

ENGL R129: INTRODUCTION TO LATINX LITERATURE

Originator

cmorenoparsons

College

Oxnard College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

R129

Course Title (CB02)

Introduction to Latinx Literature

Banner/Short Title

Latinx Literature

Credit Type

Credit

Honors

No

Start Term

Fall 2021

Catalog Course Description

This course is designed as a general survey of the rich and diverse development of Latinx literature. The course will explore various genres including, but not limited to, poetry, short stories, novels, drama, and essays, and will engage in literary analysis of these materials. The course will pair the critical understanding of the works read within the context of the cultural, socioeconomic, and political histories that inform them.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

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

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Field trips may include, but are not limited to: museums, plays, art galleries, poetry readings, or lectures.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL R101 or ENGL R101H

Entrance Skills

Entrance Skills

Write multi-paged and timed college-level essays.

Prerequisite Course Objectives

ENGL R101-Write multiple-page expository and persuasive essays

ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Entrance Skills

Write a research paper.

Prerequisite Course Objectives

ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

Entrance Skills

Analyze literary and critical texts.

Prerequisite Course Objectives

ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL R101

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Requisite Type

Prerequisite

Requisite

ENGL R101H

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:	
1	Describe major trends, themes, and motifs found in Latinx literature.
2	Identify significant authors and writings in Latinx literature.
3	Synthesize an argument or analysis of specific elements in Latinx literature and present that argument in a college-level essay.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1	Identify and articulate the major themes in Latinx literature.
2	Explain and synthesize the historical relationship between the United States and various Latin American countries, and how these histories have shaped Latinx literary perspectives.
3	Assess and analyze social, historical, and cultural writings written about the significance of Latinx literature.
4	Examine the diversity of Latinx authors.
5	Analyze the relationship between Latinx literary works and the broader social, cultural, and political context of the times both verbally and in writing.

Course Content**Lecture/Course Content**

- Course Topics may include:
 - Analysis of formal qualities of literary texts (exposition, characterization, narrative structure, tone/style, etc.)
 - Analysis of literary texts in relation to social, political, and cultural contexts
 - Analysis of the terms Latinx and *latinidad*, including tracing the history of the Latinx concept in relation to key elements of sociocultural life such as: time, space, identity, community, power, language, nation, and rights
 - The construction of identity in terms of race, gender, sexuality, and class
 - The origins and evolution of various forms of Latinx literature in relation to key elements of sociocultural life, such as time, space, identity, community, power, language, nation, and rights
 - Historical Latinx literature (19th century – 1945)
 - Contemporary and Post WWII Latinx literature (1945 - present)
- Trends and themes in contemporary Latinx literature may include:
 - Literary movements such as modernism, postmodernism, Marxism, feminism, formalism, post-structuralism, etc.
 - Autobiography
 - Political and historical forces: war, environmental issues, political uprisings, international relations, colonization
 - Migrant experiences and the experiences of the exile, the immigrant, the refugee, and the colonial subject
 - Resistance
 - Diversity of language: being mono-, bi-, and multilingual; code-switching

- g. Explorations of identity
- h. Urban and rural experiences
- i. Feminism and Machismo
- j. Regional Latinx literatures
- k. The relationship of the artist to her/his community

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Oral analysis/critiques
Oral presentations
Portfolios
Quizzes
Reports/papers
Research papers
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Methods may include, but are not limited to:

1. Small group discussions with possible use of analysis sheets of the literature assigned
2. Lectures on poetry, fiction, creative nonfiction, and dramatic terms such as imagery, symbolism, plot, theme, point of view, characterization, and tone
3. In-class writings from assigned works
4. Whole class discussions about assigned literature
5. Possible viewing videos relevant to the literature read and discussed

Representative Course Assignments

Writing Assignments

1. In-class analysis and discussion of assigned works
2. Write a response journal entry for literature and critical essays assigned
3. Complete all writing assignments with correct documentation.
4. Write an analytical paper addressing several pieces of literature read written from prompt

5. Write an analytical paper written from prompts based on critical essays
6. Write an analytical paper addressing a theme or conflict in a story, essay or nonfiction work

Critical Thinking Assignments

1. Analysis of formal qualities of literary texts (exposition, characterization, narrative structure, tone/style, etc.)
2. Analysis of literary texts in relation to social, political, and cultural contexts
3. Synthesis of disparate literary, historical, and social elements found in the works read.
4. Analysis of the origins and evolution of various forms of Latinx literature in relation to key elements of sociocultural life, such as time, space, identity, community, power, language, nation, and rights

Reading Assignments

Novels, poetry, and short story collections, such as:

- Américo Paredes, *With His Pistol in His Hand* (1958)
- Piri Thomas, *Down These Mean Streets* (1967)
- Rudolfo Anaya, *Bless Me, Ultima* (1972)
- Richard Rodriguez, *Hunger for Memory* (1982)
- Sandra Cisneros, *House on Mango Street* (1984)
- Cristina Garcia, *Dreaming in Cuban* (1992)
- Junot Díaz, *Drown* (1996)
- Ernesto Quiñonez, *Bodega Dreams* (2000)
- Angie Cruz, *Soledad* (2001)
- Black Artemis, *Picture Me Rollin'* (2005)
- Julia Alvarez, *In the Name of Salomé* (2001)
- Ana Menéndez, *Loving Che* (2004)
- Samanta Schweblin, *Mouthful of Birds* (2010)
- Alia Trabuco Zerán, *The Remainder* (2014)

