

Bakersfield College
Course Outline of Record Report
 09/06/2021

ENGLB24 : Latino/a Literature

General Information

Author:	• Isaac Sanchez
Attachments:	English B24 Critical Thinking Assignment.docx ENGL B24 Assessment Mapping Form 2019.docx
Course Code (CB01) :	ENGLB24
Course Title (CB02) :	Latino/a Literature
Department:	English
Proposal Start:	Spring 2022
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000549150
Curriculum Committee Approval Date:	11/12/2020
Board of Trustees Approval Date:	12/10/2020
External Review Approval Date:	07/01/2021
Course Description:	This course will study works written by Latinas/os in the United States and Latin America in order to discover the ways in which these works have interacted with specific cultures and contexts, from colonialism to the present. Note: Not open to students that have successfully completed ETHN B24.
Submission Rationale:	Add Distance Education Option for correspondence education (Inmate Scholars Program) was requested.
Author:	No value

Minimum Qualifications

Discipline requiring a Master's Degree:	• English
Disciplines in which a Master's Degree is not usually available:	No value
Disciplines in which a Master's Degree is not generally available BUT which requires a specific Bachelor's or Associate Degree:	No value

Course Development Options

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	No value Course Prior To College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description Non-Repeatable Credit	<input checked="" type="checkbox"/> Allow Students To Audit Course
<input type="checkbox"/> In-Service Course (required by California Penal Code)	Course Support Course Status (CB26) Course is not a support course	

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Associate in Arts in Spanish for Transfer	A.A. Degree for Transfer	Fall 2017 to Spring 2018
Associate in Arts in English for Transfer	A.A. Degree for Transfer	Fall 2017 to Spring 2018
English Associate in Art for Transfer	A.A. Degree for Transfer	Spring 2018 to Summer 2019
California State University (CSU) General Education Breadth Certificate of Achievement	Certificate of Achievement	Summer 2018 to Summer 2019
Intersegmental General Education Transfer (IGETC) General Education Certificate of Achievement	Certificate of Achievement	Summer 2018 to Summer 2019
Intersegmental General Education Transfer (IGETC) for STEM General Education Certificate of Achievement	Certificate of Achievement	Summer 2018 to Summer 2019
Spanish Associate in Arts for Transfer	A.A. Degree for Transfer	Fall 2018 to Summer 2019
Associate in Arts in Social Justice Studies for Transfer - OLD VERSION (In Development)	A.A. Degree for Transfer	Fall 2019
Social Justice Studies Associate of Arts for Transfer	A.A. Degree for Transfer	Summer 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Bakersfield College General Education Pattern	Categories	Status	Approval Date	Comparable Course
Area C.2 Humanities	Humanities	Approved	No value	No Comparable Course defined.
UC Transfer	Categories	Status	Approval Date	Comparable Course
Other:UC Transfer	UC Transfer	Approved	No value	UC, Santa Cruz LIT 80N Latino Expressions in the U.S
CSU General Education Breadth	Categories	Status	Approval Date	Comparable Course
C.2 Humanities (Lit., Phil. FLng)	Humanities, Literature, Philosophy, Foreign Languages	Approved	No value	No Comparable Course defined.
F Ethnic Studies	Ethnic Studies	Pending	No value	
Intersegmental General Education Transfer Curriculum (IGETC)	Categories	Status	Approval Date	Comparable Course
Area 3.B Humanities	Humanities	Approved	No value	No Comparable Course defined.
CSU Transfer	Categories	Status	Approval Date	Comparable Course
Other:CSU Transfer	CSU Transfer	Approved	No value	CSU, Bakersfield ENGL 2220 Ethnic-Minority American Literature

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Activity	0
Total	108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

Limitations on Enrollment

Limitations on Enrollment	Description
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No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Other

Rationale

Written work

Methods of Instruction

Other

Rationale

Presentations (by students)

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Other

Rationale

Outside reading

Methods of Instruction

Other

Rationale

In-class writing

Methods of Instruction

Other

Rationale

Group Work

Methods of Instruction

Discussion

Rationale

No value

Assignments

- **Daily readings from assigned texts. College-level research completed either online or through trips to the library. Preparation for Oral Presentation. Researching, drafting, and completing required essay assignments. Write in a reading journal. Study and review notes for quizzes and exams**

Methods of Evaluation

Other

Rationale

The methods that will be used to ensure that students are meeting the SLOs include writing assignments, summaries of readings, group discussions, group projects, quizzes, exams, and presentations.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Luis Alberto Urrea	Into the Beautiful North: A Novel	Back Bay Books	2010	978-0316025263
Ilan Stavans (Editor)	The Norton Anthology of Latino Literature	W. W. Norton & Company	2010	978-0393080070
Helena Maria Viramontes	Under the Feet of Jesus	Plume	1996	978-0452273870
Luis Valdez	Zoot Suit and Other Plays	Arte Publico Press	2011	978-1558850484

Other Instructional Materials

No Value

Materials Fee

None

Learning Outcomes and Objectives

Course Objectives

1. The student will write multiple essays that analyze specific latino/a works of literature.
2. The student will complete quizzes and exams on latino/a works of literature.

