

**ENGL 33 Course Outline as of Fall 2000****CATALOG INFORMATION**

Dept and Nbr: ENGL 33 Title: CHICANO/A ARTS &amp; LIT.

Full Title: Chicano/Chicana Arts &amp; Literature

Last Reviewed: 3/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	14	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

An introductory survey of contemporary and traditional literature, drama, cinema, art, and music created by those identified as Chicanas/Chicanos.

**Prerequisites/Corequisites:**

ENGL 1A with a grade of "C" or better.

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: An introduction to contemporary & traditional literature, drama, cinema, art, & music created by identified Chicanas/Chicanos. An examination of this group's literature & arts, addressing major theoretical & analytical issues relevant to understanding the dynamic interactions between gender, race & ethnicity in the United States. (Grade or P/NP)

Prerequisites/Corequisites: ENGL 1A with a grade of "C" or better.

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 1981	
	G	American Cultures/Ethnic Studies		
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Spring 1991	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	3B	Humanities	Fall 1981	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

**Outcomes and Objectives:**

Students will:

1. Read and encounter works by Chicano/Chicana writers, filmmakers, artists, and musicians of the past and present.
2. Develop an awareness of the historical patterns which have influenced Chicano/Chicana literary and artistic production.
3. Identify the traditions of Chicano/Chicana literary and artistic development within generations developed both in the New and in the Old World.
4. Develop a critical understanding of the stereotypical and archtypal use of Chicanos/Chicanas in literature, drama, cinema, art, and music.
5. Develop an understanding of the discipline of Chicano studies and apply the principles therein to the study of literature and arts.
6. Analyze historical sociological and psychological trends which have influenced the role of Chicano/Chicana writers, filmmakers, artists, and musicians and which provide insight into the study of these creative minds.
7. Be able to identify the central themes within the emerging tradition of Chicano/Chicana writers, filmmakers, artists, and musicians..
8. Study the influence of race, gender, and class on literary and artistic production, on publication and display, and on public acceptance.
9. Examine Chicano/Chicana literature and arts, addressing major theoretical and analytical issues relevant to understanding the meaning of and dynamic interactions among gender, race and ethnicity in the

United States.

## **Topics and Scope:**

1. What is Literature and What is Art?
  - A. The sign and signified: a pointing to a method of cultural and individual expression.
  - B. Forms of Expression peculiar to the Chicana/Chicano experience.
    1. la poesia, el cuento (short story), la novella, el teatro, la pelicula (film), saber popular (folklore), etal.
2. What is the Function of Literature and of Art?
  - A. Literary and artistic function according to the traditional Western Civilization approach.
    1. e.g., classical aesthetics, Romantic, Renaissance, Modern.
  - B. Literature and art as a tool for the national instruction of the masses.
    1. e.g., the Marxist-Maoist approach, as a tool for the creation of a political consciousness.
    2. Cultural comparisons will include non-Chicano Latinos/Latinas, European Americans, and Indigenous Peoples found in the Spanish-speaking communities of the Western and Southwestern United States.
  - C. The function of literature with in the artistic setting engendered by that literature - the creation of poetic time.
  - D. Literature and art become more than just cultural artifacts; they also become part of, and contribute to, el ambiente, the collective consciousness of the people; this can serve as a bank of resources which can serve the spiritual life and direction of a people.
  - E. The evolution of a culture, of a literature, and of art.
3. Chicana/Chicano Literature and Art.
  - A. A political/cultural/historical/aesthetic phenomenon.
  - B. Popular prose.
  - C. The voice of the people; poetry.
  - D. Towards a dialectic of truth.
  - E. Formal prose; Short story and novel (the historical novel, the mythic, folkloric novel, the creation of a new literary novel-like genre, the affirmation of the Chicana/Chicano "Me").
4. Evaluation.
  - A. Techniques and methodologies of criticism.
  - B. Literary and artistic critical paradigms.
  - C. The truth of the New World .
  - D. The realities of cultural conflicts.
5. Reflections.
  - A. Personal reactions to the literature and to the art.
  - B. Continuing the tradition.
  - C. A creation of a piece of Chicana/Chicano literature and/or art.

## **Assignment:**

1. Personal reactions to the literature, drama, cinema, art, and music.
2. Continuing the tradition: A creation of a piece of Chicana/Chicano

literature, drama, cinema, art, or music.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Essay exams, Term papers

Writing  
50 - 78%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Quizzes

Problem solving  
1 - 5%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations  
1 - 10%

**Exams:** All forms of formal testing, other than skill performance exams.

Completion

Exams  
5 - 10%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

ORAL PRESENTATION, PARTICIPATION IN CLASS DISCUSSION

Other Category  
15 - 25%

### Representative Textbooks and Materials: