Professor: Y. Godsey
Office Location: CE 216-B
Office Hours: 11:00 – 11:45 M-R (and by appointment)
Phone Number: 825-5783 (message only)
E-mail: yolanda.godsey@tamucc.edu

Texts:
Required:

Recommended:

**Articles for class readings to facilitate class discussions, presentations and final research paper (posted on Blackboard):**

• Ballí, Cecilia. *Letter from Juárez: The Missing*

**Course Description:**
The course will examine selected texts representative of Mexican-American literature. As a point of reference, a historical framework will be emphasized to establish distinctive periods of Chicana/o creative writing from 1960s to the present, as well as an appreciation for the historical and socio-political circumstances under which this literature was created. The class incorporates poems, short stories, novels, plays and essays to familiarize students with the characteristics of Mexican-American literature, its production and its reception in academia. Moreover, the class will explore the construction and representation of race, class, gender, and sexuality, and the relationship of these identity constructs to the texts.

**Student Learning Outcomes:**

Students will demonstrate the ability to:

• Exhibit an analytical understanding of Mexican-American history, politics, and culture through literature.
• Dialogue and inform about literature and literary theory, effectively by leading one class discussion during the term using appropriate terminology.
• Extend their understanding of texts and correlate class discussions through personal reflections in three response-writing assignments.
• Increase academic writing skill through analysis and research on an instructor approved text that broadens the course-required scope.

Course Policies:
It is essential that students attend every class meeting; after one absence, two points will be deducted from your final grade for each absence. You are responsible for the materials covered in class during your absence. All work must be turned in at the beginning of class. No late assignments will be accepted unless arrangements have been make with me before the due date.

Course Evaluation System:

1 Presentations (oral) 15pts.
1 Exam (mid-term) 20pts.
3 Response papers 30pts.
1 Written project 25pts.
Daily preparation and participation 10pts.

Total 100pts.

90 – 100 = A 80 – 89 = B 70 -79 = C 60 -69 = D 59 & below = F

Presentation:
For this assignment, you will be responsible for leading class discussion on a text covered in class. Additionally, you are to give background information on the author, their political and/or social concerns. As you are leading this conversation, you are expected to research the subject matter in-depth. Please refer to instructor if you need guidance with this assignment.

Exam:
In the short answer response section of the exam you will demonstrate knowledge of key terminology pertinent to the discussion of race, class, gender, and sexuality as well as the role that these social identity constructs play in a historical and political context of selected texts. In the essay section of the exam, you will critically analyze literary themes and make appropriate connections to class discussions and conclusions resulting from your own research. In preparation for exam, it is necessary that you stay current with the readings, participate in class discussions and take detailed notes.

Response Papers:
During the semester, you will write three response papers to a text read in class. For this assignment, you will do an analytical reading of a passage or literary theme that reflects your own in-depth critical analysis of your selected subject matter. Literary analysis and applicable social, historical and cultural aspects should be addressed. Class discussion notions must be
expounded upon and instead of just restated. This paper will be three to four pages long and projects must adhere to a writer’s manual style (MLA) seventh edition. Please review the student handbook of conduct for university policy on plagiarism and academic honesty.

Written project:
This assignment should relate directly to, or be an extension of, theoretical framework and analysis of the titles required for this course. This will provide students with a support within which to operate and/or a point of departure and sense of direction beyond the class. If individual students have extensive background in the area, they may be allowed to pursue aspects of the Chicano experience that are outside, the itinerary content, provided the instructor gives his approval. All projects must adhere to a writer’s manual style (MLA) seventh edition and be six to eight pages long. Please review the student handbook of conduct for university policy on plagiarism and academic honesty.

Daily participation and class preparedness:
Each student will lead the class discussion on the day of their presentation, however for the purpose of successful completion of this course all students are required to read the assignments and come to class prepared to participate based on the readings for each class meeting.

