

Chc/Lat134 Sp110c US/Lat LIT& Cult TuTh 2:-3:20p SSL145 LIFE NARRATIVE TEXTS

Chicana/o Latina/o Studies 134 is an interdisciplinary course that studies Chicano Latino communities in the United States by focusing on their life narrative production. The class will be divided into study groups and each group will be assigned a required book and four concepts. These concepts will be analyzed in the works of writers publishing post Chicano Civil Rights Movement and into the 21<sup>st</sup> century. Students will engage in group interactive discussion and analysis about the use and meaning of the concepts as revealed in their assigned life narrative text. Additionally, each study group is responsible for the application of their four concepts to each of the required course readings. The study groups should meet at least once a week to discuss course readings, materials, writing assignments and to keep up with class activities.

CONCEPTS: identity, race, ethnicity, gender, power, inequality, materiality, migration, history, tradition, memory, experience, space, embodiment, agency, spirituality, religion, border(s), access, freedom.

Students will also have a chance to share short life narratives dealing with a personal event or a collaborative or oral life narrative about a person interviewed by the student.

**Requirements:**

1. Attendance is mandatory. Habitual absence is justification for failing the class.
2. Your active class and group participation is a major requirement for this course.
3. Read required texts. In order to guarantee quality discussion students must read all assigned readings before coming to class.
4. Prepare notes and questions about poems, lectures, films and discussions for class and group discussion and assignments.
5. Students are divided into study groups.
6. Each study group will give an in-class presentation that has two parts:
  - 1) Individual students will offer a **7 to 9 minute talk** on two or three of the four assigned concepts as presented in the book selected for their study group. Students may chose the story (ies), chapter(s) or part(s) they will present and write about. Students will receive a grade for their oral presentation.
  - 2) In addition each student will write a **2-3 page response paper** offering their reactions about the use and meaning of two or three of the four concepts applied to their assigned book. A grade will be given for content and one for composition and then averaged for the final grade for the response paper. Both the oral presentation grade and the response paper grade will be averaged out to get the final grade for this assignment. The 2-3 page response paper will be due on the day of the group presentation. The response paper must be organized and well written. Make sure to cite from the book and outside source(s) used to support your argument. Don't forget to **include a work cited page**.

7. Three choices for **Final. Students most not use the concepts and book analyzed for the class presentation.**
  - 1) A **3-4 page paper** discussing three concepts from the list provided above and apply them to one of the required readings. Essay must be well organized into topical paragraphs, have a separate conclusion and should cite from the life narrative studied and outside source(s). **Include work cited page.** Please submit the final project in person on the day and time of the scheduled final exam.
  - 2) **Select** three concepts to develop a **4-5 page autobiographical narrative** based on a person, place, event or experience in your life. At the beginning include an **abstract** (summary) that identifies the three concepts you have selected, their use and why they are important to you. Cite from required readings and from outside source(s). **Include work cited page.** Please submit the final project in person on the day and time of the scheduled final.
  - 3) A **4-5 literary journalistic piece** that employs facts that are external to your own life. The writer uses literary devices such as dialogue, setting, characterization and plot structure to tell a true story about a person, place, event, experience, or to write about an important idea, such as violence. A literary journalistic story is written from the third person, he/she, point of view. The student must select two or three concepts salient to the story. A literary journalistic essay is “the literature of fact” and requires serious research. At the beginning include an **abstract** (summary) that identifies the meaning of the three concepts and why you felt compelled to write and share this story with others. **Include work cited page.** (“How to Write a Literary Journalistic Essay” David Hood)
8. All written assignments must be double-space and prepared on computer. Please use standard margins, 12 point font, number and staple pages. **CONTENT** and **COMPOSITION** will be considered equally. A grade will be assigned for content and one for composition and then averaged for the final grade. Use MLA research paper format and documentation style. Make sure you include a **WORK CITED** page at the end of your written papers.
9. **Student reading short life narratives (Extra Credit)** will begin on Tuesday, October ? At the start of class students will have an opportunity to share their life narrative writing and answer questions from their colleagues.
10. **Occasional unannounced class quizzes** will count toward attendance and participation.
11. No make-ups, no rewrites, no late papers, no incompletes.
12. The use of electronic devices such as laptops, cell phones, phone cameras, recorders, Ipods, Ipads, headsets etc. are absolutely not allowed during class.
13. All dates, assignments, and readings listed on this syllabus are subject to change with notice

**Final grade will be based on:**

1. Attendance and Participation are mandatory. Habitual absence is justification for failing class. (20)
2. Class Oral Presentation + 2-3 page response paper (30)
3. Final (50)

**REQUIRED TEXTS:**

*Reading Autobiography a Guide for Interpreting Life Narratives* (2010) by Sidonie Smith and Julia Watson

*Days of Obligation An Argument with My Mexican Father* (1992) by Richard Rodriguez

*Isabel's Hand-Me-Down Dreams* (2011) by Isabel López

*Drown* (1996) by Junot Díaz

*The Doorman* (1987) by Reinaldo Arenas

*Crossing Borders Personal Essays* (2011) by Sergio Troncoso

**Study Plan:**

**SEPTEMBER**

Th 22 Introduction: Poetry -Text, Intertextuality, Context, Textual Analysis

*Reading Autobiography a Guide for Interpreting Life Narratives* (2010) by

Sidonie Smith and Julia Watson Chapters 1, 2

T 27 *Reading Autobiography a Guide for Interpreting Life Narratives* Chapters 3, 4

TH 29 *Reading Autobiography a Guide for Interpreting Life Narratives* Chapters 5-6

**OCTOBER**

T 4 *Reading Autobiography a Guide for Interpreting Life Narratives* Chapter 9

*Days of Obligation An Argument with My Mexican Father* (1992) by Richard Rodriguez  
Introduction, Chapter one, two, three

TH 6 *Days of Obligation An Argument with My Mexican Father*

Chapter four, five, six, seven

**Study Group Meeting**

**T 11 Study Group Presentations**

*Days of Obligation An Argument with My Mexican Father*

Chapter eight, nine, ten

TH 13 *Isabel's Hand-Me-Down Dreams* (2011) by Isabel López ((1-75)

T 18 *Isabel's Hand-Me-Down Dreams* (76-153)

“Nuyorican Dreams” documentary by Laurie Collyer

TH 20 *Isabel's Hand-Me-Down Dreams* (154-203)

“Nuyorican Dreams”

**T 25 Study Group Presentations**

*Isabel's Hand-Me-Down Dreams* (204-250)

TH 27 *Drown* (1996) by Junot Díaz (Stories 1, 2, 3)

**NOVEMBER**

T 1 *Drown* (Stories 4, 5, 6, 7)

**TH 3 Study Group Presentations**

*Drown* (8,9,10)

*The Doorman* (1987) by Reinaldo Arenas (Chapters 1-11)

T 8 *The Doorman* (Chapters 12-The Door)

“Before Night Falls” film by Julian Schnabel

TH 10 *The Doorman* (Chapters 20-32)

“Before Night Falls”

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**T 15 Study Group Presentations**

*The Doorman* (Chapters 33-The Door)

*Crossing Borders Personal Essays* (2011) by Sergio Troncoso

(Essays 1, 2, 3, 4, 5)

**TH 17 *Crossing Borders Personal Essays***

(Essays 6, 7, 8, 9, 10)

**T 22 *Crossing Borders Personal Essays***

(Essays 11, 12, 13, 14, 15, 16)

**TH 24 HOLIDAY**

**T 29 Study Group Presentations**

*Crossing Borders Personal Essays*

**DECEMBER**

**TH 1 Questions, Conclusions and Beginnings**

**Final project due in person on Thursday, December 8<sup>th</sup> 1:30-3:30pm, SSL 145**

Professor Alejandro Morales

Department of Chicano/Latino Studies

Office: SST 393 Office Hours: T 3:30-4:30pm, Th 10:00-11:00am or by appointment

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**STUDY GROUP PRESENTATION SCHEDULE**

**OCTOBER**

**T 11 Study Group Presentations** Concepts: Religion, Identity, Ethnicity, History

*Days of Obligation An Argument with My Mexican Father* (1992) by Richard Rodriguez

BELLO, NIDIA

BRANDSGARD, LUZ MARIA

CERVANTES, BRENDA DENISE

EKHATOR-OSAGIEDE, OGHOGHO ESOHE

ERAZO, JOSHUA MARIO

**T 25 Study Group Presentations** Concepts: Migration, Gender, Agency, Memory

*Isabel's Hand-Me-Down Dreams* (2011) by Isabel López

GAMBOA MEJIA, VICTORIA

GUZMAN PEREZ, MIROSLAVA

HERNANDEZ, CLAUDIA JASMINE

LOPEZ, ANTONIO

LUCERO, JUSTICE TERESA BEVERLY

**NOVEMBER**

**TH 3 Study Group Presentations**

*Drown* (1996) by Junot Díaz Inequality, Race, Embodiment, Power

MURILLO, ARMANDO

NGUYEN, PRINCETON C.

ORELLANA, JONATHAN EDGARDO

PEREZ, CLAUDIA ROCIO

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**T 15 Study Group Presentations**

*The Doorman* (1987) by Reinaldo Arenas Materiality, Experience, Space, Freedom

PLASCENCIA, ADAN SANTIAGO

QUINTERO, ERIKA

RAMIREZ, KEREN JOELEEN

VALLE, LUZ ALEXANDRA

**T 29 Study Group Presentations**

*Crossing Borders Personal Essays* (2011) by Sergio Troncoso Border(s), Tradition, Access, Spirituality

VILLARREAL, AMY MICHELLE

ZELADA, NORMAN

AYALA, ROXANNA VANESSA

PEREZ, DHALLANA LIZBETHE

HECKMAN, KAREN LYNN