

# Literature, Journalism, Writing, and Languages + Environmental Studies

## Point Loma Nazarene University

### Course Syllabus, Spring 2024

**Professor (Profesor):** Dr. Scott Bennett

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**Email:** ScottBennett@pointloma.edu

**Office (Oficina):** Bond Academic Center, Room 115

**Office Hours (Horas de consulta):** Posted, and by appointment

**Class Meeting Days and Time (Días y horas de clase):** T, R 1:30pm-2:45pm, BAC 102

**Course (Curso):** SPA 3020 (Mexican American Literature and Culture) (3 units)

**Final Exam:** Tuesday, April 30, 1:30pm-4:00pm

### Course Description (Descripción del curso):

A survey of major twentieth century Mexican American writers and their cultural heritage in the United States. Genres for consideration include short story, essay, poetry, novel, and drama. Conducted in Spanish. *Prerequisites: Spanish 3002 and 3000 or consent of instructor.* All coursework will be done in Spanish.

### Required Texts (Textos requeridos):

1. José Antonio Burciaga, *Drink Cultura: Chicanismo* (1877741078) 1st Ed., 1993, Joshua Odell Editions.
2. Gary Soto, *Gary Soto: New and Selected Poems* (0811807584) 1995, Chronicle Books.
3. Luis Alberto Urrea, *Into the Beautiful North* (0316025267) Reprint edition, 2010, Back Bay Books.
4. Helena María Viramontes, *Under the Feet of Jesus* (0452273870) 1st Plume Edition, Paperback, 1996, Plume/Penguin.

### Course Learning Outcomes (CLOs):

By the end of the course, the student will be able to:

1. Identify key authors, movements, ideas, and values of the Mexican American experience in literature, film, art, and other cultural forms.
2. Demonstrate an understanding of the historical perspective, social structures and social conflicts of the Mexican American experience.
3. Demonstrate a reasonable ability to analyze literature, film and other artistic modes.
4. Recognize basic lexical variations and linguistic phenomena present in Southwest Spanish.
5. Show continued improvement of language skills as evidenced in written and oral assignments.

**PLNU Mission (To Teach ~ To Shape ~ To Send):**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Grading (Calificación):** The final grade is based on the following point scale. (La nota final se basa en la siguiente escala de puntos):

Midterm Exam (Examen de medio semestre).....	200
Final Exam (Examen final).....	200
Film Critique (Análisis de película).....	50
Short Essay (Ensayo corto).....	50
Oral Presentation (Presentación oral).....	50
Cuaderno de vocabulario.....	50
Cultural Engagement Activities (Actividades de involucramiento cultural) (2) (50 pts. each)...	100
Attendance (Asistencia), Participation (Participación), Group Work (Trabajo en grupo).....	300

**Grading Scale (Escala de calificaciones):**

930-1000	A	780-799	C+	600-629	D-
900-929	A-	730-779	C	0-599	F
880-899	B+	700-729	C-		
830-879	B	680-699	D+		
800-829	B-	630-679	D		

**Course Policies:**

**Student Responsibilities (Responsabilidades del/ de la estudiante):**

**La preparación de los materiales, las lecturas y las tareas (Preparation of course materials, readings and homework):** Es necesario que los estudiantes lean *antes* de la clase. De esta forma, se puede hacer preguntas, comentar y conversar sobre los textos asignados y/o presentar con claridad sobre los temas del curso.

**1. Asistencia (Attendance):** Es obligatorio estar en clase y participar en las discusiones. La nota de asistencia se bajará **20 puntos** con cada falta (**la primera falta es gratis**, no se les quitarán los 20 puntos). Si el/la estudiante falta **tres (3)** veces o más, el profesor tiene el derecho de desmatricular al estudiante. Si el/la estudiante falta **seis (6)** veces, **no** puede recibir crédito para la clase. Según las normas de PLNU, el/la estudiante no puede recibir crédito para una clase si falta 20% de las clases. Para clarificar, explico en inglés: According to the college catalog, attendance is a requirement for each class. There are no excused absences, except those allowed by the provost of the university.

