

**Skyline College
Official Course Outline**

Date: April 2007

1. TITLE:

Literature 267: Filipino American Literature
3.0 units, 3 lecture hours per week
Prerequisite: English 100 or English 105 or equivalent

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

Catalog Description:

A survey of Filipino American writing of the twentieth century will acquaint students with the issues that these American writers of Filipino descent address as they move between different societies. The literature reflects the unique background of shared language and history, as well as the contrasts between the cultures of the Philippines and the United States. Material will be presented in a variety of genres. Transfer: UC; CSU (C2).

Schedule of Classes Description:

Study of representative works with an emphasis on issues and literary techniques specific to American writers of Filipino descent. Reading, discussion, critical papers. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is intended for English majors for the A.A. degree and satisfies the transfer requirement for English majors for many California State Universities and Universities of California. Because Asian American writers represent an important segment of American society with specific concerns, their works are offered for an appreciation of the timeless, universal themes of the human dilemma and the difficulties resulting from the immigration process. Essential for English majors, the course complements the work of social science, psychology, history and other disciplines, and offers more work in critical reading, thinking, and writing skills. The course, therefore, serves the whole student body. Transfer: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLOs):

Upon completion of the course, students will be able to:

- Identify, analyze, and evaluate the major themes and literary techniques of Filipino American writers.
- Critically read, discuss, and interpret texts.
- Write coherent, analytical, and original responses to course content.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

- Analyze and synthesize the works of a variety of Filipino American writers
- Demonstrate understanding of the historical and literary context of the works of Filipino American writers
- Draw sound inferences from the literature
- Demonstrate understanding of the relevance of the issues raised by Filipino American writers to the present
- Identify and analyze conventions of various literary genres
- Explain how these elements inform the meanings of the text

7. COURSE CONTENT:

The course covers a representative sample of the entire range of the works of Filipino American writers, including novels, short stories, dramas, and poetry; appropriate historical and literary background and analyses; writing essays/research paper demonstrating independent analytical responses.

- I. Historical background and context
- II. Literary background and context
- III. Universality of the themes and literary techniques of Filipino American writers
- IV. Novels: at least one work in depth and others for discussion
 - A. Historical background
 - B. Themes, character, setting, plot structure
- V. Short Stories: at least one work in depth and others for discussion
 - A. Historical background
 - B. Themes, character, setting, plot structure
- VI. Dramas: at least one work in depth and others for discussion
 - A. Historical background
 - B. Themes, character, setting, plot structure, dramatic conventions
- VII. Poetry: at least one work in depth and others for discussion
 - A. Historical background
 - B. Themes, symbolism, figurative language, diction, voice, tone
- VIII. Others

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, in-class spontaneous writing, timed expository writing, oral presentations, quizzes, demonstration/modeling, library and online research, field trips to live performances as appropriate, films, and collaborative/ individual projects.

9. ASSIGNMENTS: Typical assignments might include the following:

General Assignment Guidelines:

- **Writing**— Academic writing totaling 2,500 words (approximately 10 pages) will demonstrate understanding of the materials and independent analytical responses supported by references to the texts.

- **Readings**—Selected works appropriate to the course
- **Journals**—Written responses to questions on course content (readings, videos, films, lectures, etc.)
- **Essays**—Write critical compositions of 750 to 1,250 words analyzing and evaluating themes and issues in their works supported by references to the text.
- **Projects/reports**—Oral/written presentations of individual or collaborative research on relevant subjects
- **Viewing**—Students may be asked to watch/listen to relevant media or other presentations with appropriate written responses and analyses

Typical assignments might include the following:

