



# ENGL 3922.002 Chicana/o Literature

**Professor Ybarra**

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**Office Hours:**  
T,R 9am - 10:30 a.m.,  
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408K

Tues/Thurs 11am -  
12:20pm  
LANG 201  
Spring 2018  
University of North Texas

## Course Description

This course tours Mexican American literature and Chicana and Chicano cultural production. Our studies consist of four units: Place in Mexican American Literature, Early Mexican American Literature, Emergence of Chicana/o Writing, and Contemporary Chicana/o Cultural Production. Course material draws from various genres and historical periods to exhibit the rich contribution that Mexican American and Chicana/o creative voices and lived experiences lend to U.S. and global culture.

## Course Purpose

This course serves to enhance student knowledge of multicultural literatures for a representative education in American literatures overall. Students will gain a familiarity with the development of Mexican American and Chicana/o literature and culture from 1848 to the present period. Assignments and discussions in this course provide a forum for articulating an understanding of foundational works and themes in Chicana/o literature and culture. In pursuing these goals, students will write regularly scheduled short close-reading analyses, complete reading quizzes, complete in-class writing assignments, complete two exams, complete an oral history presentation, and participate in classroom discussion.

## Required Texts:

--check class website regularly: [pybarra.weebly.com](http://pybarra.weebly.com) password: capitalocene2018

--subscribe to LatinoUSA podcast:

[www.latinousa.org](http://www.latinousa.org)

-- González, Jovita. Caballero, 1930s, 1996.

-- Paredes, Americo. George Washington Gomez. 1930s. 1990.

-- Rivera, Tomas. ...And the Earth Did Not Devour Him. 1971.

--Castillo, Ana. The Guardians. 2007.

-- Essays, short stories, and poems available on my website: [pybarra.weebly.com](http://pybarra.weebly.com)

**\*\*\*REQUIRED: PRINT PDFs, READ PDFs, AND BRING PDFs TO CLASS\*\***

**\*\*\*NO LAPTOPS, TABLETS, OR SMARTPHONES ALLOWED IN VIEW DURING CLASS\*\*\***

## Expected Learning Outcomes

- Discuss key issues in the development of Chicana/o literature—the literature of a distinctive culture of the United States
- Integrate a discussion of contemporary Chicana/o issues with an array of past and contemporary Chicana/o literature, verbally and in writing

- Identify the varieties of Chicana/o identity demonstrated in Chicana/o cultural production
- Explain the historical context of four stages of Chicana/o literature
- Identify major authors in four periods of Chicana/o literary production

**These expected learning outcomes will be measured by means of the assignments listed below, including grade percentages for each assignment:**

### Grading

- (20%) Three 500-word Explications
- (25%) Reading Quizzes, including short writing assignments (drop 2 lowest grades)
- (15%) Regular participation in class discussion; including attendance, asking questions, responding to questions, and responding to other students' comments
- (10%) Oral History Project & Presentation
- (15%) Exam One: Midterm
- (15%) Exam Two: Final

### Special Notes

- **ATTENDANCE:** Students should endeavor to attend every class. Roll will be taken at every meeting. Up to three absences are permitted. I do not accept notes or explanations. Use your absences wisely. After three absences, the student begins to lose one letter grade on his or her existing participation grade per absence. **Six absences results in an overall F for the course.**
- **Academic Honesty**  
**You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the [Student Handbook](#). The content of the Handbook applies to this course. Additional information will be included on essay assignments sheets.**
- **Disability Accommodation** The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found [here](#). Also, you may visit the Office of Disability Accommodation or call us at (940) 565-4323.

- **The University Writing Lab**, located in Room 305 of the General Academic Building, was created to serve the needs of the students at the University of North Texas in all aspects of writing. Undergraduate and graduate students consult with the staff of the Writing Lab for help in writing better papers. All services of the Writing Lab are **free of charge** for all University of North Texas students. Website: [writinglab.unt.edu](http://writinglab.unt.edu) Phone: 940-565-2563

- **TX SENATE BILL 11 (“CAMPUS CARRY”)**. Students must read UNT’s policy on concealed handguns on campus (see <http://campuscarry.unt.edu/untpolicy>). Here I note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of “handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person.” Per policy, if a gun is “partially or wholly visible, even if holstered,” it’s not legal on campus, whether or not it is licensed. I report all illegal activities to the UNT police, regardless of their nature.
- **“ACTIVE SHOOTER SITUATIONS.”** All students should be aware of UNT’s guidelines for responding to “active shooter situations” (see <http://emergency.unt.edu/get-prepared/Active-Shooter>).

