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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 one literary analysis essay, write regularly scheduled short close-reading analyses, complete reading quizzes, complete in-class writing assignments, complete two exams, and participate in classroom discussion.

Required Texts:

-- subscribe to LatinoUSA podcast:  
[www.latinousa.org](http://www.latinousa.org)  
-- Rivera, Tomas. ...And the Earth Did Not Devour Him. 1971.

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

-- Essays, short stories, and poems available on class website
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

- (15%) Close-reading analyses: explicate a passage from a text
- (20%) 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
- (15%) Exam One
- (15%) Exam Two
- (20%) Final Essay (6-8 pages) NO LATE PAPERS ACCEPTED

UNIT A: PLACE IN MEXICAN AMERICAN LITERATURE

First Day
R 08/27
- Course description, goals, schedule of assignments

Week One
T 09/01
- Mini-discussion: a Wealth of Identity…
- Gonzalez, Rudolfo “Corky.” “I Am Joaquin” (online)

R 09/03
- Screen part one of documentary Chicano!: A History of the Mexican American Civil Rights Movement
- Film quiz & discussion

Week Two
T 09/08
- Mexican & Mexican American history discussion
- “Narrative,” Alvar Nuñez Cabeza de Vaca (online)
- Sample explication exercise

R 09/10
- “Earth to Earth,” Patricia Preciado Martin (online)
Week Three
T 09/15
• **Explication One due (by midnight)**
  • “Four Meditations on the Colorado River” Denise Chávez (online)
  • “Voces del Jardín,” Pat Mora (online)

R 09/17
• “El Retorno,” Gloria Anzaldúa (online)

UNIT B: EARLY MEXICAN AMERICA

Week Four
T 09/22
• Intro to Early Mexican American Literature
• **Caballero, Jovita González** (Author’s Notes, Characters, Glossary, floorplan, Forward, and pages 3 – 78)

R 09/24
• **Caballero**, (78 – 134)
• **Explication Two due**

Week Five
T 09/29
• **Caballero**, (134-214)

R 10/01
• **Caballero**, (214-260)

Week Six
T 10/06
• **Caballero**, (260-337)
• **Explication Three due**

R 10/08
• **George Washington Gomez** (9-58)

Week Seven
T 10/13: No Class; Fall Break

R 10/15
• **George Washington Gomez** (58-157)

Week Eight
T 10/20
• **George Washington Gomez** (157-238)

R 10/22
• **George Washington Gomez** (238-302)
• **Explication Four due**
Week Nine
T 10/27
  • MID-TERM EXAM (short answer and essay)

UNIT C: EMERGENCE OF CHICANA/O WRITING

R 10/29
  • Intro to Chicana/o Writing
  • ....And the Earth Did Not Devour Him (83-117; “Lost Year” – “First Communion”)

Week Ten
T 11/03
  • ....And the Earth Did Not Devour Him (119-152; “The teacher was surprised…” – “Under the House”)
  • Explication Five due

R 11/05
  • “The Sun on Those,” Jimmy Santiago Baca; online
  • “Red Wagons,” Ana Castillo; online
  • “Daddy with Chesterfields in a Rolled Up Sleeve,” Ana Castillo; online

Week Eleven
T 11/10
  • “Beneath the Shadow of the Freeway,” Lorna Dee Cervantes; online
  • Selection from Loving in the War Years by Cherríe Moraga; (online)

UNIT D: CONTEMPORARY CHICANA/O CULTURAL PRODUCTION

R 11/12
  • “Little Miracles, Kept Promises,” Sandra Cisneros, online
  • HANDOUT FINAL PAPER TOPICS

Week Twelve
T 11/17
  • “Bien Pretty,” Sandra Cisneros, online

R 11/19
  • Manuel Muñoz short story
  • First two chapters of The Guardians

Week Thirteen
T 11/24 – R 11/26 (Thanksgiving holiday)
  • NO CLASS; CONFERENCE
  • Read The Guardians (3-100)
  • Final Paper Thesis and Outline Due

Week Fourteen
T 12/01
  • The Guardians (101-156)
R 12/03
  • The Guardians (156-211)
  • Explication Six due by midnight R 11/26

Week Fifteen
T 12/08
  • Last class; Final Essays Due

FINAL:
  (in accordance with final exam schedule)

notes