# **COURSE OUTLINE**

**English 141**

**Southwestern Ethnic Literature**

1. **Catalog Statement**

English 141 is a study of representative pieces of fiction, drama, and poetry written by Chicano and Native American writers of the Southwestern United States, primarily from California, Arizona, and New Mexico. The course examines ethnic context, artistic technique, and literary themes, providing a window to the rich Native American and Chicano cultures. The course also makes connections between the literature, art, and philosophy of Chicanos and Native Americans. Students develop sensitivity to and an understanding of cultural differences from a literary standpoint with attention paid to historical, psychological, and sociological analysis.

#### Units – 3.0

Lecture Hours – 3.0

Prerequisite: Eligibility for English 101

1. **Course Entry Expectations**

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Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 1

Prior to enrolling in this course, the student should be able to:

1. organize and write thesis-based essays
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements
3. critically analyze selected prose works dealing with important contemporary issues
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions
5. gather and organize information through library research
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric.
7. **Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. evaluate the literary contributions of Chicano and Native American writers and discuss their place in reflecting and shaping thought and behavior;
2. analyze cultural themes in Native American and Chicano writing;
3. identify major authors and important works of these cultures;
4. apply critical reading and writing skills to the analysis of a work of literature;
5. discuss literature using relevant support from the text;
6. find collateral research pertaining to the text and synthesize this material in a written or oral project;
7. compare and contrast Chicano and Native American cultural differences;
8. discuss the sociopolitical and cultural contributions of Native Americans and Chicanos;

**IV**. **Course Content**

A. Foundations for Native American Literature 6 hours

1. Native American oral traditions
2. Native American literary traditions
3. Literary identities
4. Role of history, religion, culture, and myth

B. Foundations for Chicano Literature 6 hours

1. Chicano literary traditions
2. Literary identities
3. Role of history, religion, culture, and myth

C. Themes and Issues 6 hours

1. Formation of Native American identities in the Southwest
2. Formation of the Chicano identity
3. Family and heritage
4. Memory and story
5. Myth and superstition
6. Gender and gender roles
7. Home, community and society
8. Stereotypes and racism
9. Assimilation, conformity, and rebellion
10. Coming of age
11. Class, consumerism, and economics
12. Marriage

D. Novel 12 hours

1. Analysis of historical, cultural, and social backgrounds of the novel
2. Critical analysis of literary themes and styles in specific novels.
3. Analysis, comparison, and contrast of selected writers

E. Short Story 8 hours

1. Analysis of historical, cultural, and social backgrounds of the short story
2. Critical analysis of literary themes and styles in specific short stories
3. Analysis, comparison, and contrast of selected writers

F. Poetry 4 hours

1. Analysis of historical, cultural, and social backgrounds of poetry
2. Critical analysis of literary themes and styles in specific poems
3. Analysis, comparison, and contrast of selected writers

G. Other Topics 6 hours

1. Survey of Native American history in the American Southwest
2. Survey of Chicano history in the American Southwest
3. Literary techniques and strategies
4. **Methods of Presentation**

The following instructional methodologies may be used in the course:

1. lecture
2. discussion
3. audio-visual aids such as videos, maps, recordings
4. on-line bulletin board and chat room as appropriate and available
5. **Assignments and Methods of Evaluation**
6. written essays which require a student to analyze and compare/contrast the major themes and styles of Chicano and of Native American writers. Research may be required.
7. examinations which require a student to demonstrate how the Native American writers’ and the Chicano writers’ themes and styles are related to the sociopolitical environment.
8. in-class or on-line discussion in which a student demonstrates critical evaluation of each work of literature and how it relates to its time, its author, its place, and its genre.
9. journal which annotates reading progress and includes analysis of selected materials.
10. final essay exam.
11. **Textbooks**

Anaya, R., Bless Me, Ultima, 0446675369, Grand Central Pugblishing, 1999

Fuentes, C., The Old Gringo, 0374530521, 1st edition, Farr, Straus and Giroux, 2007

Kanellos, Nicholas, Hispanic American Literature. 0673469565, Longman, 1995

Lesley, C., Talking Leaves: Contemporary Native American Short Stories, 0385312725, Dell Publishing, 1992

Owens, L., Wolfsong, 0806127376, University of Oklahoma Press, 1995

Silko, L., Ceremony, 0143104918, Penguin Books, 2006

Soto, G., Buried Onions, 0152062653, Harcourt, 2006

Velie, A., American Indian Literature: An Anthology, 0806123455, University of Oklahoma Press, 1999

1. **Student Learning Outcomes**

Upon successful completion, the student will be able to:

1. understand the development of Southwestern Ethnic Literature; identify the major elements and the cultural, social, and historical developments of Southwestern Ethnic Literature.
2. read critically in order to analyze literary works for themes and other literary elements.
3. write thesis-centered essays which analyze and interpret literary, cultural, social, and historical themes and other elements of Southwestern Ethnic Literature.