3. The student will read and discuss various examples of latino/a works of literature.

CSLOs

1. Upon successful completion of the course, the student will be able to critically examine works of Latino/a literature. Expected SLO Performance: 70.0

<i>Criminology</i> Social Justice Studies	1. Upon successful completion of the program, the student will be able to recognize, analyze, and research intersecting systems of oppression, the dynamics of power and privilege, and prejudice and discrimination.
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<i>ISLOs</i> BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes
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<i>ISLOs</i> Core ISLOs	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world
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	Communicate effectively in both written and oral forms
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	Think critically and evaluate sources and information for validity and usefulness
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	Demonstrate competency in a field of knowledge or with job-related skills
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2. Upon successful completion of the course, the student will be able to distinguish literary works within a particular historical and political context. Expected SLO Performance: 70.0

<i>Criminology</i> Social Justice Studies	1. Upon successful completion of the program, the student will be able to recognize, analyze, and research intersecting systems of oppression, the dynamics of power and privilege, and prejudice and discrimination.
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<i>ISLOs</i> BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes
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<i>ISLOs</i> Core ISLOs	Think critically and evaluate sources and information for validity and usefulness
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	Communicate effectively in both written and oral forms
--	--

	Demonstrate competency in a field of knowledge or with job-related skills
--	---

	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world
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3. Upon successful completion of the course, the student will be able to identify and discuss both themes and technical matters in Latino/a literature using appropriate critical terminology. Expected SLO Performance: 70.0

<i>ISLOs</i> Core ISLOs	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world
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	Think critically and evaluate sources and information for validity and usefulness
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	Demonstrate competency in a field of knowledge or with job-related skills
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	Communicate effectively in both written and oral forms
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<i>Criminology</i> Social Justice Studies	3. Upon successful completion of the program, the student will be able to recognize, research and promote awareness of specific manifestations of oppression such as ableism, classism, ethnocentrism, heterosexism, racism, sexism; the systems, dynamics, and interpersonal as well as institutional power structures that keep these oppressions in place.
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<i>ISLOs</i> BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes
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4. Upon successful completion of the course, the student will be able to evaluate the logical relationship between form and content. Expected SLO Performance: 70.0

<i>ISLOs</i> Core ISLOs	Think critically and evaluate sources and information for validity and usefulness
	Communicate effectively in both written and oral forms
	Demonstrate competency in a field of knowledge or with job-related skills
	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world
<i>Criminology</i> Social Justice Studies	2. Upon successful completion of the program, the student will be able to identify and analyze theories and practices of social change, resistance and empowerment, and movements and activism.
<i>ISLOs</i> BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes

5. Upon successful completion of the course, the student will be able to use MLA format correctly.

Expected SLO Performance: 70.0

<i>ISLOs</i> Core ISLOs	Think critically and evaluate sources and information for validity and usefulness
	Communicate effectively in both written and oral forms
	Demonstrate competency in a field of knowledge or with job-related skills
<i>Criminology</i> Social Justice Studies	3. Upon successful completion of the program, the student will be able to recognize, research and promote awareness of specific manifestations of oppression such as ableism, classism, ethnocentrism, heterosexism, racism, sexism; the systems, dynamics, and interpersonal as well as institutional power structures that keep these oppressions in place.
	4. Upon successful completion of the program, the student will be able to analyze and describe social, cultural, and historical contexts for movements such as civil, women's, disability, and LGBTQ rights as well as movements for several specific marginalized communities and peoples of color.

Outline

Course Outline

Colonization: 1537–1810—15%

The class will discuss the effects of invaders on the indigenous living in the Americas. Many of the works will be from Spain, which describe imperialistic perspective on colonization. The class will examine the destruction of indigenous people's lives and culture. Will include such authors as Fray Bartolomé de Las Casas (1484–1566), Álvar Núñez Cabeza de Vaca (ca 1490–ca 1560), Fray Marcos de Niza (ca. 1495–1558) Hernando de Soto (ca. 1496–1542), and Pedro Castañeda de Nájera (ca. 1512–death unknown)

Annexations: 1811–1898—15%

In this era, much of Latin America was developing a sense of nationalistic pride as the Spanish empire was losing its control over its colonies. Literature in this period takes on the role of nationalistic cultural marker, which helps to culturally separate the new nations from Spain. Will include such authors as Félix Varela (1787–1853), Eulalia Pérez (ca. 1780–Death Unknown), Antonio María Osio Y Higuera (1800–1878), Gaspar Betancourt Cisneros (1803–1866), and José María Heredia (1803–1839).