Student Learning Outcome	Typical Assignment(s)	Method of Evaluation
<p>Identify, analyze, and evaluate the major themes and literary techniques of Asian American writers.</p>	<p>Class Discussions: In small groups or whole-class discussions, students continue analyses modeled by instructor or discuss questions raised by the instructor.</p> <p>Reading Journals: Students employ reader response, new criticism, biographical/historical criticism, feminist criticism, etc. to write a response to the text(s).</p> <p>Collaborative/ Individual Projects: Students work in groups or individually to create an oral presentation or performance which demonstrates understanding of course content.</p>	<p>Class Discussions: Students will be evaluated on the quality of their insights about the course content and their active participation in small group and whole-class discussions.</p> <p>Reading Journals: Journals will be evaluated based on how well they demonstrate understanding and analyses of course content.</p> <p>Collaborative/ Individual Projects: Presentations or performances will be evaluated based on the relevance of information to understanding the work(s), author(s) and/or themes as well as evidence of preparation invested in organizing and staging</p>

		them.
--	--	-------

Student Learning Outcome	Typical Assignment	Method of Evaluation
Critically read, discuss, and interpret texts.	<p>Reading Journal: Students employ reader response, new criticism, biographical/historical criticism, feminist criticism, etc. to write a response to the text(s).</p> <p>Class Discussions: In small groups or whole-class discussions, students continue analyses modeled by instructor or discuss questions raised by the instructor.</p>	<p>Reading Journals: Journals will be evaluated based on how well they demonstrate understanding and analyses of course content.</p> <p>Class Discussions: Students will be evaluated on the quality of their insights about the course content and their active participation in small group and whole-class discussions.</p>

Student Learning Outcome	Typical Assignment	Method of Evaluation
Write coherent, analytical, and original responses to course content.	Two essays totaling at least 2500 words	Essays will be evaluated on the quality of insight, overall essay unity, and skillful integration of textual evidence.

10. EVALUATION OF STUDENT PERFORMANCE

Letter grade or Credit/No credit will typically be based on:

- **Oral Participation**—the quality of insights about the course content and active participation in small and large group discussions.
- **Journals/ Exercises**—written responses to assigned readings and class discussions demonstrating understanding and analyses of course content.
- **Oral Collaborative/Individual Projects**—ability to deepen their classmates' understanding and appreciation of the course content through their class presentation or performance.
- **Essays**—organized, coherent, and insightful essays and/or academic writing demonstrating understanding of course content and presenting independent, analytical responses substantiated by references to the texts.

- **Exams and Quizzes**—written critical responses to assigned readings demonstrating understanding and analyses of course content
- **Final Exam and/or Final Project**—written critical responses and/or another specified project demonstrating understanding and analyses of course content

11. RECOMMENDED or REQUIRED TEXTS and/or AUTHORS:

Fiction

Bacho, Peter. *Cebu*. Seattle: University of Washington Press, 1991.

---. *Dark Blue Suit and Other Stories*. Seattle: University of Washington Press, 1997.

Bulosan, Carlos. *America Is In the Heart*. Seattle: University of Washington Press, 1993.

Galang, M. Evelina. *Her Wild American Self: Short Stories by M. Evelina Galang*. Minneapolis: Coffee House Press, 1996.

Hagedorn, Jessica. *Dogeaters*. New York: Penguin, 1990.

---. *Danger and Beauty*. New York: Penguin, 1993.

Holthe, Tess Uriza. *When the Elephants Dance*. New York: Penguin, 2003.

Santos, Bienvenido N. Santos. *Scent of Apples: A Collection of Stories*. Seattle: University of Washington Press, 1994.

San Juan, Jr., E. *On Becoming Filipino: Selected Writings of Carlos Bulosan*. Philadelphia: Temple University Press, 1995.

Anthologies

Carbò, Nick and Eileen Tabios, eds. *Babaylan: An Anthology of Filipina and Filipina American Writers*. San Francisco: Aunt Lute Books, 2000.

Francia, Luis H. and Eric Gamalinda, eds. *Flippin': Filipinos on America*. New York: The Asian American Writers' Workshop, 1996.

Literary Criticism

Bacho, Peter. "The Tragic Sense of Filipino History." *Filipino Americans: Transformation and Identity*. ed. Maria P. P. Root. Thousand Oaks: SAGE Publications, 1997. 1-10.

Campomanes, Oscar V. "Filipinos in the United States and Their Literature of Exile." *Reading the Literatures of Asian America*. ed. Shirley Geok-lin Lim and Amy Ling. Philadelphia: Temple University Press, 1992. 49-78.

Gonzales, N.V.M. and Oscar Campomanes. "Filipino American Literature." *An Interethnic Companion to Asian American Literature*. ed. King-Kok Cheung. New York: Press Syndicate of the University of Cambridge, 1997. 62-124.