

**SURVEY OF Chicano/a Literature**  
**LtEn 180/Ethn 139**  
**Summer 2014**  
**Dr. Murillo**

Professor: Rubén R. Murillo, PhD  
 Classroom: WLH 2112  
 Class time: T/TH

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 Office: SSB 252  
 Office Hours: T/TH 10-11

**Required texts:**

*Their Dogs Came with Them*, Helena Viramontes

*Under the Feet of Jesus*, Helena Viramontes

Various PDF readings will be made available on TED

**Course description:**

This course examines the historical social, political, and economic conditions that gave rise to the emergence of Chicano literature. A critical premise of our approach is that Chicano literature, like the term Chicano itself, seeks to contest, resist, and deconstruct mainstream discourses that rationalize and/or justify race, class, and gender discrimination. We will pay close attention to the innovative literary techniques the respective authors employ to create beauty through their artistic expression while also giving voice to the unique experiences of Chicanos/Latinos in the United States.

**Grade evaluation:**

Attend. & part.: 15%  
 Journals: 20%  
 Literary Analysis Paper: 25%  
 Pop Quizzes: 10%  
 Research Paper: 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 Policy**

I take attendance every time class meets and your attendance will factor significantly in determining your attendance & participation grade for the course. Each student can miss one class for whatever reason during the semester without any penalty. However, **if a student misses more than one class during the quarter I will reduce his or her final course grade by 3% for each additional absence.**

**Participation**

In order to receive the full 15% for attendance & participation I expect you to actively participate in discussing assigned readings, answering questions, working in groups,

formulating questions, offering opinions, and giving feedback during essay workshops. Oftentimes a few students tend to dominate class discussion. I encourage every student to participate because it stimulates learning not only for the individual student who "speaks up," but also for the entire class. I welcome participation that challenges, tests, or questions any of the points I make in lecture. The classroom will be a safe environment where we will listen to one another with respect and cordiality.

### **Reading Journal**

Throughout the course you will write journal entries of 1-2 single-spaced pages corresponding to each assigned reading. You should write for approximately 15 minutes immediately upon completing the reading assignment so that the journal reflects your unfiltered immediate thoughts. Use the journal to process the theories, concepts, and methods presented in the reading and connect with other readings or personal experience.

Post each journal on TED (Blackboard) as soon as you complete it. In order to receive credit, you must post the journals at least one hour before class starts.

### **Compositions:**

There will be two essays in this course. One will be a literary analysis paper of 3-4 pages due at the midpoint of the course. The final paper will be a research paper due the day of the final exam and will be 5-6 pages in length. I will grade the essays based on several criteria such as content, organization, style, and demonstrated understanding of assigned readings, lectures, and class discussions. **If you hand in your essay late I will automatically deduct 10 points for every day it is late.**

**Quizzes:** There will be three pop quizzes during the semester designed to assess how well you are keeping up with and understanding the readings, lectures, and discussions.

### **Announcement:**

The professor reserves the right to modify this syllabus depending on the progress of the class or other pedagogical factors. If there are any changes, I will announce them in class.

### **Calendar**

Week 1 \_\_\_\_\_

**T 8/5: Introductions, review syllabus, "Boom" literary movement, I am Joaquín (1)**

**TH: Axolotl, The Night Face Up, & I am Joaquín**

#### **Homework Due:**

**read:** Axolotl & The Night Face Up by Julio Cortázar

**read:** "I am Joaquín" by Corky Gonzalez

**write:** Journal 1

Week 2 \_\_\_\_\_

**T 8/12: Their Dogs Came with Them “Mexican-American Literature,”**

**Homework Due:**

**read:** Their Dogs Came with Them chs. 1-3

**read:** "Literary (Re) Mappings" by Klahn

**write:** Journal 2

Suggested reading: El Plan de Santa Barbara

**TH 8/14: *Their Dogs Came with Them/Singing in the Snow***

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**Homework Due:**

**read:** Their Dogs Came with Them chs. 4 & 5, 17

**read:** *Singing in the Snow* introduction by Tey Diana Rebolledo

**write:** Journal 3

Suggested Viewing: Chicano "

Week 3

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**T 8/19: *Their Dogs Came with Them***

**Homework Due:**

**read:** Arteaga "Heterotextual Reproduction"

**write:** Journal 4

**TH 8/21: Under the Feet of Jesus**

Oral Presentations: *Singing in the Snow* by Tey Diana Rebolledo 2) *Massacre of the Dreamers* by Ana Castillo

**Homework Due:**

**read:** UTFJ

Week 4

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**T, 8/26: UTFJ, Literary Analysis Paper Due**

**Homework Due:****read:** *Under the Feet of Jesus***write:** Journal 8TH, 8/28: **UTFJ****Homework Due:****read:** *UTFJ*

Week 5 \_\_\_\_\_

T 9/2: Finish UTFJTH 9/4: Final Paper due day of final