**SCHEDULE OF ASSIGNMENTS**  
**(subject to adjustment; come to class everyday to find out)**

**UNIT A: PLACE IN MEXICAN AMERICAN LITERATURE**

**Week One**

T 01/16

- Watch Part One: “Quest for a Homeland” (55 mins) of documentary Chicano!: A History of the Mexican American Civil Rights Movement (available on YouTube)
- **Take notes and write a one-page response to the documentary: DUE T 01/23**

R 01/18

- Course description, goals, schedule of assignments
- “I Am Joaquin,” Rodolfo “Corky” González (online)

**Week Two**

T 01/23

- **DUE: One-page response to documentary**
- **DUE: Syllabus signature page**
- “El Retorno,” Gloria Anzaldua (online)
- Mexican & Mexican American history discussion

R 01/25

- “Earth to Earth,” Patricia Preciado Martin (online)
- Introduction to Early Mexican American Literature Unit
- Introduction to Jovita González and Caballero
- **Handout Explication One assignment**

**UNIT B: EARLY MEXICAN AMERICA**

**Week Three**

T 01/30

- Caballero González (Author’s Notes, Characters, Glossary, floorplan, Foreword, and pages 3 – 104)

R 02/01

- Caballero González (105-174)

## Week Four

T 02/06

- **DUE: Explication One**
- Caballero González (175-276)

R 02/08

- Caballero González (277-337)
- Introduction to George Washington Gómez

## Week Five

T 02/13

- **Handout Explication Two assignment**
- George Washington Gómez Paredes (9-100)

R 02/15

- George Washington Gómez Paredes (100-163)

## Week Six

T 02/20

- George Washington Gómez Paredes (163-240)

R 02/22

- George Washington Gómez Paredes (240-302)

## Week Seven

T 02/27

- **DUE: Explication Two**
- **Review for Midterm Exam**

R 03/01

- **MIDTERM EXAM (by proctor); Dr. Ybarra at USC Lecture and ASLE Retreat**

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## UNIT C: EMERGENCE OF CHICANA/O WRITING

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## Week Eight

T 03/06

- ... And the Earth Did Not Devour Him Rivera (entire novel)
- **Oral History Project Assignment**
- **Handout Explication Three**

R 03/08

- **No class; Prof. Ybarra at *Orion Magazine* Board of Directors meeting in Tucson, AZ**

## Week Nine: SPRING BREAK (no class: T 03/13 – R 03/15)

## Week Ten:

T 03/20

- Jimmy Santiago Baca poetry (online)

R 03/22

- Jimmy Santiago Baca poetry (online)

## UNIT D: CONTEMPORARY CHICANA/O VOICES

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### Week Eleven

T 03/27

- *A Place to Stand* documentary (watch in class)
- **DUE: Explication Three**

R 03/29

- Selection from Loving in the War Years by Cherríe Moraga (online)

### Week Twelve

T 04/03

- "Little Miracles, Kept Promises," Sandra Cisneros (online)
- Introduction to The Guardians
- Attend screening of Dolores Huerta documentary and presentation; **one-page essay response due 04/10**

R 04/05

- The Guardians Castillo (3-60)

### Week Thirteen

T 04/10

- The Guardians Castillo (60-100)

R 04/12

- The Guardians Castillo (101-150)

### Week Fourteen

T 04/17

- The Guardians Castillo (150-211)

R 04/19

- **ORAL HISTORY PROJECTS DUE** (edited and uploaded to Dropbox)
- **No class** (Prof. Ybarra at Conference on the Sowell Family Collection in Literature, Community, and the Natural World at Texas Tech University)

### Week Fifteen

T 04/24

- **ORAL HISTORY PRESENTATIONS** (bring signed permission form)

R 04/26

- **ORAL HISTORY PRESENTATIONS** (bring signed permission form)

### Week Sixteen

T 05/01

- **ORAL HISTORY PRESENTATIONS** (bring signed permission form)

R 05/03

- **CONCLUDING DISCUSSION**
- **REVIEW FOR FINAL EXAM**

**FINAL EXAM: Tuesday 05/08; 10:30AM – 12:30PM**