**Latino/a Literature of the U.S.**

**Catalogue Description:** Literature by U.S.-based Latino/a authors writing mostly in English; examines historical and social contexts of cultural production; may include various genre to examine aesthetic expression of diverse Latino/a authors, including but not limited to Mexican Americans, Puerto Ricans, Cuban Americans, and Dominican Americans.

**ENGL/HISP 362:** This course will survey some of the significant literary texts produced by Mexican Americans in the twentieth century. Through the close reading of fiction, poetry, essays, and historical documents, we will become familiar with the history of Mexican American Literature, and we will develop an understanding of the experiences and aesthetic expression of Chicano/as in the U.S. Some of the historical sites and themes around which we will concentrate our study include the U.S.-Mexico War of 1848, the Chicano/a Movement, land dispossession and immigration, as well as issues of race, gender, sexuality and class. We will explore how Mexican Americans’ particular social location has influenced their literary production, and how Chicano/as, in turn, have contributed to American literature.

**Learning Outcomes:**

1. Identify major Hispanic authors in the U.S.
2. Explain the connection between individual works and their cultural, historical, and political contexts.
3. Identify literary styles, genres, and artistic movements specific to Hispanic literatures in the U.S.
4. Perform close readings of written and visual material.
5. Formulate a thesis and make an argument providing textual evidence.
6. Integrate and explain ideas from scholarly sources in an essay format.

**Core Curriculum Objectives**

*Critical Thinking Skills (CTS):* The course will enhance critical thinking skills through consistent reading and class discussion of key ideas of Hispanic literature in the US and their visual representations.
Communication Skills (CS): The course enhances communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading and visual texts.

Personal Responsibility (PR): The course will enhance personal responsibility through engagement with moral and thorny ethical issues that arise in class readings.

Social Responsibility (SR): The course enhances social responsibility by providing students with a cross cultural understanding of how history, region, and broader social forces have shaped the distinctive literary traditions of Hispanic writers in the US.

Evaluation of Core Objectives
CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of Hispanic literature in the US.

CS: The course will help students learn how to develop a greater understanding of Hispanic literature in the US. that may involve guided writing assignments in which they will receive feedback, exams in which students will be expected to effectively convey key ideas from the course succinctly and clearly, and class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination. Material from this course will include written texts and such visual representations as photographs, illustrations, films, or theatrical performances.

PR: The course material throughout the semester will offer students an opportunity to reflect upon personal responsibility through such topics as the legacy of colonialism, land dispossession, feelings of displacement and alienation, and how race, ethnicity, class, gender, and sexuality affect literary expression.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hispanic writers in the US.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Academic Dishonesty
All policies, including those on academic dishonesty, outlined in TAMU's Student Rules (http://aggiehonor.tamu.edu/) apply: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Required Texts
Elena Zamora O'Shea, El Mesquite
Américo Paredes, George Washington Gómez
Tomas Rivera, Ana the Earth Did Not Devour Him
Sandra Cisneros, Woman Hollering Creek and Other Stories
Luis Alberto Urrea, Nobody’s Son: Notes from an American Life
Course Packet of selected poetry, essays, and criticism, available at Notes-N-Quotes.
Additional readings provided via Moodle or as in-class handouts.

Course Work
In-Class and Moodle Participation 10%
Two 5-page Essays (30 % each) 60%
Two 2-page Responses (15 % each) 30%

Attendance: Students are expected to attend every class and to arrive promptly. Refer to http://student-rules.tamu.edu/rule07 for regulations on excused/unexcused absences due to illness, observation of religious holidays, and for the list of university-authorized activities.

Moodle: Moodle is a Virtual Learning Environment that will extend your learning outside the classroom and provide you opportunities to be an independent learner. You are required to enroll and participate in the ENGL 362 / HISP 362 Moodle class page.

On week 13 students will be asked to reflect upon how their knowledge of literatures from previous historical periods and cultures outside of their own has changed in light of the new information that they now possess. Students will be expected to demonstrate how key insights from the course have helped broaden their understanding of how history, culture, and philosophical outlooks have shaped the literary traditions of Hispanic writers in the US.

Responses: Responses will be based on your own reflection and reaction to the previous the reading. These are not researched essays. Additional instructions will be provided on Moodle.

Essays: The essays will be graded on the following: thesis, coherence, grammar, research, and argument.

Grading Scale: A= 90 – 100, D= 80 – 89, C= 70 – 79, D= 60 – 69, F= 59 and below.

Latino/a Literature in the U.S.
CHICANO/A LITERATURE

Week 1 Chicano/a Literature and Culture: Aims of the course, discussion format, policies, and assignments
The Folk Base of Culture:
Paredes, “The Folk Base of Chicano Literature” (4-17, available via Moodle)

Mexican American Literary Emergence

Week 2
Zamora O’Shea, “Ranches of the Southwest...” (in El Mesquite, lxxi-lxxvi)
Zamora O’Shea, El Mesquite, chapters I-VI (1-43)

Zamora O’Shea, El Mesquite, chapters VII-XI (44-80)

Week 3
Tijerina, “Historical Introduction” to El Mesquite (ix-xxii)
Garza-Falcón, “Introduction” to El Mesquite (xxii-lxvi)

The Corrido Tradition:
Paredes, “With His Pistol in His Hand,” Intro, Ch. 1 and 2 (1-54, packet)

Week 4
George Washington Gómez, Part I and II (9-106)
2-page Response Due In Class

George Washington Gómez, Part III (107-176)

Week 5
George Washington Gómez, Part IV (177-280)

George Washington Gómez, Part V (281-302)

Week 6
... And the Earth Did Not Devour Him (83-113)

... And the Earth Did Not Devour Him (114-52)

Week 7
... And the Earth Did Not Devour Him. Essay 1 Due in Class

The Chicano/a Movement: Poetry and Fiction

Week 8
Gutiérrez, “Community, Patriarchy, and Individualism” (44-67, packet)
Aztlán Poetry: Gonzales, “I am Joaquin” (1-21, packet)

“The Plan of Delano” (197-201, packet)
“El Plan Espiritual de Aztlan” (402-406)
Poetic Voices: Selections from “Voices of Chicanos” (323-44)

The Chicana Response to El Movimiento

Week 9
Anzaldúa, “Movimientos de Rebeldía” (15-23, packet),
"How to Tame a Wild Tongue" (53-64), "La conciencia de la mestiza" (77-91)

Alarcon, "Chicana Feminist Literature" (182-90, via Moodle)
Cervantes, *Emplumada* (3-23 via Moodle)

Week 10  Cervantes, *Emplumada* (25-47)

          Cervantes, *Emplumada* (49-68)
          2-page Response Due in Class

**Contemporary Chicano/a Novels and Shorts Stories**

Week 11  Cisneros, *Woman Hollering Creek*

          Cisneros, *Woman Hollering Creek*

Week 12  Urrea, *Nobody’s Son*

          Urrea, *Nobody’s Son*

**Thursday, November 22: Thanksgiving Holiday**

Week 13  Chicanos in Film

          Chicanos in Film

Week 14  Final Comments

          Discussion

**Thursday, December 6: Essay 2 Due in 5XX LAAH.**