**2. Participación (Participation):** La participación es de **suma importancia** en la clase. Responderán oralmente y también por escrito acerca de los elementos estudiados. Es necesario que hablen solamente en español en la clase, tanto con el profesor como con los demás estudiantes. **La hora de clase es para conversar y escribir en español, no tiempo para hablar inglés o usar los teléfonos celulares etc.** Si hablan solamente en español, si hacen y preparan las

tareas asignadas y si se mantienen enfocados en la clase tendrán una nota alta de participación. **Al mismo tiempo, es bueno tener una actitud positiva, especialmente si uno tiene un poco de miedo acerca de sus destrezas con el español.**

**A key requirement will be maintaining a notebook with the new words that you learn or are learning in Spanish.** I will check this regularly to see how your list of words is progressing. It is essential to do the readings, engage in class discussion, and continue working on the list of new words you encounter. Although most of our readings are in English, class discussion and all assignments will be done in Spanish. If you don't know the meaning of a word in English, most likely you wouldn't know the meaning in Spanish. So, please add to your vocabulary list actively on a regular basis. If necessary, it would be good to have a space for examples of usage, or your own practice sentences with the words you are learning.

**3. Exams (Exámenes):** There will be one midterm during the course, and also a final exam. No exams can be taken early, and there are no make-ups on exams, unless authorized by the professor, or in the case of an emergency. Please contact the professor if you have any conflicts concerning exams or due dates. Professor will provide instructions about the exams in class.

**4. Film Critique (Análisis de película):** Each student will need to write a short critical analysis of one film during the semester. More instructions will be given, and the critique needs to be two pages in length. A note of caution: some of the films may contain offensive and/or difficult parts in their content. The point of viewing films and doing a film critique is to broaden cultural perspectives, not to offend or upset the student. If you prefer to not view films that are rated R, please choose from the PG or PG-13 films that are available.

**5. Short Essay (Ensayo corto):** Each student will write one short (two page) essay concerning readings and other topics from the class. The professor will provide information about this requirement, and will also provide the prompts to follow and topics to analyze.

**6. Oral Presentation (Presentación oral):** Students will prepare an oral presentation on a Mexican American artist from a list provided by the professor. Students will present about the artist's life, work, and also analyze the importance of some of the artist's key pieces. Each presentation should be 15 minutes long. Professor will explain more about this assignment.

**7. Cultural Engagement (Involucramiento cultural):** Students will participate in cultural engagement activities during the semester in order to practice Spanish and connect with the Mexican American community. The professor will provide more information concerning this aspect of the class, and we hope to do some field trips concerning Mexican American reality. Also, **please plan on attending Chicano Park Day on Saturday, April 20, 2024.** The day starts at 10:00am and ends at 5:00pm. There will be music, dancing, street vendors, low riders, food, people, and many aspects of Chicano culture. We will reflect on this experience in the class following Chicano Park Day. The professor will provide more information about this event and how to document a meaningful experience during the day. There will be two (2) required cultural engagement assignments, each worth 50pts. (Chicano Park Day counts as a Cultural Engagement activity, most definitely).

**8. Extra Credit (Crédito extra):** Students can complete two **extra** Cultural Engagement assignments for 20 points each (a total of 40 possible extra credit points). Professor will explain more about this in class and offer other possible activities for the class.

## **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy**

Use of Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

**NOTE:** It is the student's responsibility to maintain their class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may result in a grade of F on the official transcript.

## Signature Assignment to Assess **FELO 2c**

**FE Section in University Catalog - [IV. Exploring Arts and Culture](#)**

*A survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary.*

**Foundational Explorations Learning Outcome (FELO) Assessed**

**2c** Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. (*Primary assessment focus*)

## Signature Assignment for Students – Take-Home/Online Final Exam Essay

**Text:**

Choose one work from our course readings that has impacted your understanding and empathy for cultural perspectives to some degree and write a response to the prompt below.

**Prompt:**

In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) *impacted* your cultural perspectives, AND what *connections* have you made between this work and other university courses and/or your own life experience?

**Requirements:**

- Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself.
- Length of essays should be 2-3 double-spaced pages in 12-point font type (Times Roman, or Calibri).
- Essays earning highest marks *must* address both aspects (*impact, connections*) of the prompt.
- Please title your submission: **Last Name\_FE LIT Key Assignment**

**AAC&U Rubrics:** Intercultural Knowledge and Competence VALUE Rubric (20 pts.)

**Canvas Online Submission:** Deadline posted in your Canvas course

Intercultural Knowledge and Competence VALUE Rubric will be provided as a separate pdf document.

