|  |
| --- |
| **Contra Costa College** |

|  |
| --- |
| **Course Outline** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Department & Number** | LA RAZA STUDIES, LARAZ-130 | **Number of Weeks** | 18 |
| **Course Title** | CONTEMPORARY CHICANO/LATINO LITERATURE | **Lecture Hours** | 3 |
| **Prerequisite** | None | **Lab Hours** |  |
| **Challenge Policy** | None | **\*Hours By Arrangement** |  |
| **Co-requisite** | None | **Activity Hours** |  |
| **Challenge Policy** | None | **Units** | 3 |
| **Advisory** | None |

|  |  |  |  |
| --- | --- | --- | --- |
| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
|  | | | |
|  | | | |
|  | | | |

|  |
| --- |
| **COURSE/CATALOG DESCRIPTION** |

|  |
| --- |
| This course will provide a survey of contemporary literature written by Chicano/Latino authors in the U.S. and Latin America. This course will explore the diversity of social, political, economic, personal, cultural, and gender-based experiences of Chicano/Latino people through the use of poetry, novels, short stories, and essays written by such authors. The course will also explore issues of identity and challenge students to examine their own identity within their culture, whatever this may be. Not repeatable. |

|  |  |
| --- | --- |
| **COURSE OBJECTIVE** | |
| At the completion of the course the student will be able to: | |

|  |
| --- |
| 1. Express an understanding of “La Raza” within a political and personal context. |
| 1. Examine and express cultural self-identity in a personal and academic context. |
| 1. Compare and contrast Chicano/Latino diversity. |
| 1. Define and develop various writing techniques including reflective, research, narrative, and analytical components. |
| 1. Demonstrate an understanding of different literary genres of Chicano/Latino literature. |
| 1. Identify, paraphrase and reflect on works by Chicano/Latino authors. |
| 1. Analyze the elements of literature (plot, characters, point of view, theme, setting, and style). |
| 1. Apply critical writing and reading skills to course assignments. |
| 1. Discuss literature using relevant support from the text. |
| 1. Analyze a work of literature by writing a critical essay. |

**COURSE CONTENT:** (In detail; attach additional information as needed and include percentage breakdown)

|  |  |  |
| --- | --- | --- |
| 25 | **%** | Introduction to the diverse cultural and historical experience of Chicanos/Latinos through the use of literature. |
| 10 | **%** | Introduction to literary criticism and analysis through daily journal and reading logs. |
| 10 | **%** | Review of Chicano/Latino literature within a political and historical context. |
| 5 | **%** | Influence of Mexican and Latin American literature on Chicano literature. |
| 50 |  | Introduction to literary genres: essays, short story, poetry, novel. To include discussion of works reflecting on social issues and self-identity. Specific issues to be addressed include the community and the home, machismo, family values, education, male and female roles, gender and sexuality, socioeconomics, real and imaginary borders, political activism. |

|  |
| --- |
| **METHODS OF INSTRUCTION** |

|  |
| --- |
| 1. Lecture |
| 1. Small and large group discussion |
| 1. Demonstration of writing techniques |
| 1. Collaborative Learning |
| 1. Videos |

|  |
| --- |
| **INSTRUCTIONAL MATERIALS** |

|  |  |
| --- | --- |
| **Textbook Title:** | The Latino Reader |
| **Author:** | Augenbraum, Harold and Margarite Fernandez Olmos Comp. |
| **Publisher:** | Houghton Mifflin Co. |
| **Edition/Date:** | 1st ed., 1999 |

|  |  |
| --- | --- |
| **Textbook Title:** | New Latino Fiction |
| **Author:** | Poey, Delia. |
| **Publisher:** | Iguana Dreams |
| **Edition/Date:** | 1992 |

|  |  |
| --- | --- |
| **Textbook Title:** | The Floating Borderlands: Twenty-five years of U.S. Hispanic  Literature |
| **Author:** | Flores, Lauro. |
| **Publisher:** | University Washington Press |
| **Edition/Date:** | 1998 |

|  |  |
| --- | --- |
| **Textbook Title:** | So Far from God: A Novel |
| **Author:** | Castillo, Ana. |
| **Publisher:** | W W Norton & Co Inc. |
| **Edition/Date:** | 2005 |

|  |  |
| --- | --- |
| **Textbook Title:** | The House on Mango Street |
| **Author:** | Cisneros, Sandra. |
| **Publisher:** | Vintage Books, a division of Random House, Inc. |
| **Edition/Date:** | 25th ed., 2009 |

|  |  |
| --- | --- |
| **Textbook Title:** | Like Water for Chocolate: A Novel in Monthly Installments with Recipes, Romances, and Home Remedies |
| **Author:** | Esquivel, Laura. |
| **Publisher:** | Doubleday Publishing Group |
| **Edition/Date:** | 1st ed., 1992 |

|  |  |
| --- | --- |
| **Textbook Title:** | Hunger of Memory: The Education of Richard Rodriguez |
| **Author:** | Rodriguez, Richard. |
| **Publisher:** | Bantam Books |
| **Edition/Date:** | 1st ed., 1983 |

|  |  |
| --- | --- |
| **Textbook Title:** | Love in the Time of Cholera |
| **Author:** | Marquez, Gabriel Garcia. |
| **Publisher:** | Random House Inc. |
| **Edition/Date:** | 2007 |

|  |  |
| --- | --- |
| **Textbook Title:** | Bitter Grounds |
| **Author:** | Benitez, Sandra. |
| **Publisher:** | Picador |
| **Edition/Date:** | 1st ed., 1998. |

|  |
| --- |
| **COURSE EXPECTATIONS** (Use applicable expectations) |

|  |  |
| --- | --- |
| **Outside of Class Weekly Assignments** | **Hours per week** |

|  |  |
| --- | --- |
| Weekly Reading Assignments | 3 |
| Weekly Writing Assignments | 3 |
| Weekly Math Problems |  |
| Lab or Software Application Assignments |  |
| Other Performance Assignments |  |

**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

|  |  |  |
| --- | --- | --- |
| 10 | **%** | Weekly journals |
| 10 | % | I Search essay |
| 10 | % | Family narrative essay |
| 15 | **%** | Writing assignments |
| 15 | **%** | In class participation |
| 10 | **%** | Visual Critique Essay |
| 15 | **%** | Midterm |
| 15 | **%** | Final |

|  |
| --- |
| **GRADING POLICY (Choose LG, CR/NC, or SC)** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Letter Grade** |  | **Pass / No Pass** | X | **Student Choice** |
| 90% - 100% = A | | 70% and above = Pass | | 90% - 100% = A |
| 80% - 89% = B | | Below 70% = No Pass | | 80% - 89% = B |
| 70% - 79% = C | |  | | 70% - 79% = C |
| 60% - 69% = D | |  | | 60% - 69% = D |
| Below 60% = F | |  | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |

|  |  |
| --- | --- |
| **Prepared by:** | Susana Danino |

|  |  |
| --- | --- |
| **Content Review Date:** | FA2009 |

Revised 04/09