



LIT-275: LATINX/CHICANX LITERATURE

Also listed as: ETHS-275 / ETHS-275H / LIT-275H

Effective Term

Fall 2025

BOT Approval Date

06/13/2024

Discipline

LIT - Literature

Course Number

275

Course Title

Latinx/Chicanx Literature

Short Title

Latinx/Chicanx Lit

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ETHS-275

C-ID (Admin Only)

CB 00

CCC000624935

Course Title

Latinx/Chicanx Literature

Honors / Non-honors

ETHS-275H



C-ID (Admin Only)

CB 00

CCC000624936

Course Title

Honors Latinx/Chicanx Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area

C-ID (Admin Only)

CB 00

CCC000600214

Course Title

Honors Latinx/Chicanx Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area

Catalog Description

This course surveys, interprets, compares, and explores the lived experiences of Latinx/Chicanx authors through a variety of texts and genres. Readings, discussions, lectures, and presentations will focus on the cultural, social, and historical aspects of Latinx/Chicanx literature. The course may include a variety of genres: fiction, poetry, drama, film, and non-fiction prose, etc.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.0101 - English Language and Literature, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

AA/AS F - Ethnic Studies

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze texts written by Latinx and/or Chicanx novelists, playwrights, poets, activists, and essayists through an ethnic studies lens to appreciate their contributions to the literary arts and historical movements.
2. Apply a variety of literary theories including those developed and practiced by Latinx and/or Chicanx authors and scholars that build upon and resist literary traditions and scholarship.
3. Distinguish characteristics between Latinx, Chicanx, Hispanic, or hyphenated (identities) including the intersections of these identities and their influences on literature, popular culture, and social justice movements.
4. Analyze distinctive structural and literary characteristics of Latinx/Chicanx novels, short fiction, drama, poetry, speeches, and essays.
5. Contextualize Latinx/Chicanx literature within its social, political, or historical backgrounds.
6. Correlate specific themes and cultural concerns distinctive to Latinx/Chicanx communities with their representation in literature (e.g. Border/La Frontera, intersectionality, multiculturalism, spirituality, immigration/migration, assimilation/acculturation, regionalism, stereotypes, storytelling).
7. Identify the distinct Latinx/Chicanx cultural and social pressures of gender expression, gender identities, sexuality and gendered expectations in Latinx/Chicanx culture and how they appear or are resisted in various genres.
8. Evaluate the significance of various rhetorical approaches such as magical realism, cultural archetypes, code-meshing, and the impact of oral traditions in a variety of literary and scholarly forms.

Honors Objectives

- Examine a wide range of texts in various genres from a variety of historical periods and contexts of Latinx and/or Chicanx novelists, playwrights, poets, activists, and essayists, using critical literary and/or Latinx/Chicanx theory.
- Read and use literary theory to interpret texts with originality by performing close, nuanced, critical readings of Latinx/Chicanx literature.
- Apply literary theory to literature by composing analytical literary essays with a strong thesis as a focal point, a convincing argument, and evidence from the text in the way of examples, quotations, summaries, paraphrases of passages, and an explication of the language to support the thesis.
- Specific attention will be paid to synthesizing primary and secondary text materials with their own ideas in order to construct intelligent, inspired, and fresh interpretations that do not rely on previous and widely expressed critical interpretations of primary works.
- Research, review, and analyze critical perspectives previously expressed in relation to a literary text, including criticisms, cultural, and historical significance from a variety of sources, both print and online.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze Latinx/Chicanx literature through the lens of critical ethnic studies to consider how individuals and communities struggle to define themselves against the values of the dominant culture, including but not limited to: race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism.
2. Students will contextualize Latinx/Chicanx literature within its cultural, social, religious, political, and historical contexts.
3. Students will compare and contrast shared themes and rhetorical approaches in Latinx/Chicanx literature as well as the unique differences and lived experiences among the diversity of authors and scholars.
4. Students will evaluate the complexity of language choice as tools for liberation, decolonization, creative expression, and counternarrative strategies.
5. Students will demonstrate critical analysis of LatinX/ChicanX and illustrate anti-racist and anti-colonial issues in essays or formal projects that depend on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources using relevant and current documentation guidelines for support through examples, quotations, and an explication of the language of primary texts.

Program Learning Outcomes

Learning Outcome

Analyze a variety of literary genres in their social, cultural and historical context.

Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well-reasoned arguments.

Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.

Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.

Recognize writing as a process of developing, drafting, revising, and editing.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Given the wide and diverse nature of this subject matter, the themes, topics, authors, and works listed below represent possible approaches. Instructors may adapt and/or develop their own themes and interests. They may use separate texts or may choose selections included in any of the available Latinx and/or Chicanx anthologies to vary the emphasis in the course. Instructors can

include various genres including poetry, novels, short stories, memoirs, comics, graphic novels, speeches, or songs in addition to films or other video texts to support their assignments and course focus.

1. Critical Consideration of Identity and Terminology

- a. Latinx
- b. Chicanx
- c. Hispanic
- d. Hyphenated identities and Latinidad (e.g. Afro-Latinx, Mexican-American, Dominican-American)
- e. LGBTQIA+

Discussion of texts such as the following:

- i. *Borderlands/La Frontera: The New Mestiza*, Gloria Anzaldua
- ii. *Pocho*, Jose Antonio Villarreal
- iii. *The Latino Condition*, Richard Delgado and Jean Stefanic
- iv. *Finding Latinx: In Search of the Voices Redefining Latino Identity*, Paula Ramos
- v. *Dreaming In Cuban*, Cristina Garcia; *The Brief Wondrous Life of Oscar Wao*, Junot Diaz; *The House of Broken Angels*, Luis Alberto Urrea
- vi. *Hola Papi: How to Come Out in a Walmart Parking Lot and Other Life Lessons*, John Paul Brammer
- vii. *Queer In Aztlan: Male Recollections of Consciousness and Coming Out*, Yosimar Reyes contributor

2. Theoretical Approaches to Latinx/Chicanx texts Such As

- a. Reader-Response Theory
- b. New Historicism Theory
- c. Marxist Literary Theory
- d. Chicana and other Third Wave or Intersectional Feminisms
- e. Critical Race Theory
- f. Queer Theory
- g. Postcolonial Theory

Suggested theoretical texts include:

- i. *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, Robert Dale Parker
- ii. *Critical Race Theory: An Introduction* (Third Edition), Richard Delgado et.al

3. Significant Social, Political, or Historical Movements

- a. Indigenous Influences, Pre and Post-Colonial Period
 - i. *Spirits of the Ordinary*, Kathleen Alcala
- b. Southwest and Alta California letters, poetry, and newspapers
 - i. *Testimonios: Early California Through the Eyes of Women, 1815-1848*, Rose Marie Beebe And Robert M. Senkewicz
- c. Nuyorican Poetry Movement and Latinx Diaspora
 - i. Jack Agüeros, Jorge "El Coco" Brandon, Sandra María Esteves, Magdalena Gómez, Pedro Pietri, Julia Alvarez, Isabelle Allende
- d. Sociohistorical movements and their influences on Latinx literatures
 - i. Cuban missile crisis and Castro dictatorship, Trujillo dictatorship of the Dominican Republic, the controversy of the United Fruit Company in Columbia, the war in El Salvador during the 1980s and early 90s, Zoot Suit Riots, the Bracero Program
 - ii. Stonewall Riots and the intersectional fight for gay rights and liberation led by Marsha P. Johnson, *Pay it No Mind*, and Sylvia Rivera and "Bitch on Wheels."
 - iii. Literature that addresses these influences including *Dreaming in Cuban*, *In the Time of Butterflies*, *One Hundred Years of Solitude*, or *Caravan to the North: Misael's Long Walk*, *Wild Tongues Can't Be Tamed*
- e. Civil Rights and Labor Movements
 - i. El Movimiento/La Causa, Student protests, development of Chicano studies, *El Grito*, *Teatro Campesino*, Bracero Program, Young Lords, Brown Berets, Strikes/Boycotts, transgendered performance as activism (Translocas),
 - ii. Community Organizers such as Cesar Chavez, Dolores Huerta, Cruz, Joan Baez, Luis Valdez, Corky Gonzalez, and Silvia Rivera
 - a. *All They Will Call You*, Tim Hernandez, *Autobiography of a Brown Buffalo*, Oscar Zeta Acosta
 - b. *Chicana On Fire: Ignited by the 1970's East L.A. Chicano Protest Movement*, Vibiana Aparicio-Chamberlin

f. Assimilation and Schooling

- i. *Pedagogy of the Oppressed*, Paolo Freire
- ii. *You Talk Like a White Girl*, Julia Arce
- iii. *Precious Knowledge*, documentary
- iv. *How the Garcia Girls Lost Their Accent*, Julia Alvarez
- v. *Brief and Wonderous Life of Oscar Wao*, Junot Diaz

g. Class and Advancement

Topics may include the experiences of poverty, alienation, and discrimination

- i. *Always Running: La Vida Loca: Gang Days in L.A.*

h. Citizenship, Asylum, and Immigration Reform

- i. *Lives in Limbo: Undocumented and Coming of Age in America*, Roberto Gonzales
- ii. *The Book of Unknown Americans*, Cristina Henríque
- iii. *The Undocumented Americans*, Karla Cornejo Villavicencio
- iv. *Solito: A Memoir*, Javier Zamora
- v. *Afterlife*, Julia Alvarez

i. Forms of Lateral Oppression

- i. colorism, sexism, elitism, anti-Blackness, identity policing, anti-indigeneity, homo/transphobia, or racial innocence in Latinx communities