**Course Schedule (Horario de curso)****January 8-12**

Week 1 (Semana 1)

T9 Course introduction. Reading in class: two poems by Gina Valdés: “Where You From?": the online version can be found here: <https://girlgriot.wordpress.com/2008/04/22/where-you-from/>

and also “English con salsa”: <http://www.sandiegoreader.com/news/2010/may/05/poetry-english-con-salsa/>

R11 Watch in class: Dean Nelson’s interview with Luis Alberto Urrea for the PLNU Writer’s Symposium by the Sea:

<http://www.youtube.com/watch?v=Ejxw-oRHjQQ>

There is another excellent interview with Luis Alberto Urrea with Bill Moyers here:

<http://billmoyers.com/episode/between-two-worlds-life-on-the-border/>

**Homework for Tuesday, 1/16: read essays from *Drink Cultura: Chicanismo* (selected essays will be assigned students will present short summaries and interpretations).** Class discussion will focus on historical perspectives and background, humor, and the nuances of Chicano reality. Please read all of the essays assigned for Tuesday, 1/16 and be ready to comment on them, not just the essay that is assigned to you.

## January 15-19

Week 2 (Semana 2)

M15 Martin Luther King Jr. Day (Holiday, no classes today) (No hay clases hoy)

T16 Reading for today: *Drink Cultura: Chicanismo* Class discussion will focus on historical perspectives and background, humor, and the nuances of Chicano reality. Please read all of the essays assigned for today and be ready to comment on them. (10 minutes per talk, 10 minutes for questions and comments).

1. *Con Safos*
2. *Pendejismo*
3. *The Joy of Jalapeños*

R18 Reading for today: *Drink Cultura: Chicanismo* Class discussion will focus on historical perspectives and background, humor, and the nuances of Chicano reality. Please read all of the essays assigned for today and be ready to comment on them. (10 minutes per talk, 10 minutes for questions and comments).

1. *The Great Taco War*
2. *La Cuetlaxochitl*
3. *Return to the Motherland*

## January 22-26

Week 3 (Semana 3)

T23 Reading for today: *Drink Cultura: Chicanismo* Class discussion will focus on historical perspectives and background, humor, and the nuances of Chicano reality. Please read the essay assigned for today and be ready to comment on it. It would be good to research a bit on some of the “Heroes” mentioned in the essay. We will also observe and study a mural from Chicano Park that has a similar list of “Heroes.” We will consider the social and historical context of some of the people found in both murals.

*The Last Supper of Chicano Heroes*

**R25 Reading: *Under the Feet of Jesus*.** Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 3-46) (20 minutes of group work/review of section, followed by class discussion).

## **January 29-February 2**

Week 4 (Semana 4)

T30 Reading for this week: *Under the Feet of Jesus*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 49-90) (20 minutes of group work/review of section, followed by class discussion).

R1 Reading for this week: *Under the Feet of Jesus*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 93-130) (20 minutes of group work/review of section, followed by class discussion).

## **February 5-9**

Week 5 (Semana 5)

T6 Finish reading: *Under the Feet of Jesus*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 133-176) (20 minutes of group work/review of section, followed by class discussion).

Once we finish *Under the Feet of Jesus*, it will be necessary to start reading *Into the Beautiful North*. **Since it is a longer text, you will need to get a jump on this to be able to participate and be actively involved in the discussion starting on Tuesday, February 13.**

R8 Reading for today: “Yo soy Joaquín,” Rodolfo “Corky” González. You can find the poem online here: <http://www.latinamericanstudies.org/latinos/joaquin.htm>

Here is a video version of the poem: <https://www.youtube.com/watch?v=U6M6qOG2O-o>

Today we will discuss and analyze this epic poem of Mexican American reality. Please highlight significant/key sections and ponder on the meaning. It would be good to formulate a few questions concerning the meaning and symbolism. Please read the poem before class so we can have a meaningful discussion.

**Ensayo corto due today (two pages, double-spaced, MLA format)**

## **February 12-16**

Week 6 (Semana 6)

T13 Reading: *Into the Beautiful North*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 3-57) (20 minutes of group work/review of section, followed by class discussion).

R15 Reading: *Into the Beautiful North*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 58-113) (20 minutes of group work/review of section, followed by class discussion).



**February 19-23**

Week 7 (Semana 7)

T20 Reading: *Into the Beautiful North*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 114-163) (20 minutes of group work/review of section, followed by class discussion).

R22 Reading: *Into the Beautiful North*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 167-220) (20 minutes of group work/review of section, followed by class discussion).

