- Participation in class discussions
- Panels and reports
- Mid-term examination
- Group presentations
- Stylistic imitations
- Final examination

## Method(s) of Instruction

- Lecture
- Discussion

## Representative Text(s) and Other Materials

Alvarez, Julia. How the Garcia Girls Lost Their Accents. New York: Algonquin Books of Chapel Hill, 2010.

Anaya, Rudolfo A. Bless Me, Ultima. New York: Recorded Books, LLC, 2004.

Anzaldúa, Gloria. Borderlands/La Frontera: The New Mestiza. 2012.

Castillo, Ana. So Far from God. Boston: W. W. Norton & Company, Inc., 2005.

Christie, John S., and Jose B. Gonzalez. Latino Boom: An Anthology of U.S. Latino Literature. New York: Longman Group, 2005.

Cisneros, Sandra. Caramelo. New York: Vintage, 2003.

Cofer, Judith Ortiz. Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood. New York: Pi, 2011.

Corral, Eduardo. Slow Lightning. New Haven: Yale University Press, 2012.

Diaz, Junot. The Brief Wondrous Life of Oscar Wao. New York: Riverhead Books (Hardcover), 2007.

Gilb, Dagoberto, and Ricardo Angel Gilb. Mexican American Literature: a Portable Anthology. Bedford/St Martin's, Macmillan Learning, 2016.

Huerta, Javier. American Copia: An Immigrant Epic. Houston: Arte Publico Press, 2012.

Moraga, Cherie, and Gloria Anzaldúa, eds. This Bridge Called My Back. Third Woman Press, 2002.

Ramos, Jorge. The Other Face of America: Chronicles of the Immigrants Shaping Our Future. Dial Press Trade Paperback, 2003.

Rivera, Tomas. And the Earth Did Not Devour Him. San Antonio: Hampton Brown, Inc., 2007.

Rodriguez, Richard. Hunger for Memory: The Education of Richard Rodriguez. New York: Broadway Books, 2004.

Santiago, Esmeralda. Cuando Era Puertorriquena: When I was Puerto Rican. Cambridge: Da Capo Press, 2006.

Stavans, Ilan, and Lalo Alcaraz. Latino U.S.A., Revised Edition: A Cartoon History. New York: Basic Books, 2012.

Viramontes, Helena M. Their Dogs Came With Them. New York: Washington Square Press, 2008.

Villasenor, Victor. Rain of Gold. New York: Broadway Books.

Viramontes, Helena M. Under the Feet of Jesus. New York: Tarcher, 1996.

D. Individual/group presentation of significant historical events in Latino/a history

E. Attendance at a Latino/a writer's book/poetry reading

## Discipline(s)

English

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Reading essays, poetry, short stories, drama, and novels

B. Journal responses to readings

C. Written analysis of readings