4. Gender and Sexuality

a. Gender Performativity and Sexuality

b. Machismo and Patriarchy

c. Femininity/Marianismo

d. Mother/Daughter Relationships using texts such as:

- i. *The House on Mango Street*, Sandra Cisneros; *Not Your Perfect Mexican Daughter*, Erika Sanchez, *Juliet Takes a Breath*, Gabby Rivera

d. Third Wave Feminism

i. Latinx and Chicanx theorists may include: Anzaldua, Moraga, Sandoval

ii. Concepts of "La Virgen" y "La Malinche"

e. Queer Expression in Latinx and Chicanx Culture

- i. *Loving in the War Years: Lo Que Nunca Paso por Sus Labios*, Cherrie Moraga
- ii. *Disidentifications: Queers Of Color And The Performance Of Politics*, Jose Munoz
- iii. *Juliet Takes a Breath*, Gabby Rivera
- iv. *Carapace*, Yolanda Arroyo Pizarro
- v. "Empowering Joteria When the Horizon is Not Enough," Isaac Morales

5. Identity and Liminality

a. Border Culture as "Neither Here Nor There"

- i. *Borderlands/La Frontera: The New Mestiza*, Gloria Anzaldua

b. Colorism and Anti-Blackness in Latinx Cultures

- i. Concepts of "Passing," "El Güero/La Güera," and "Mestizaje"
- ii. *Gabi, A Girl In Pieces*, Isabel Quintero

6. Literary Genres, Archetypes, and Devices

a. Magical Realism; topics and texts such as:

- i. *So Far From God*, Ana Castillo
- ii. *100 Years of Solitude*, Gabriel Garcia Marquez
- iii. *Dreaming in Cuban*, Cristina Garcia
- iv. *Zoot Suit*, Luis Valdez

b. Social Realism authors such as:

- i. *George Washington Gomez*, Americo Paredes

c. Archetypes and Stereotypes which may include:

- i. Curanderas, outlaws, migrant laborers, perpetual foreigners, "Illegals" etc.

- ii. *Y No Se lo Trago la Tierra*, Tomas Rivera
- d. Code meshing studies such as:
 - i. *Borderlands/La Frontera: The New Mestiza*, Gloria Anzaldua
- e. Oral Traditions which may include:
 - i. Oral testimonios, music (corridos), folklore tales, myths (la llorona, el cucuy, etc...
- f. Religion/Spirituality literary themes such as:
 - i. *Bless Me, Ultima*, Rudolfo Anaya
- g. Aztlan and Indigenous Influences
 - i. *Malinche*, Laura Esquivel
 - ii. *Caramelo*, Sandra Cisneros
 - iii. *The House of Spirits*, Isabelle Allende
- h. Epistolary novels such as
 - i. *The Mixquiahuala Letters*, Ana Castillo
- i. Latinx Futurism
 - i. *Latinx Rising: An Anthology of Latinx Science Fiction and Fantasy*, Mathew Goodwin
 - ii. *Speculative Fiction for Dreamers: A Latinx Anthology Paperback*, Alex Hernandez
- j. Visual Argument
 - i. *Popul Vuh*, *Florentine Codices*, visual storytelling in Mesoamerican architecture such as El Castillo, Chichen Itza or Taino or Mochi pottery, or Chicano muralists or poster artists such as Malaquías Montoya.
 - ii. Comics characters including America Chavez, Miles Morales, Kyle Rayner (Green Lantern), Anya Corazón (Spider-Girl), Jaime Reyes (Blue Beetle), Roberto da Costa (Sunspot)
 - iii. Graphic novels including *La Borinqueña*, Edgardo Miranda-Rodriguez; *Tales from la Vida: A Latinx Comics Anthology*; *Unearthed*, Lilliam Rivera

7. Contributions to Mainstream American Popular Culture

May include, but are not limited to, the following:

- a. Music
 - i. Selena, Santana, Ritchie Valens, Rita Moreno, Linda Ronstadt, Joan Baez, Jennifer Lopez, Gloria Estefan, Pitbull, Enrique Iglesias, Bad Bunny, Shakira, Celia Cruz, Marc Antony, Vicente Fernandez, Placido Domingo, Luis Miguel, Juanes, Thalia
- b. Television
 - i. *Vida*, *Narcos*, *Ugly Betty*, *Jane the Virgin*, *One Day at Time*, *Gentefied*, *This Fool*
- c. Theater
 - i. *Zoot Suit*, Luis Valdez; *Hamilton*, Lin Manual Miranda; *Water By the Spoonful*, *In the Heights*, Quiara Alegría Hudes
- d. Film
 - i. *La Bamba*, *Zoot Suit*, El Teatro Campesino, Luiz Valdez; *Real Women Have Curves*, Josefina Lopez; *Frida*, Selma Hayek; *Moron's Guide to Latino History*, John Leguizamo, Disney's *Coco*, *In the Heights*, Lin Manual Miranda, *La Mission*, Peter Bratt
- e. Documentary
 - i. *¡Palante, Siempre Palante! The Young Lords*, HBO: *Latin Explosion*, *Latinos Beyond the Reel*, PBS: *Chicano!*, *Precious Knowledge*, *Paper Children*, *Latino Vote: Dispatches from the Battleground*, *Dear Homeland*, *Harvest of Empire*, *Mala Mala*, *The Hand That Feeds*, *The Latino List*, PBS: *The Latino Americans*
- f. Podcasts
 - i. *Latinx Lit Audio Mag*
 - ii. *Locatora Radio*
 - iii. *Nos Vemos En El Swapmeet*
 - iv. *The Latinx Mental Health Podcast*
 - v. *Dialogues in Afrolatinidad*
 - vi. *Bitter Brown Femmes*
 - vii. *Latino USA*

Honors Content

The topics included in the honors component of the course are generally the same as those covered in the LIT/ETHS 275 course as a whole. However, honors students will select topics and/or primary texts to cover in addition to those assigned for the course and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and accuracy.

Honors students may also be required to read and apply literary criticism and literary theory to the texts covered in the regular section and/or additional texts assigned in the honors section.

The following sample topics may be covered in addition to topics covered in the non-honors section of LIT/ETHS 275:

- The role of La Malinche and The Virgen de Guadalupe in Latinx/Chicanx Literature
- The impact of queer voices in the literary Latinx/Chicanx canon.
- The marginalization of women in Teatro Campesino and other playwrights during the Chicano Movement
- Allusions to and influences of legislation such as Prop 187, Prop 209, and DACA in Latinx/Chicanx Literature
- The impact of U.S. economic embargoes, proxy wars, and territory status (Puerto Rico) in Latin America and their effects on immigration, migration, and assimilation and how they are evident in Latinx/Chicanx literature.

Methods of Instruction

Method

Discussion

Integration

Small group and whole class discussions will leverage student's lived experiences as they intersect with themes in Latinx and Chicanx literatures including liberation, decolonization, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or language practices. High impact practice such as pair-share, connections with current events, and storytelling "pláticas" will center student experience. Students will gain an appreciation for the unique contributions of Latinx and Chicanx authors and their intersections with broader U.S literary themes and traditions.

DE Adaptations for MOI

Student-to-student interaction will be facilitated using CMS collaborative tools including Discussions, Announcements, and Collaborations. In addition, students will be provided with accessible documents and can be tasked with asynchronous activities using accessible presentation software to engage in whole class and small group discussions. These instructor-initiated and monitored discussions will allow students to engage in various reading practices and theories in Latinx and Chicanx literature. Students will use discussion as a space to use the lens of Latinx and Chicanx literature to explore ideas including liberation, decolonization, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or language practices that could be presented in papers and projects/presentations.

Method

Film/video Viewing and Discussion

Integration

ADA compliant audio and video content will be used to support multiple learning styles and modality preferences to explore themes including struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Latinx Americans. Films and video can serve as scaffolding practice for print-based texts. Students may analyze films as texts or they may be followed by instructor-guided interpretation, analysis, and comparison that students can use to model methods analyzing literature written about and by Latinx/Chicanx peoples.

DE Adaptations for MOI

Film and videos will be available via the CMS and will be accessible with closed captioning as either links or embedded video from the MSJC library database to support OER options of this course. Films and videos will provide additional examples of Latinx/Chicanx literature and how it is represented in mainstream and popular culture.

Method

In-class Exercises

Integration

In-class written responses to a variety of texts will allow students to demonstrate critical awareness of LatinX/ChicanX literature using the rhetorical, theoretical, and cultural forms of analysis used by scholars of Latinx/Chicanx literature. In-class reading will help students analyze texts/readings with an intersectional awareness of cultural differences with regard to race, gender identity, sexual orientation, and culture differences to foster empathy and cultural humility. Students will practice literary analysis skills used by scholars of Latinx/Chicanx literature to explore concepts such as race, ethnicity, colorism and/or self determination.

