



"Viva Cesar, Viva Dolores," Favianna Rodriguez Giannoni

# ENGL 3922.001 Chicana/o Literature

**Professor  
Ybarra**

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**Office Hours:**  
W 10am -1 p.m., OBA;  
Office: Language 407E

Tues/Thurs 11am -  
12:20pm  
LANG 201  
Spring 2012  
University of North Texas

## Course

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.

## Description

## 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 one literary analysis essay, 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: estrella

--subscribe to LatinoUSA podcast:

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

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

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

-- Attendance at *In the Heights* Broadway tour musical

-- 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 to print+bring to 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%) Four 500-word Explications
- (25%) Reading Quizzes (drop 3 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
- (15%) Exam Two

### **Special Notes**

- **ATTENDANCE:** Students should endeavor to attend every class. Roll will be taken at every meeting. Up to two absences are permitted. I do not accept notes or explanations. Use your absences wisely. After two absences, the student begins lose one letter grade on his or her existing participation grade. **Six absences results in an F.**
- **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 in the University Union (room 321) or call us at (940) 565-4323.
- **The University Writing Lab**, located in Room 105 of the Auditorium 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. University Writing Lab: Auditorium Building, Room 105; 940.565.2563; <http://www.unt.edu/writinglab/> HOURS: Monday-Thursday 9 A.M. to 5 P.M.; Friday 9 A.M. to 4 P.M.

<b>SCHEDULE OF ASSIGNMENTS</b> (subject to adjustment; come to class everyday to find out)
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**UNIT A: PLACE IN MEXICAN AMERICAN LITERATURE**

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**Week One**

T 01/17

- Course description, goals, schedule of assignments

R 01/19

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- Watch Part One: “Quest for a Homeland” (55 mins) of documentary Chicano!: A History of the Mexican American Civil Rights Movement
- “I Am Joaquin,” Rodolfo “Corky” González (online)
- **Take notes and write a one-page response to the documentary: DUE T Jan 24**

**Week Two**

T 01/24

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

R 01/26

- “Earth to Earth,” Patricia Preciado Martin (online)
- U.S.-Mexico War documents (online)
- Introduction to Early Mexican American Literature Unit
- Introduction to Jovita González and Caballero

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**UNIT B: EARLY MEXICAN AMERICA**

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**Week Three**

T 01/31

- **DUE: Explication One**
- Caballero González (Author’s Notes, Characters, Glossary, floorplan, Foreward, and pages 3 – 110)

R 02/02

- Caballero González (pages 110 – 174)

**Week Four**

T 02/07

- Caballero González (175-275)

R 02/09

- Caballero González (275-337)
- Introduction to George Washington Gómez

**Week Five**

T 02/14

- George Washington Gómez Paredes (9-100)

R 02/16

- **DUE: Explication Two**
- George Washington Gómez Paredes (100-163)

**Week Six**

T 02/21

- George Washington Gómez Paredes (163-240)

R 02/23

- George Washington Gómez Paredes (240-302)

**Week Seven**

T 02/28

- **Review for Midterm Exam**

R 03/01

- **MIDTERM EXAM**

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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

R 03/08

- ... And the Earth Did Not Devour Him Rivera

**Week Nine**

(*In the Heights* @ Winspear; Mar 13-Mar 25; 8pm M-Sat; 2pm Sat and Sun; 7:30pm Sun)

T 03/13

- "The Sun on Those," Jimmy Santiago Baca; online
- "Daddy with Chesterfields in a Rolled Up Sleeve," Ana Castillo; online
- "Beneath the Shadow of the Freeway," Lorna Dee Cervantes; online
- Oral History Project Assignment

R 03/15

- *In the Heights* documentary (watch in class)

**Sat, Mar 17, 2pm: GROUP TRIP TO *In the Heights*, Winspear Opera House, Dallas**

**Week Ten: SPRING BREAK: T 03/20 - R 03/22**

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**UNIT D: CONTEMPORARY CHICANA/O VOICES**

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**Week Eleven**

T 03/27

- Discuss *In the Heights*
- **DUE: Explication Three**

R 03/29

- Oral History Project Interview Scheduled by Today

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

### **Week Twelve**

T 04/03

- **DUE: Explication Four**
- “Little Miracles, Kept Promises,” Sandra Cisneros, online
- Introduction to The Guardians

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 PRESENTATIONS**
- **ALL ORAL HISTORY ESSAYS DUE**

### **Week Fifteen**

T 04/24

- **ORAL HISTORY PRESENTATIONS**

R 04/26

- **ORAL HISTORY PRESENTATIONS**

### **Week Sixteen**

T 05/01

- **ORAL HISTORY PRESENTATIONS**

R 05/03

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

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