

**Chicana/o Literature in English**  
**ETHN 139/LTEN 180**  
**Summer 2016**  
**Dr. Ceseña Bontempo**

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Professor: Ceseña Bontempo  
Classroom: HSS 2154  
Class Time: M/W 11:00-1:50

Email: [otilia\\_garcia@yahoo.com](mailto:otilia_garcia@yahoo.com)  
Office: SSB 252  
Office Hours: M/W 2:00-3:00

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**Required Texts:**

***The Revolt of the Cockroach People***, Oscar Zeta Acosta  
***Under the Feet of Jesus***, Helena Maria Viramontes  
Various 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, cultural identity, and resistance in the United States and globally. This course examines the historical, social, political, and economic conditions that set the stage for the emergence of Chicana/o literature. We will examine the variety of literary techniques utilized by authors to create works that gave voice to the unique experience of Chicanos and Latinos in the United States.

**Grading/Evaluation:**

Attendance/Participation.....20%  
Journal Responses.....15%  
Literary Analysis Papers.....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/Participation (Total 15%)**

**Attendance Policy**—Attendance will be taken each time the class meets. Each student may miss **one** class without penalty during the semester. However, if a student misses more than one class, his or her final course grade will be reduced by 3% for each additional absence.

**Participation**—In order to receive full credit for participation, I expect you to contribute to all discussions with your thoughts, questions, and analyses. In order to contribute effectively, you will need to bring all assigned readings for the day. When I say “contribute,” I do not mean dominate. Please be respectful of your classmates and teacher, and practice the art of stepping up, and stepping back. Remember, when you’re willing to listen to others, you’re more likely to actually hear them.

**Journal Responses (10%)**—It’s important that you take time to process each assigned reading before coming to class. Please take at least 10-15 minutes to write down your thoughts, questions, what struck you, what confused you, any connections you can make to your own personal experience.

Journal responses should be **1-2 singled-spaced pages**, and they must be posted **at least 1 hour** prior to class in order to receive credit.

**Literary Analysis Paper (20%)**—You will write one literary analysis paper of 3-4 double-spaced pages. It will be due during the 4th week of class. I will hand out a description of criteria during our second week of class.

**Quizzes (10%)**—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.

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

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### **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  $\frac{1}{3}$  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

#### **Mon. 8/1**

- Introductions and Review Syllabus
- Read: "[I am Joaquín](#)" by Corky Gonzalez

#### **Weds. 8/3**

- Read: "Bordered Civil Rights" (Camacho) [pp.152-192]
- Prepare: (Typed) Socratic Seminar Questions and Comments (for Camacho reading)

#### **Must Include:**

- 5 Passages to Unpack (Something that struck you)
- 10 Questions (Please no "yes/no" questions. Get us thinking.)
- Leave a space for handwritten notes to be taken during the in-class Socratic Seminar

### Week Two: Militancy and Masculinity

#### **Mon. 8/8**

- Read: *The Revolt of the Cockroach People* (Chapters 1-6 [pp.1-77])

#### **Weds. 8/10**

- Read: *The Revolt of the Cockroach People* (Chapters 7-12 [pp.78-155])
- Prepare: (Typed) Socratic Seminar Questions and Comments

### Week Three: La Lucha Sigue

#### **Mon. 8/15**

- Read: *The Revolt of the Cockroach People* (Chapters 13-19 [pp.156-258])

#### **Weds. 8/17**

- Watch: Film: *La Mission*
- Prepare: (Typed) Socratic Seminar Questions and Comments

### Week Four: Racialized Labor, Migration, and Gender Roles

#### **Mon. 8/22**

- Read: *Under Feet of Jesus* (Chapters 1-2 [pp. 1-90])

#### **Weds. 8/24**

- Read: *Under Feet of Jesus* (Chapters 3-5 [pp. 93-176])

### Week Five: Racialized Labor, Migration, and Gender Roles

#### **Mon. 8/29**

- Read: *Under Feet of Jesus*

#### **Weds. 8/31**

- Final Discussion: *Under Feet of Jesus*
- Prepare: (Typed) Socratic Seminar Questions and Comments

**FINAL EXAM: Friday 9/2 (11:30 AM-2:29 PM)**  
**Location: Comunidad Room, Cross Cultural Center**

### **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: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

## Syllabus Agreement

**After reading, please sign and return to Dr. Ceseña Bontempo by Wednesday, 8/3/16. I look forward to working with each and every one of you.**

I have read and understood this syllabus.

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Student Name (print)

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Student Signature

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Email address

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### 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:

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Course:

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Instructor:

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Student I.D.#:

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Print Name:

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Signature:

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