DE Adaptations for MOI

Using the CMS, in-class exercises will be delivered and referenced to supplement the course content. This can include reading responses, discussion posts of research, online library visits using closed-captioned videos, and viewing of accessible films, and other appropriate and accessible online activities that will enhance the course content. In-class exercises will allow students to examine and analyze how the social and cultural impact of Latinx/Chicanx literature. Additionally, assignments will provide an opportunity for students to analyze texts/readings with an intersectional awareness of cultural differences with regard to race, gender identity, sexual orientation, and cultural differences to foster empathy and cultural humility. Students will practice literary analysis skills used by scholars of Latinx/Chicanx literature to explore concepts such as race, ethnicity, colorism, and/or self-determination.

Method

Lecture

Integration

Interactive lectures supported by multimodal (slides, video clips, images) texts will engage students through socratic questioning. The lectures will emphasize the historical, social, and political significance of the writing and the perspective of the writer in the context of his or her ethnic, literary, geographical, religious, ideological, and political lens. Students will be introduced to a variety of literary theories as tools for their own analysis of Latinx/Chicanx texts with an emphasis on the literary theory practices produced by Latinx authors and scholars. Lectures may include guest speakers/authors in interdisciplinary fields related to Latinx and/or Chicanx literatures or topics to engage and challenge assumptions of LatinX/ChicanX of identity, gender, geographic and socio-economic status. Some lectures may be flipped to allow time for classroom application of skills and concepts. Overall, lectures will invite students to create collaborative opportunities to present their understanding of and analysis of texts.

DE Adaptations for MOI

Instructor-student contact will take place using the CMS in a variety of ADA compliant platforms using accessible presentation software and captioned video lectures. Lectures may occur live with recordings available for students to view later or as pre-recorded videos supported by multimodal (slides, video clips, images) texts to engage students. All lectures must be closed-captioned to meet accessibility requirements. To ensure learning and application skills, checks for understanding or short asynchronous activities may accompany lectures all linked through the CMS. The lectures will emphasize the historical, social, and political significance of the writing and the perspective of the writer in the context of his or her ethnic, literary, geographical, religious, ideological, and political lens. Students will be introduced to a variety of literary theories as tools for their own analysis of Latinx/Chicanx texts with an emphasis on the literary theory practices produced by Latinx authors and scholars. Lectures may include guest speakers/authors via video-conferencing software or prerecorded video in interdisciplinary fields related to Latinx and/or Chicanx literatures or topics to engage and challenge assumptions of LatinX/ChicanX of identity, gender, geographic and socio-economic status. Overall, accessible presentation software and captioned video and audio lectures will invite students to engage in LatinX/ChicanX literature by modeling literary analysis using LatinX/ChicanX literary theory as a lens to help students comprehend and analyze texts.

Method

Activity

Integration

Students individually or in groups will create in-class projects (large posters, whiteboard activities, or accessible presentation software or platforms) focusing on LatinX/ChicanX literature that present a theme such as liberation or eurocentrism in assigned readings or a skill (quote integration or analysis). Students compare their results with other students in short oral presentations or via gallery walk activities. Class projects are a form of peer teaching and student-student interaction. Collaborative learning is also a culturally-relevant teaching and learning strategy to increase engagement and deep learning.

DE Adaptations for MOI

Class activities will take place via the CMS. Students individually or in groups will create in-class projects using accessible presentation software focusing on LatinX/ChicanX literature that present a theme such as liberation or eurocentrism in assigned readings or a skill (quote integration or analysis). Students compare their results with other students in short oral presentations (live or recorded) or via virtual gallery walk activities. Class projects are a form of peer teaching and student-student interaction. Collaborative learning is also a culturally-relevant teaching and learning strategy to increase engagement and deep learning.

Method

Reading

Integration

Course readings will reflect the diversity and intersectionality of Latinx and Chicanx authors, regions, and cultural perspectives with an emphasis on group affirmation and agency. Readings may include a diversity of genres including poetry, short fiction, speeches, essays, memoir, novels, or films to support the program needs for English majors and non-majors and Ethnic Studies cross-listing. To support the Ethnic Studies cross listing requirements, readings will include themes such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. The majority of texts should be linked in the CMS as OER texts as an antiracist practice to maximize student access and reduce costs where possible.

DE Adaptations for MOI

Readings will be available through CMS, and they will be accessible to all students. All readings will be ADA-compliant and will be appropriate for the course content. Readings will cover diverse genres and themes from Latinx/Chicanx literature.

