

Chicana/o Literature in English
ETHN 139/LTEN 180
Summer Session I: 2018
Dr. Ceseña Bontempo

Professor: Maria Teresa Ceseña Bontempo

Email: mcesena@ucsd.edu

Classroom: CENTR 205

Office: SSB 243

Class Time: Tu/Th 11:00-1:50

Office Hours: Tu/Th 10:00-11:00

Final Presentations: Saturday, Aug. 4 (11:30-2:30)- Must be present to pass this class!

Required Texts:

The Revolt of the Cockroach People, Oscar Zeta Acosta (1989)

Under the Feet of Jesus, Helena Maria Viramontes (1996)

PDF readings will be made available on TritonEd

***You will frequently be asked to reference the texts, so I highly recommend that you purchase the required texts through an online source as soon as possible, if you have not already done so.

Course Description:

Historically, writings about people of color have functioned as forms of colonialism, often used to suppress the voices and experiences of marginalized communities. However, the adoption and development of various forms of literature by people of color, has created an important shift in the discourses surrounding race, nation, ethnicity, gender, sexuality, cultural identity, and resistance in the United States and globally. This course examines the historical, cultural, social, political, and economic conditions that set the stage for the emergence of Chicana literature. We will examine the variety of literary techniques utilized by authors to create works that gave voice, and continue to give voice, to the unique experiences of Chicana peoples in the United States.

Grading/Evaluation:

Attendance.....	10%
Participation/Socratic Seminars.....	10%
Journal Responses.....	15%
Literary Analysis Paper.....	20%
Quizzes.....	15%
Final Paper and Presentation.....	30%

Grading Scale:

A (93-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)	F (0-59)
A- (90-92)	B (83-86)	C (73-76)	D (63-66)	
	B (80-82)	C- (70-72)	D- (60-62)	

Attendance (10%)

Attendance Policy—Attendance will be taken during the first 10 minutes of each class meeting. Being late more than 10 minutes will count as an absence. Each student may have **one tardy** and **one absence** without penalty during the 5-week summer session. However, if a student misses more than one class, their final course grade will be reduced by 5% for each additional absence. **If you miss more than two classes, you may not be eligible to pass this class.**

Participation/Socratic Seminars (10%)—In order to receive full credit for participation, I expect you to contribute to all discussions with your thoughts, questions, and analyses. This means coming to class prepared to discuss the readings within a Socratic Seminar format. In order to contribute effectively, you will need to bring all assigned readings for the day and **typed Socratic seminar notes** (see description in COURSE SCHEDULE below). When I say “contribute,” I do not mean dominate. Please treat your classmates and teacher with respect, and practice the art of stepping up, and stepping back. When you’re willing to listen to others, you’re more likely to actually hear them.

Journal Responses (15%)—It’s important that you take time to process each assigned reading before coming to class. Please take at least 20-30 minutes to write down your thoughts, questions, what struck you, what confused you, and any connections you’ve made to your own personal experience.

Journal responses should be **1-2 singled-spaced pages**, and they must be posted to TritonEd **at least 1 hour** prior to class in order to receive full credit. **Any journals posted past the 9:00 am deadline will automatically only be eligible to receive half credit. (PLEASE CHECK COURSE SCHEDULE to see if/when a journal response is required).**

Literary Analysis Paper (20%)—You will write one literary analysis paper of 5-7 double-spaced pages. It will be due during the 4th week of class. I will hand out a description of the assignment during our second week of class.

Quizzes (15%)—Quizzes are meant to assess understanding and preparedness. There will be 3 throughout the session. They will be pop quizzes, and they will be given during the first 15 minutes of class. **Note: If you are late to class, you will not receive extra time, nor will you be allowed to make up a missed quiz.**

Final Paper and Presentation (30%)—In lieu of a final exam, each student will write a final paper and prepare a creative presentation to share with the class. Presentations will be performed within groups.

****THIS SYLLABUS IS SUBJECT TO CHANGE. THE PROFESSOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS. ANY CHANGES WILL BE ANNOUNCED IN CLASS.***

Classroom Policies

ADA Statement

Any student with a disability or condition that compromises his or her ability to complete course requirements should notify the professor as soon as possible. The professor will take all reasonable efforts to accommodate those needs. If, as a result of a disability, you cannot accept the content or terms of this syllabus, notify the professor within one week of receiving syllabus.

