Chic/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 21st 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.
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, I pods, I pads, 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:


*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


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
Study Group Presentations

Days of Obligation An Argument with My Mexican Father
Chapter eight, nine, ten

Isabel’s Hand-Me-Down Dreams (2011) by Isabel López ((1-75)

Isabel’s Hand-Me-Down Dreams (76-153)
“Nuyorican Dreams” documentary by Laurie Collyer

Isabel’s Hand-Me-Down Dreams (154-203)
“Nuyorican Dreams”

Study Group Presentations

Isabel’s Hand-Me-Down Dreams (204-250)

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

November

Drown (Stories 4, 5, 6, 7)

Study Group Presentations

Drown (8,9,10)
The Doorman (1987) by Reinaldo Arenas (Chapters 1-11)

The Doorman (Chapters 12-The Door)
“Before Night Falls” film by Julian Schnabel

The Doorman (Chapters 20-32)
“Before Night Falls”
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 8th 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 Esiche

   Erazo, Joshua Maric

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, Mtroslava

   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 Rocío
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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