Additional Methods of Instruction for Honors

Instructor Meetings - Students will be required to meet with the instructor in small groups at least 3 times per semester to discuss research projects, research papers, and other relevant course information. Individual meetings between students and the instructor can occur as often as needed.

Peer Reviews - Students will share their written work and/or presentations with peers to give and receive feedback. These can occur during class or during mandatory instructor meetings.

Oral Presentations - Students will present their work to their peers and/or in an honors seminar setting.

Methods of Evaluation

Method

Class Work

Integration

Low or no stakes formative assessment will be used to build schema and monitor or assess students' reading comprehension, understanding of the historical contexts of assigned texts, and function of literary theory as a tool for analysis. Class work may include small or whole group brainstorming to establish prior knowledge, journal writing, individual or collaborative quizzes, practice writing tasks, or poster projects.

DE Adaptations for MOE

Formative tasks will be evaluated using the Discussion, Quiz, Collaborate, or Student Annotation Tools in the CMS. Classwork may also be evaluated using links to individual or collaborative work using accessible presentation software or platforms. As a best practice, assignments should be evaluated using the rubric tool and/or submission comments where clear instructions align with assessment.

Method

Exams/Tests

Integration

Summative exams will evaluate students' understanding of course terminology, literary analysis and synthesis skills, and application of relevant theories. Exams may include multiple-choice, short answer responses, or individual presentation of learning. As a best practice, exams should be evaluated using the rubric tool and/or submission comments where clear instructions align with assessment. Exams may also take the form of student-created or collaborative exams leveraging student knowledge of the unit and in support of deep learning. Feedback will be provided in time for revision opportunities or in time to support the next summative assignment.

DE Adaptations for MOE

Summative exams will be evaluated using the CMS where students can access feedback using the rubric tool or instructor feedback. Feedback should be provided within two weeks or before the next summative assignment as to be helpful before the next major task.

Method

Papers

Integration

Essays will provide an opportunity for students to apply course terminology, literary analysis and synthesis skills, and relevant literary theories in Latinx and Chicanx Literature. Essays should demonstrate a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text(s). Paper(s) will be evaluated on their ability to accurately and sensitively synthesize information about Latinx and Chicanx literatures and theories. Students will also be evaluated on their ability to demonstrate an understanding of the ideas presented in the course as well as the ability to compare the various texts studied. Feedback will be provided in time for reasonable revision opportunities or in time to support the next summative assignment.

DE Adaptations for MOE

Students will write papers and upload them to the CMS. Papers and essays will allow students to apply course terminology, literary analysis and synthesis skills, and relevant literary theories in Latinx and Chicanx Literature. Students will be able to access instructor feedback as well as their grade by reviewing the rubric and instructor comments. In some cases, essays may be revised to apply peer, online or in-person tutor, and instructor feedback to deepen learning. Student should receive feedback within two weeks or before the next summative assignment so feedback can be applied to the next assignment.

Method

Projects

Integration

Individual or small group projects in a variety of formats could be used to demonstrate understanding of course terminology, literary analysis and synthesis skills, and application of relevant theories. Individual or small group projects can be managed using the CMS and produced using accessible presentation software or platforms. Student projects can critically review, analyze, apply, and/or engage in the struggles, resistance, solidarity, and liberation movements and practices as demonstrated in Latinx and Chicanx literatures. Projects could be evaluated using the CMS rubric tool for depth, delivery, accuracy, synthesis, and creativity of the subject matter.

DE Adaptations for MOE

Individual or small group projects can be managed using the CMS and produced using freely available third party platforms such as accessible presentation software or platforms. The instructor may need to create project milestones to keep students on track and in communication in an asynchronous course. Projects could be evaluated using the CMS rubric tool for depth, delivery, accuracy, synthesis, and creativity of the subject matter. Capstone projects may be assigned to assess course outcomes including appreciation Latinx cultures and connections to and contributions to the sciences, arts, police, and popular culture.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments, including meetings with the instructor. The honors paper or presentation(s) will be assessed according to content, organization and development, facility and sophistication with language, mechanics, the depth of literary analysis and insight, the use and appropriateness of outside sources (primary and secondary), and the effectiveness of communication displayed through diction and syntax.

If assigned, the presentation will be assessed for students' ability to understand and communicate clearly the thesis of the articles or sources read as well as the ability to summarize and paraphrase effectively without plagiarizing. Students will also be evaluated on the originality and creativity of the presentation topic and research provided.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Compare and contrast the differences between Richard Rodriguez's experience with language acquisition versus Gloria Anzaldua's language acquisition. Use details from each text to support your response. In addition, explain how your own experience with language acquisition compares with these authors. Feedback on the assignment will be provided in time for reasonable revision opportunities or in time to support the next summative assignment.