**February 26-March 1**

Week 8 (Semana 8)

T27 Reading: *Into the Beautiful North*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 221-275) (20 minutes of group work/review of section, followed by class discussion).

R29 Finish reading: *Into the Beautiful North*. Please be prepared to discuss relevant themes, characters, interpretations, plot, symbolism, literary techniques etc. (pp. 276-338) (20 minutes of group work/review of section, followed by class discussion).

We will finish the class with a discussion to wrap up the reading of *Into the Beautiful North*.

**March 4-8**

Week 9 (Semana 9)

Spring Break (No classes) Descanso de primavera (No hay clases hoy)

**March 11-15 (San Diego Latino Film Festival: March 14-24)**

Week 10 (Semana 10)

T12 Repasaremos el material del examen de medio semestre y tendremos las instrucciones para el examen.

**R14 Examen de medio semestre (Midterm Exam)****March 18-22 (San Diego Latino Film Festival: March 14-24)**

Week 11 (Semana 11)

T19 Reading for today: "El corrido de Gregorio Cortez." We will discuss the ballad in class, highlighting the historical and cultural context, and the nuances of the Spanish. Here is a link to the Spanish and there is an English translation as well: <https://genius.com/Ramon-ayala-el-corrido-de-gregorio-cortez-lyrics>

R21 Reading for today: “El corrido de Gregorio Cortez.” We will discuss the ballad in class, highlighting the historical and cultural context, and the nuances of the Spanish. Here is a link to the Spanish and the there is an English translation as well: <https://genius.com/Ramon-ayala-el-corrido-de-gregorio-cortez-lyrics>

Finish discussion about the ballad today. We may watch some of the film The Ballad of Gregorio Cortez in class.

### **March 25-29**

Week 12 (Semana 12)

T26 Readings for today: the poems by Pat Mora “Legal Alien”: <http://peoplesworld.org/poem-of-the-week-pat-mora-s-legal-alien/> and “Elena”:

[https://docs.google.com/document/d/1mFFpVbMW8aF1P\\_68RC62mxTrTF5bdtfY/edit?usp=sharing&ouid=102848077958621164700&rtpof=true&sd=true](https://docs.google.com/document/d/1mFFpVbMW8aF1P_68RC62mxTrTF5bdtfY/edit?usp=sharing&ouid=102848077958621164700&rtpof=true&sd=true)

We will watch Culture Clash (Video Clip) in class. We will consider humor as a means of protest and engagement <https://www.youtube.com/watch?v=wvbx5k6ZGfc> (The *Return of Che* starts at 7:17)

### **Film Critique due today (two pages, double-spaced, MLA format)**

R28 Easter Recess (No classes) (Descanso de Día de Pascua) (No hay clases)

### **April 1-5**

Week 13 (Semana 13)

T2 Reading: *Gary Soto: New and Selected Poems* (Poems will be assigned for analysis and discussion today).

1. Spirit
2. The Tale of Sunlight
3. Mexicans Begin Jogging

R4 Reading: *Gary Soto: New and Selected Poems* (Poems will be assigned for analysis and discussion today).

1. The Widow Perez
2. The Plum’s Heart

**April 8-12**

Week 14 (Semana 14)

T9 Reading: *Gary Soto: New and Selected Poems* (Poems will be assigned for analysis and discussion today).

1. Oranges
2. Eve
3. Pink Hands

R11 Chicano art: an introduction.

**April 15-19**

Week 15 (Semana 15)

T16 Oral presentations today (On Chicano art)

R18 Oral presentations today (On Chicano art)

**Chicano Park Day on Saturday, April 20, 2024.**

**April 22-26 (Last Week of Classes)**

Week 16 (Semana 16)

T23 Finish discussion about oral presentations today (On Chicano art). Reflections on Chicano Park Day, 2024. We will reflect and share about some of the experiences during Chicano Park Day and will have the chance to share about meaningful interactions. We will begin review for the final exam today as well.

**R25 (Last day of class) (Último día de clases)** Review for Final Exam / Discussion.

We will reflect and share about some of the experiences during Chicano Park Day and the chance to share about meaningful interactions. We will also reflect on other Cultural Engagement activities during the semester. We will finish with some final observations and conclusions about the course and Mexican American reality.

**All Cultural Engagement and Extra Credit due today.**

**April 29-May 3 (Finals Week)**

Week 17 (Semana 17)

**Final Exam:** Tuesday, April 30, 1:30pm-4