Late Papers/Extensions

Late assignments will automatically go down 1/3 of a grade for each day they are late.

COURSE SCHEDULE

(Please have all reading assignments completed by the date under which they are listed.)

Week One: Questions of Identity and Belonging

Tues. 7/3

- Introductions and Review Syllabus
- Read (in class):** “I am Joaquin” by Corky Gonzalez
- Watch (in class):** Film: CHICANO! Quest for a Homeland

Thurs. 7/5

- Read:** *Massacre of the Dreamers: Essays on Xicanisma* “Introduction” and Chapter 3 “The Ancient Roots of Machismo” (Castillo [pp. 1-11 & 1-16])
- Prepare:** (Typed) Socratic Seminar Questions and Comments (for Camacho AND Acosta reading)

Must Include:

- 5 Passages to Unpack (Something that struck you)
 - 10 Questions (Please no “yes/no” question. Get us thinking.)
 - Leave a space for handwritten notes to be taken during the in-class Socratic Seminar
- Prepare:** TritonEd Journal entry

Week Two: Militancy and Masculinity

Tues. 7/10

- Read:** “Bordered Civil Rights” (Camacho) [pp.152-192]
- Read:** *The Revolt of the Cockroach People* (Acosta-Chapters 1-6 [pp.1-77])
- Prepare:** (Typed) Socratic Seminar Questions and Comments (for Camacho AND Acosta reading)
- Prepare:** TritonEd Journal entry

Thurs. 7/12

- Read:** “Race and Political Activism” (Pulido)
- Read:** *The Revolt of the Cockroach People* (Chapters 7-12 [pp.78-155])
- Prepare:** (Typed) Socratic Seminar Questions and Comments (for Pulido AND Acosta readings)
- Prepare:** TritonEd Journal entry

Week Three: La Lucha Sigue

Tues. 7/17

- Read:** “Nations, Nationalisms, and Indígenas: The “Indian” in the Chicano Revolutionary Imaginary (Alberto)
- Read:** *The Revolt of the Cockroach People* (Chapters 13-19 [pp.156-258])
- Prepare:** (Typed) Socratic Seminar Questions and Comments (for Alberto AND Acosta reading)
- Prepare:** TritonEd Journal entry

Thurs. 7/19

- Watch (in class):** Film: *La Mission*
- Write (in class):** Free Write “Politicization”

Week Four: Racialized Labor, Migration, and Gender Roles

Tues. 7/24

- Read:** “Connecting Intersectionality and Nepantla to Resist Oppression” (Ranft)
- Read:** *Under Feet of Jesus* (Chapter 1 [pp. 1-46])
- Prepare:** (Typed) Socratic Seminar Questions and Comments (for Ranft AND Viramontes reading)
- Prepare:** TritonEd Journal entry
- Due:** Rough Draft of Politicization assignment **(4 hard copies)**

Thurs. 7/26

- Read:** *Under Feet of Jesus* (Chapters 2 [pp. 49-90])
- Prepare:** TritonEd Journal entry
- Due:** Revised Draft of Politicization assignment (**4 hard copies**)
- Rehearse with groups**

Week Five: Racialized Labor, Migration, and Gender Roles

Tues. 7/31

- Read:** *Under Feet of Jesus* (Chapters 3-5 [pp. 93-176])
- Prepare:** (Typed) Socratic Seminar Questions and Comments (for Viramontes reading)
- Prepare:** TritonEd Journal entry
- Due:** Literary Analysis Paper (must be submitted to Turnitin.com by 10 AM for full credit)
- Rehearse with groups**

Thurs. 8/2

- Final Class Discussion/Wrap-up**
- Due:** Final Draft of Politicization Paper (**via TritonEd**)
- Rehearse with groups**

FINAL EXAM: Saturday 8/4 (11:30 AM-2:29 PM) [Location Pepper Canyon Hall 120]

- Due:** Politicization Portfolio (contains all drafts)

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Mónica Rodríguez de Cabaza, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Syllabus Agreement

After reading, please sign and return to Dr. Ceseña Bontempo by Tuesday, 7/10/17. I look forward to working with each and every one of you.

I have read and understood this syllabus.

Student Name (print)

Student Signature

Email address

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department/Program to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

Course:

Instructor:

Student I.D.#:

Print Name:

Signature:
