

**Skyline College**  
**Official Course Outline**

**Date:** March 2007

**1. TITLE:**

Literature 370: Readings in Literature of the Latino in the United States  
3.0 units, 3 lecture hours per week.  
Prerequisite: English 100 or English 105 or equivalent

**2. COURSE CLASSIFICATION:**

Credit course applicable to the Associate Degree  
Credit/No credit or letter grade.

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

A study of the historical, sociopolitical, and cultural concerns of Latinos in the U.S. as these appear in novels, short stories, and poetry. A glimpse into the struggle for self-identity and the forces that interact in the course of this struggle. Transfer credit: UC; CSU (C2).

**Schedule of Classes Description:**

A study of representative literature of U.S. Latino writers exploring issues of integration and assimilation. Transfer: UC; CSU (C2).

**4. COURSE JUSTIFICATION:**

Credit course applicable to the Associate Degree in two areas: 1) Specific Area/English, 2) Specific Area/ Ethnic Diversity, and 3) General Education/Humanities. Transferable to CSU in Areas C2 and IGETC applicable in Area 3B.

**5. STUDENT LEARNING OUTCOMES (SLO'S):**

Upon completion of the course, students will be able to:

- Identify, analyze and evaluate the major themes and literary techniques in works written by Latinos in the U.S.
- Critically read, discuss and interpret texts.
- Write coherent, analytical and original responses to course content.

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

During the course, students will be asked to:

- Analyze and synthesize the works of a variety of U.S. Latino writers.
- Demonstrate understanding of the historical and literary context of a variety of works by U.S. Latino writers.
- Draw sound inferences from the literature.
- Demonstrate understanding of the relevance of the issues raised in the readings of U.S. Latino writers.
- Identify and analyze conventions of various literary genres.
- Explain how literary conventions inform the meaning of the text.

**7. COURSE CONTENT:**

This course covers a representative sample of texts, including novels, short stories, dramas and poetry; appropriate historical and literary backgrounds and analyses; writing essays/research paper demonstrating independent analytical responses. Various units in the course can include:

- I. Historical Background and Context
- II. Literary background and context
- III. Universality of themes and literary techniques in U.S. Latino writing. Themes can include:
  - A. African/indigenous roots in literature
  - B. Immigration/border crossings
  - C. Code switching/ assimilation
  - D. Gender and sexual identity issues
  - E. Urban issues, gangs
  - F. Labor
  - G. Conflicts among different Latino groups
  - H. U.S. and Mexican relations
- IV. Novels: at least one work in depth and others for discussion. Recommended texts: *Bless Me Ultima* by Rudolfo Anaya; *In Search of Bernabé* by Graciela Limón
  - A. Historical background
  - B. Themes, character, setting, plot structure
- V. Short Stories: at least one work in depth and others for discussion. Recommended Stories: “Drown” (also a collection) by Junot Diaz; “Woman Hollering Creek” (also a collection) by Sandra Cisneros.
  - A. Historical background
  - B. Themes, character, setting, plot structure
- VI. Dramas: at least one work in depth and others for discussion. Recommended plays: *Roosters* by Milcha Sanchez-Scott; *Zoot-Suit* by Luis Valdez
  - A. Historical background
  - B. Themes, character, setting, plot structure, dramatic conventions.
- VII. Poetry: at least one work in depth and others for discussion: Recommended poetry collections: *Heat of Arrivals* by Ray Gonzalez; *How Long She’ll Last in this World* by Maria Meléndez.
  - A. Historical background
  - B. Themes, symbolism, figurative language, diction, voice, tone
- VIII. Critical works: at least one work in depth and others for discussion. Publications can include: *The New Yorker*, *The New York Times Book Review*, *The New York Review of Books*, and Latino publications such as *Literal*, *Aztlan: The Journal of Chicano/a Studies*, *Hispanic American Historical Review*, *The Journal of Latin American Lore*, *Latin American Literary Review*, *Terra Incognita*.

## 8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, in-class spontaneous writing, timed expository writing, oral presentations, quizzes, demonstration/modeling, library and online research, field trips to live performances as appropriate, films, and collaborative/individual projects.