Miscellaneous: Please reduce unnecessary distractions to the minimum. No EATING is allowed in class, CELL PHONES must be set on vibration mode and put away. Also, LAPTOP users must be on task at all times. Visitors are not allowed in class, unless permitted by the professor in advance. Students are expected to follow the Student Code of Conduct as described by the University Student Handbook and to have an amicable and respectful attitude towards their instructor, and fellow students.

IMPORTANT INFORMATION – Summer I 2014

Dates to remember:
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<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>June</td>
<td>1</td>
<td>Monday</td>
<td>Classes begin</td>
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<tr>
<td>June</td>
<td>2</td>
<td>Tuesday</td>
<td>Last day to register or add a class</td>
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<tr>
<td>June</td>
<td>19</td>
<td>Friday</td>
<td>Last day to drop a class</td>
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<td>June</td>
<td>30</td>
<td>Tuesday</td>
<td>Last day to withdraw from university</td>
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<tr>
<td>July</td>
<td>2</td>
<td>Tuesday</td>
<td>Last day of classes and Final Examinations</td>
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Academic Advising:
Academic advisers are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. It is imperative that all students visit regularly with an academic adviser. In our college the undergraduate adviser is Linda Miller (825-3466)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeal Process:
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Semester Schedule

Week One

Monday
June 1
Introduction to the course
19 Century/Early 20th Century Literary Background
❖ “El Corrido” (Luis Leal)
❖ Corrido handout – Américo Paredes

Tuesday
June 2
Chicano literature in the first half of the 20th century
❖ Selection of poetry – Américo Paredes
Chicano Movement Literature
   ✷ Gonzales, Rodolfo. Message to Aztlán: Selected Writings of Rodolfo "corky" Gonzales.

Wednesday
June 3
   Valdez, Luis. Actos. (Selections on Blackboard)
       ✷ Zoot Suit (handout)

Thursday
June 4
   Emergence of the Chicano novel
       ✷ López, Dennis. “Good-bye Revolution –Hello Cultural Mystic: Quinto Sol Publications and Chicano Literary Nationalism (Blackboard)
       ✷ Anaya, Rudolfo. Bless Me, Ultima

Week Two
Monday
June 8
   Emergence of the Chicano novel continued
       ✷ Anaya, Rudolfo. Bless Me, Ultima

Tuesday
June 9
   Response paper #1 due
       ✷ Rivera, Tomás, and Evangelina Vigil-Piñón. --y No Se Lo Tragó la Tierra

Wednesday
June 10
   ✷ Rivera, Tomás, and Evangelina Vigil-Piñón. --y No Se Lo Tragó la Tierra continued

Thursday
June 11
   MUST HAVE APPROVED FINAL TOPIC
       ✷ Hinojosa, Rolando. A Voice of My Own: Essays and Stories

Week Three
Monday
June 15
   Response paper #2 due
       La voz femenina
Anzaldúa, Gloria. Borderlands
Moraga, Cherrie. Loving in the War Years selected readings

Tuesday
June 16
La voz femenina
- Cantú, Norma E. Canícula: Snapshots of a Girlhood En La Frontera.
- Mid-Term Review

Wednesday
June 17
Mid-Term

Thursday
June 18
Cantú, Norma E. Canícula: Snapshots of a Girlhood En La Frontera continued

Week Four

Monday
June 22
Response paper #3 due
Moraga, Cherrie, The Hungry Woman. Drama

Tuesday
June 23


Wednesday
June 24
Grise, Virginia. The Panza Monologues
Thursday
June 25
Grise, Virginia. *The Panza Monologues* continued

Feyder, Linda. *Shattering the Myth: Plays by Hispanic Women.*
Houston: Arte Público Press, 1992. 5-9. (Blackboard)

**Week Five**

Monday
June 29

Tuesday
June 30
Houston, Tex: Arte Publico Press, 2005

Wednesday
July 1
Houston, Tex: Arte Publico Press, 2005

Thursday
July 2
Ballí, Cecilia. *Letter from Juárez: The Missing* (Blackboard)

- Conclude all Presentations

**Final paper due**