How assignment will be adapted in online format

Students can submit their responses to the CMS as an assignment or post to a discussion board where students can respond to each other's posts. Feedback would be provided on the CMS using a course rubric. Feedback should be provided within two weeks or before the next summative assignment.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Identify and discuss one archetypal character discussed in Anaya's Bless Me Ultima. How does this character fit into or challenge gendered expectations of machismo and/or marianismo?

How assignment will be adapted in online format

Students can submit their responses to the CMS as an assignment or post to a discussion board where students can respond to each other's posts. Feedback would be provided on the CMS using a course rubric. Feedback should be provided within two weeks or before the next reading assignment.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Work as a team to create a quiz that presents examples of how language choices (i.e. slang, regionalisms, untranslated dialogue) can include or exclude the audience. Identify the target audience, who may be excluded, and what purpose the choice serves to support the message of the text.

How assignment will be adapted in online format

Students can collaborate using accessible presentation software and send their team's questions to the instructor over email or as a group assignment on the CMS. The instructor can then create a quiz or assignment for students to complete individually. Feedback would be provided on the CMS using a course rubric. Feedback should be provided within two weeks or in time to be useful for the next related formative assignment.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Define the concept of intersectionality and how it reflects elements of power or privilege. Give one example of a character from a class text who illustrates at least two intersecting identities. Feedback on the assignment will be provided in time for reasonable revision opportunities or in time to support the next summative assignment.

How assignment will be adapted in online format

The prompt can be uploaded as an assignment. Students respond to the assignment and receive feedback in the CMS. Feedback should be provided within two weeks or before the next summative assignment.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Choose one of the following themes: decolonization, solidarity, OR intersectionality. Using two course texts, explain how the authors address these themes using elements of fiction and references to social or historical forces. Include two additional secondary sources from peer-reviewed articles to support your analysis and/or establish context for the theme you selected. Feedback on the assignment will be provided in time for reasonable revision opportunities or in time to support the next summative assignment.

How assignment will be adapted in online format

The prompt can be uploaded as an assignment. Students respond to the assignment and receive feedback in the CMS. Sample essays may also be posted to provide models for students' original work. Feedback should be provided within two weeks or before the next summative assignment.

Honors Assignments**Assignment**

Students will complete the regular section requirements and be graded, first, in accordance with the criteria and learning objectives used for the regular section. In addition, in order to receive honors credit, each student will complete ONE of the following summative project options (numbered 1-3 below). The summative project should include at least 6 sources including primary and secondary sources from historical, cultural, or theoretical scholarship in support of the student's view. In addition, students should complete at least one additional formative assignment (numbered 4-6 below) in support of the project or to enhance the class's overall knowledge of the course content.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Assignment

1. Write an additional original and well-developed analysis (at least six pages, excluding the works cited page), demonstrating close reading of a novel not assigned to the class such as Erika Sánchez' *I Am Not Your Perfect Mexican Daughter*. The essay should

demonstrate close reading of a primary text in support of a central analytical argument that reflects course themes and supported by textual evidence not overwhelmed by secondary sources used to enhance the student's original argument.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment both encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

2. With approval from the instructor, students will write an additional paper (at least six pages, excluding the works cited page) on a more focused subject, such as considering examples of lateral oppression as influenced by eurocentrism in at least three primary literary texts. Students would incorporate secondary sources about their chosen subject or theme in support of their original argument. This additional paper must include a minimum of 3 primary sources and 2 secondary sources.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

3. Develop a comprehensive and well-researched presentation about a theme not previously discussed or written about in the regular class. The presentation should be a minimum of 20 minutes and no more than 30. The presentation should include primary and secondary sources from Latinx literature and scholarship, a clear and strong driving question and/or thesis, and should integrate at least 3 primary sources and/or authors. The presentation will be presented to the class and/or within the honors seminar. Students may consider submitting this presentation at the spring Honors conference. For example, the student could analyze a film or novel for how it subverts traditional gender or cultural norms or offers a counternarrative to settler colonial narratives about Latinx culture. The research should include literature in some way along with at least five sources including primary and secondary sources.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

4. Develop a detailed annotated bibliography of at least 6 sources about a central research question or thematic focus. The bibliography should include a detailed summary paragraph, key quotes, and a critical reflection on the use and application of each source towards a larger project. The student should meet with the instructor to discuss the research and next steps for the summative project.

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Assignment

5. Present to the entire class about a scholarly article that would enhance the class's knowledge about a topic or text under discussion. The presentation should include clear connections and opportunities for further discussion to enhance the class's understanding of the primary text. The student will act as a "guest lecturer" for the class, presenting the ideas either in person or through a video.