## 9. ASSIGNMENTS:

General Assignment Guidelines:

- **Writing** – Academic writing totally 2,500 words (approximately 10 pages) will demonstrate understanding of the materials and independent analytical responses supported by references to the texts.
- **Readings** – Selected words appropriate to the course.
- **Journals** – Written responses to questions on course content (readings, videos, films, lectures, etc.)
- **Essay** – Write critical compositions of 750-1,250 words analyzing and evaluating themes and issues in their words supported by references to the text.
- **Projects/reports** – Oral/written presentations of individual or collaborative research on relevant subjects.
- **Viewing** – Students may be asked to watch/listen to relevant media or other presentations with appropriate written responses and analyses.

Typical assignments may include the following:

Student Learning Outcomes	Typical Assignment	Method of Evaluation
Identify, analyze and evaluate the major themes and literary techniques in works written by Latinos in the U.S.	Use dialog journals in which to identify theme and explore connections to current situations. Entries then responded to by other students and instructor.	Create a grading rubric for journals which establish criteria as to page length, content and number of entries.

Student Learning Outcome	Typical Assignment	Method of Evaluation
Critically read, discuss and interpret text.	Students select novel from a list of approved texts for the course. They can present material they find relevant and interesting and create handouts which would include related subjects for further discussion.	Multiple grade on participation, quality of handouts and quality of presentation.

Student Learning Outcome	Typical Assignment	Method of Evaluation
Write coherent, analytical and original responses to course content.	Write a critical composition analyzing and evaluating a theme in a given text and support with references to the text and outside sources.	Grade composition

## 10. EVALUATION OF STUDENT PERFORMANCE:

Letter grade or Credit/No credit will typically be based on:

- **Oral participation**—the quality of insights about the course content and active participation in small and large group discussions.
- **Journals/Exercises** – written responses to assigned readings and class discussions demonstrating understanding and analyses of course content.
- **Oral Collaboration /Individual Projects** – ability to deepen their classmates’ understanding and appreciation of the course content through their class presentation or performance.
- **Essays**—organized, coherent, and insightful essays and/or academic writing demonstrating understanding of course content and presenting independent, analytical responses substantiated by references to the texts.
- **Exams and Quizzes** – written critical responses to assigned readings demonstrating understanding and analyses of course content.
- **Final exam and/or Final Project** —written critical responses and/or another specified project demonstrating understanding and analyses of course content.

11. **RECOMMENDED or REQUIRED TEXT(S):**

Instructors are encouraged to select texts appropriate to the course, to consult with other faculty for text recommendations, to review lists of past texts used, and to visit the bookstore to see current text selections in comparable courses. Here is a list of some suggestions:

Anthologies:

- *Latino Boom: An Anthology of U.S. Latino Literature.* Editors John Christie and Jose Gonzalez  
Publisher: Longman, 2006; ISBN: -10: 321093836
- *U.S. Latino Literature Today.* Editor Gabriela Ventura. Publisher: Pearson Education. 2004;  
ISBN-10: 0321198433

Recommended authors:

<p><b>Fiction</b>          Julia Alvarez          Rudolph Anaya          Jimmy Santiago Baca          Jose Antonio Burciaga          Norma Cantú          Ana Castillo          Lorna De Cervantes          Daniel Chacon          Denise Chavez          Sandra Cisneros          Judith Ortiz Cofer          Victor Hernandez Cruz          Junot Diaz          Martin Espada          Cristina Garcia          Dagoberto Gilb          Ana Menéndez          Ricardo Pau-Llosa          Luis Rodriguez</p>	<p>Luis Alberto Urrea          Helena Maria Viramontes</p> <p><b>Poetry</b>          Jack Agueros          Victor Hernandez Cruz          Ray Gonzalez          Aurora Levins          Maria Melendez          Pat Mora          Willie Perdomo          Alberto Rios          Gary Soto          Benjamin Alire Saenz          Virgil Suarez</p> <p><b>Playwrights/filmmakers:</b>          Luis Valdez          Cherri Moraga          Milcha Sanchez-Scott          Josefina Lopez</p>
---	---