

ENGL-228: CHICANO AND LATINX LITERATURE

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

228

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Chicano and Latinx Literature

Short Title

Chicano and Latinx Literature

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

This course surveys Mexican American and Latino/a influences in American Literature, introducing major authors, movements and themes. Coursework emphasizes Hispanic cultural perspectives and the diversity of Latinx communities and voices in the United States.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

120B

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate through explication, interpretation, and/or analysis understanding of literary texts by Mexican American and Latinx American authors.
2. Demonstrate through explication, interpretation, and/or analysis the relationship between Mexican American and Latinx literature and its historical, cultural, and social contexts.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Evaluate the literary contributions of Mexican American writers and recognize their relationship to mainstream American Literature.
2.	Recognize and understand the cultural themes in Mexican American writing and what contributions they offer to the American Literary canon.
3.	Demonstrate the relationships between the literature and its production and consumption in literary, thematic, historical, and contemporary social contexts.
4.	Articulate and compare the unique and diverse elements related to the Mexican American author's historical experience.

Course Content

Traditional literary analysis will be applied to Mexican American and other Latinx American writers. Emphasis will be on the legacy of Hispanic culture in the literature of the United States. The approach to the course content may be historical, topical/thematic or genre based, but should include readings that address the emergence and progression of the Mexican American tradition and the broader Latinx American tradition in literature. Some texts may be in translation.

1. Cultural, Literary and Artistic topics to be discussed may include:
 - a. Navigating the Latinx world
 - b. Borders, boundaries, regions, locating identity (e.g., Californio, Tejano; Transnational)
 - c. The exile, the immigrant, the refugee and the colonial subject
 - d. Languages, bilingualism, code switching and voice
 - e. Community, barrios, building home and connections to the land
 - f. Indigenous voices, connections with 'Native American' experience, and Indigenous African experience e.g. Afro-Mexicano
 - g. Family and heritage
 - h. Character, characterization and stereotypes
 - i. Race, class, sexuality, gender, and the politics of women's and men's roles
 - j. Religion & Spirituality
 - k. Traditional Culture and Folklore
 - l. The marketing of the Latino/a identity
 - m. Afro-Latinx experience in Mexico, Latin America, and the Caribbean
2. Mexican American Literature topics may include
 - a. Traditional folklore and forms (e.g., corridos, personal narratives)
 - b. The 19th century emergence of Mexican American literature
 - c. 20th century modernism, multiculturalism, magical realism and contemporary innovations
 - d. Social and Historical contexts and themes (e.g., the 1848 Mexican American War; the Treaty of Guadalupe Hidalgo; the Mexican Revolution; Zoot Suit riots; the Civil Rights Movement; the United Farm Workers; The Royal Chicano Air Force; Teatro Campesino, etc.)
3. Latinx American Literature from Caribbean contexts may include:
 - a. Social and Historical contexts and themes (e.g., European exploration and Spanish Colonialism; the Spanish American War; New York migrant communities; Puerto Rican, Haitian, Cuban, Dominican, Bahamian, Creole contexts; etc.)
 - b. Cuban American Literature and themes (e.g., Havana society; island culture; the Cuban Republic; the Cuban Revolution; exile and the refugee diaspora; post-Castro rapprochement)
 - c. Puerto Rican Literature and themes (e.g., U.S. 'territory' and issues of statehood and independence; Migration and Diaspora, Nuyorican Poets, The Independent Movement and The Young Lords)
 - d. Dominican Experience and the post-1960 diaspora; Haitian influence in the Gulf Coast; Bahamian territories
4. Growing the Canon—further explorations in Latino American literature may include.
 - a. Central American voices and themes; (e.g., the politics of the 1970s and 1980s; 21st Century Mesoamerica and Pan-Latino movements)
 - b. South American influences in U.S. Literature (e.g., Isabel Allende; Ariel Dorfman)
 - c. Filipino American intersections (e.g., Spanish American War; Carlos Bulosan)

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	
Lecture	
Other	Projects

Other	Audio/Video productions, for example, films based in Mexican American literary works; filmed recordings of Mexican American stage productions; sound recordings of folklore or corridos
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Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	
Quizzes	
Projects	
Portfolios	
Essays/Papers	
Oral Presentations	

Assignments

Reading Assignments

For example: Read *Zoot Suit Riots* and be prepared to discuss in class the themes and cultural concerns of the World War II context of the novel. Follow up with research into the 1943 Zoot Suit Riot.

For Example: Read poems from Gary Soto's collection *The Elements of San Joaquin*. Be prepared to discuss his depiction of the California Central Valley and its communities.

Writing Assignments

For example: Keep a reader response journal for *The House on Mango Street*. For each chapter, write a one- to two-page entry. The response should reflect your understanding and interpretation of the text.'

For example: After reading the short story "The Man Who Found a Pistol" and the novel *Bless Me Ultima*, write a two-page essay in which you compare and contrast the theme of "destino" as presented in both pieces.

For Example: Compare and contrast the concept of dignidad as defined by Esmerelda Santiago and the English cognate dignity. For example: Both Negi in *When I Was Puerto Rican* and Yolanda in *When the Garcia Girls Lost Their Accent* experience a change when acclimating to the culture in the United States. Explain the change and how it impacts their relationship to their homeland.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Gilb, D., R. A. Gilb

Title

Mexican American Literature: A Portable Anthology

Publisher

Macmillan

Year

2015

Material Type

Textbook

Author

Valdez, L., S. Steiner

Title

Aztlan: An Anthology of Mexican American Literature

Publisher

Vintage

Year

1972

Material Type

Textbook

Author

Garcia, C.

Title

Bordering Fires: The Vintage Book of Contemporary Mexican and Chicano/a Literature

Publisher

Knopf Doubleday

Year

2006

Material Type

Textbook

Author

Anaya, Rudolfo

Title

Bless Me Ultima

Publisher

Grand Central Publishing

Year

1999

Material Type

Textbook

Author

Cisneros, Sandra

Title

House on Mango Street

Publisher

Vintage

Year

1991

Material Type

Textbook

Author

Diaz, Junot

Title

The Brief Wonderful Life of Oscar Wao

Publisher

Riverhead Books

Year

2008

Material Type

Textbook

Author

Santiago, Esmeralda

Title

When I Was Puerto Rican

Publisher

DaCApo Press

Year

2006

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000604612

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

No

Only Pass/No Pass

No