Acculturation: 1899–1945--15%

In this era, the Latino Literature search for its place in the larger world. Two world wars force the literature of this period to grapple and to explain the place of Latino/a Americans in this larger context. Will include authors such as Arthur A. Schomburg (1874–1938), Leonor Villegas De Magnón (1876–1955), Cleofas M. Jaramillo (1878–1956), Daniel Venegas (ca. 1880–ca. 1935), Adelina "Nina" Otero-Warren (1881–1965), and William Carlos Williams (1883–1963)

Upheaval: 1946–1979—15%

In this era, the rise of the United States as a super power after World War II causes Latin America to deal with a new empire. Often this connection with the US is in the form of upheaval as countries such as Cuba are actively defining themselves in opposition to a neo-colonial relationship. This section will also include the Latin American Literary Boom, which occurs in the 60s and 70s. Will include authors such as Julia De Burgos (1914–1953), Américo Paredes (1915–1999), Guillermo Cotto-Thorner (1916–1983), René Marqués (1919–1979), Sabine R. Ulibarrí (1919–2003)

Into The Mainstream: 1980–Present—15%

In our current context, Latinos, for the most part, have looked for ways at establishing political and cultural capital within the mainstream. The literary works of this period often look to the radical movements of the 60s and 70s with respect, but the new movement places themselves in the center of American life rather than the margins. Will include writers such as Tino Villanueva (b. 1941), Isabel Allende (b. 1942), Gloria Anzaldúa (1942–2004), Ariel Dorfman (b. 1942), Reinaldo Arenas (1943–1990)

Popular Dimensions—15%

In this section, the class will break from a chronological trajectory, and it will begin to look at the popular or vernacular voices that have existed throughout the above eras. This study will be broken down in terms of genres including the following: Dichos, Chistes, Cartoonistas, Teatro Popular, Cuentos And Leyendas, Canciones

Influential Essays by Latin American Writers—10%

This section will look at non-fiction essays that have dramatically shaped the shared cultural and political perspective of Latinos/as. This section will remain separated from the other historical sections because the readings tend to ask more general and abstract questions. Will include writers such as José Enrique Rodó (1872–1917), José Vasconcelos (1882–1959), Octavio Paz (1914–1998), and Roberto Fernández Retamar (b. 1930).

Distance Education Criteria and Standards_3.1

Please choose all of the delivery methods applicable to this course.

- Face to Face
- Hybrid (requires face to face meetings)
- Online (Flexible, purely online no face to face contact)
- Interactive (Scheduled, synchronous distance modality)
- Correspondence (temporary-ONLY for Inmate Scholars Program)
- Other

Rigor statement: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses in regard to the course quality judgments made pursuant to the requirements of Section 55002. The same expectations applies to any local course quality determination or review process.

- Methods of evaluation and out of class assignments are the same as for a face to face course.

If the methods of evaluation differ from a face to face courses, please indicate what the differences are and why they are being used.

No Value

If the face to face course has a lab, field trip, or site visit explain how these components will be performed in the online course. Be sure to identify how the lab component will differ from a homework assignment.

No Value

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective INSTRUCTOR/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online Messaging
- Face to face meetings (group or individual)
- Interactive Video
- Library Workshop
- Class Announcements
- Telephone Contact
- Other Activities

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email other online messaging
- Online Group Work

- Message Board
- Other Activities

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/CONTENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online messaging
- Groups
- Interactive Video
- Library Workshop
- Message Board
- Online Academic Support Services
- Other Activities

Purely because of the delivery mode, will you require additional software or hardware beyond basic computer and web browser capabilities?

No

Federal and state regulations require that all online course materials be made available in an accessible electronic format. By checking both boxes below, the instructor is ensuring compliance with Section 508 of the Rehabilitation Act.

- Instructor will ensure the course is 508 compliant using the Course Management System and other tools as needed.
- Instructor will ensure textbook and any other courses materials are 508 compliant.

A good practice is that section size should be no greater in distance education modes than in regular face to face versions of the course. Will the online section for this course differ from face to face sections?

- No

If the online section of the course will differ in size from face to face sections, please provide a rationale for the size difference.

No Value

Provide supplemental information for all OTHER options chosen in the sections above.

No Value