Critical readings, such as:

- Stavans, Ilan. *The Norton Anthology of Latino Literature* (2011)
- Gutiérrez, David. *The Columbia History of Latinos in the United States since 1960* (2004)
- Juan González, *Harvest of Empire: A History of Latinos in America* (2001)
- Lisa Sánchez González, *Boricua Literature: A Literary History of the Puerto Rican* (2001)
- Juan Flores, *From Bomba to Hip-Hop* (2000)
- Raphael Dalleo and Elena Machado Sáez. *The Latino Canon and the Emergence of Post-Sixties Literature* (2007)
- *Bedford Glossary of Critical and Literary Terms* (2017)

Other assignments (if applicable)

Viewing films, such as:

- *Macario* (1960)
- *The Rose Seller* (1998)
- *City of God* (2002)
- *Maria Full of Grace* (2004)
- *The Headless Woman* (2008)

Outside Assignments

Representative Outside Assignments

1. Complete the reading of novels, short stories, poems, and other critical materials, as outlined above in Reading Assignments.
2. Compose essays of various styles, which may include:
 - a. Evaluative essays
 - b. Argumentative essays
 - c. Research essays
 - d. Critical reading essays

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Proposed

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Proposed

Course is CSU transferable

Yes

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities**

C2 Humanities: Literature, Philosophy, Languages Other than English

Proposed

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Proposed

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Proposed

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Stavans, Ilan. *The Norton Anthology of Latino Literature*. New York: W.W. Norton (2011)

Resource Type

Textbook

Classic Textbook

No

Description

Gutiérrez, David. *The Columbia History of Latinos in the United States since 1960* (2004)

Resource Type

Textbook

Classic Textbook

No

Description

Juan González, *Harvest of Empire: A History of Latinos in America* (2001)

Resource Type

Textbook

Classic Textbook

No

Description

Lisa Sánchez González, *Boricua Literature: A Literary History of the Puerto Rican Diaspora* (2001)

Resource Type

Textbook

Classic Textbook

No

Description

Juan Flores, *From Bomba to Hip-Hop* (2000)

Resource Type

Textbook

Classic Textbook

No

Description

Raphael Dalleo and Elena Machado Sáez. *The Latino Canon and the Emergence of Post-Sixties Literature* (2007)

Resource Type

Other Resource Type

Description

Rudolfo Anaya, *Bless Me, Ultima* (1972)

Resource Type

Other Resource Type

Description

Sandra Cisneros, *House on Mango Street* (1984)

Resource Type

Other Resource Type

Description

Richard Rodriguez, *Hunger for Memory* (1982)

Resource Type

Other Resource Type

Description

Cristina Garcia, *Dreaming in Cuban* (1992)

Resource Type

Other Resource Type

Description

Piri Thomas, *Down These Mean Streets* (1967)

Resource Type

Other Resource Type

Description

Ernesto Quiñonez, *Bodega Dreams* (2000)

Resource Type

Other Resource Type

Description

Angie Cruz, *Soledad* (2001)

Resource Type

Other Resource Type

Description

Black Artemis, *Picture Me Rollin'* (2005)

Resource Type

Other Resource Type

Description

Américo Paredes, *With His Pistol in His Hand* (1958)

Resource Type

Other Resource Type

Description

Julia Alvarez, *In the Name of Salomé* (2001)

Resource Type

Other Resource Type

Description

Ana Menéndez, *Loving Che* (2004)

Resource Type

Other Resource Type

Description

Samanta Schweblin, *Mouthful of Birds* (2010)

Resource Type

Other Resource Type

Description

Alia Trabuco Zerán, *The Remainder* (2014)

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs.

E-mail	Regular email correspondence between students and between students and instructors.
Other DE (e.g., recorded lectures)	Instructors may choose to record video lectures and presentations. They may also use pre-existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Instructors may choose to provide online chat room conference times.
Video Conferencing	Instructors may choose to provide online video conference times.
Telephone	Instructors may choose to provide telephone conference times.
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs.
E-mail	Regular email correspondence between students and between students and instructors.
Face to Face (by student request; cannot be required)	Students may request in-person conferences in conjunction with the face to face portion of the hybrid class.
Other DE (e.g., recorded lectures)	Instructors may choose to record video lectures and presentations. They may also use pre-existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Instructors may choose to provide online chat room conference times.
Telephone	Instructors may choose to provide telephone conference times.
Video Conferencing	Instructors may choose to provide online video conference times.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussions between students via discussion boards or other collaborative tools, such as Google Docs.
E-mail	Regular email correspondence between students and between students and instructors.
Other DE (e.g., recorded lectures)	Instructors may choose to record video lectures and presentations. They may also use pre-existing video or other digital material.
Synchronous Dialog (e.g., online chat)	Instructors may choose to provide online chat room conference times.
Telephone	Instructors may choose to provide telephone conference times.
Video Conferencing	Instructors may choose to provide online video conference times.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

08/24/2020

Dean

08/24/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

DTRW-I

09/10/2020

Curriculum Committee

09/23/2020

Board

10/13/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000610714

DOE/accreditation approval date

MM/DD/YYYY