Honors Core Values

Academic Rigor and Research
Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Leadership Core Value

The student will act as a leader to demonstrate strong research application skills.

Assignment

6. Students can conduct field research including collecting community or family interviews or surveys as oral histories that relate, reflect, or challenge themes under discussion in the course content. Students council present their findings to the whole class, within the honors sections and/or incorporate testimony into their summative projects.

Required or Optional

Optional

Honors Core Values

Engagement
Inclusivity

Justify how the assignment reflects the Engagement Core Value

This project supports student engraving with their lived experiences and knowledge not traditionally included in higher education.

Justify how the assignment reflects the Inclusivity Core Value

The project encourages students be inclusive about whose narratives are considered valid and what counts as evidence in the field of ethnic studies.

Course Materials

Textbooks

Cisneros, Sandra. (2022). *Woman Without Shame*. Penguin. 2022. ISBN 9780593534823

Cornejo Villavicencio, Karla. (2024) *Catalina*. Ballantine Books. ISBN: 9780593449097

Stavans, Ilan et al. (2011). *The Norton Anthology of Latino Literature* Norton. ISBN: 978-0-393-97532-1

Troncoso, Sergio. (2021). *Nepantla Familias: An Anthology of Mexican-American Literature on Families in between Worlds*. Texas A&M University Press. ISBN: 978-1-62349-963-1

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course was revised to more explicitly address the CSU Area F core competencies to support its cross listing as an Ethnic Studies course. The course focuses on the diversity of cultural and theoretical perspectives among Latinx and Chicanx scholars and literatures. In addition, the course emphasizes literary contributions and responses to social justice movements in resistance to colonialism and white supremacy towards liberation, agency, and group affirmation. The course was revised to include additional Afro-Latinx and gender queer authors as well as issues of colorism experienced within these communities.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Traditionally, this course supported the needs of English majors and students seeking to fulfill their humanities requirement. Now that the course has been cross-listed with Ethnic Studies course, it was revised to support non-majors as well. Formative and summative assignments have been added to support non-majors who may be unfamiliar with literary elements and theories. In addition, assessment has been expanded to include exams, presentations, and projects in addition to traditional literary analysis essays. Student-to-student interaction was also emphasized to support collaborative learning that begins with students' prior knowledge as a scaffold for unfamiliar concepts. Finally, additional examples of contributions to popular culture have been added to support students from all backgrounds in developing an appreciation and empathy for Latinx and Chicanx identities, experiences, and perspectives.

Interactions

Explain how the course will incorporate student-to-student interaction.

Small group and whole class discussions encourage students to share and contrast prior knowledge, interpretations of texts, and experiences with class concepts such as colorism, multiracial identity formation, or immigration status. Student-student interactions can build empathy and critical awareness of lived experiences different from one's, a core concept in ethnic studies. Students enrolled in either face to face or distance education sections will collaborate using the CMS discussion board, Collaborate, or Student Annotation Tools. Individual or small group projects can be managed and evaluated using the CMS and produced using accessible presentation software or platforms. In addition, peer reviews, collaborative quizzes, and poster projects encourage peer learning that supports student engagement.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction can be supported by discussion board, announcement, and assignment feedback practices to meet regular effective contact. These may include lecturing or facilitating discussions about literary theory, genre structures, or the sociopolitical contexts of class texts. In distance education sections, instructors can host live post pre recorded lectures and respond to questions posed asynchronously by students. Instructor feedback could support student learning as they move beyond summary and personal response to stronger literary analysis, research methods, and application of Ethnic Studies core competencies to deepen their understanding of Latinx and/Chicanx literatures and theoretical practices.

Explain how the course will incorporate student-to-content interaction.

Students will study a variety of Latinx and Chicanx texts from a variety of genres to understand the historical, social, and political contexts of these texts. These texts will include themes such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. In addition, book talks or interviews by prominent authors or theorists can provide students with direct engagement with secondary sources to support their analysis of assigned texts. Students can be assigned to engage with library research workshops or recordings to deepen their research skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in reflective writing to process their understanding and responses to Latinx and/or Chicanx literature, theories, and experiences. Students will also be encouraged to study the value of emotional intelligence in their personal and professional lives and the ways in which literary study have been demonstrated to increase EQ, emotional wellbeing, and effectiveness in leadership. This can support the sometimes uncomfortable spaces that Ethnic Studies concepts and practices invite students to engage in. Finally, students can reflect on their developing knowledge in journals, complete self-assessments on their essays prior to submission, and write a summative essay reflecting on their understanding and appreciation of Latinx and/or Chicanx literatures.

Key: 2030