

**Subject card**

<b>Subject name and code</b>	Chicano literature and culture. American dream in Spanish, PG_00174997						
<b>Field of study</b>	Spanish and Portuguese Studies						
<b>Date of commencement of studies</b>	October 2023		<b>Academic year of realisation of subject</b>			2025/2026	
<b>Education level</b>	Bachelor's studies		<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study	
<b>Mode of study</b>	full-time studies		<b>Mode of delivery</b>			at the university	
<b>Year of study</b>	3		<b>Language of instruction</b>			Spanish Spanish 70% English 30%	
<b>Semester of study</b>	6		<b>ECTS credits</b>			2.0	
<b>Learning profile</b>	academic		<b>Assessment form</b>				
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	Subject supervisor		dr Magdalena Bulińska				
	Teachers						
<b>Lesson types</b>	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		4.0		16.0	50
<b>Subject objectives</b>	The course's focus is on the reality, culture, and literature of the Spanish-speaking community in the United States. Example topics include: the border as a phenomenon and the borderland as a place, bilingualism and hybridity (Spanglish), identity torn between two worlds, religion and rituals (including religious syncretism), the situation of women, and womens writing						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IBEL3_W07] Knows and understands the main contemporary trends in literary studies	The student knows and understands the main contemporary trends in literary studies, including feminist criticism, cultural studies, and ecocriticism	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[IBEL3_U06] Is able to use basic concepts from the discipline of literary studies in typical professional situations	The student is able to use basic concepts from the field of literary studies that are key to understanding the specificity of borderland literature, such as intertextuality and metafiction, in typical professional contexts.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is aware of cultural differences and culture-forming processes occurring at the intersection of cultures, particularly between Mexican and American cultures, and is able to apply knowledge of intercultural communication mechanisms in practice..	[SK2] presentation/project/paper/report [SK3] text preparation/written work
	[IBEL3_U09] Is able to substantiate theses formulated, can use opinions of other authors and formulate conclusions	The student is able to substantively justify their arguments concerning borderland issues and the interpretation of borderland cultural texts.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student is prepared to critically assess their knowledge and the content they encounter regarding borderland realities and culture, with particular emphasis on the Mexican-American border.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
	[IBEL3_W09] It knows and understands basic methods of analysis and interpretation of cultural texts	The student knows and understands the basic methods of analyzing and interpreting cultural texts of borderlands, with particular emphasis on the Mexican-American border.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
[IBEL3_U08] Be able to interpret cultural texts using typical philological methods	The student is able to interpret cultural texts of borderlands, with particular emphasis on the Mexican-American border, using typical philological methods.	[SU2] presentation/project/paper/report [SU3] text preparation/written work	
Subject contents	<p><b>1. An Outline of Recent History of International Relations between the U.S., Mexico, and Central American Countries</b></p> <p><b>2. The Hispanicization of the United States: History of Emigration and Immigrants, Social and Political Aspects</b></p> <p><b>3. Between Paternalism and Machismo: Everyday Life of the Latino Community in the United States</b></p> <p><b>4. Culture and Spiritual Life Built Around Syncretism</b></p> <p><b>5. Chicano Art</b></p> <p><b>6. Chicano Film</b></p> <p><b>7. Spanglish as a Linguistic and Cultural Phenomenon</b></p> <p><b>814. Interpretation of Literary Texts (Cisneros, Castillo, Morton, Diaz)</b></p>		
Prerequisites and co-requisites	Spanish language proficiency at a level that enables the achievement of the intended learning outcomes. Elective course.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project works	51.0%	40.0%
	analytical written assignment	51.0%	60.0%

Recommended reading	Basic literature	<p>1. Rancho Hollywood, Carlos Morton, Players Press, 1991</p> <p>2. El arroyo de la llorona, Sandra Cisneros., Vintage 1996.</p> <p>3. La breve y maravillosa vida de Oscar Wao, Junot Diaz, Vintage 2008.</p> <p>4. Dialogo multicultural en la literatura chicanista del realismo mágico, w: Identidad en movimiento. Fronteras, migraciones y dialogo intercultural en el mundo hispánico. Wydawnictwo ATH 2014.</p>
	Supplementary literature	<p>1. El despertar del sueño americano, Pilar Marrero, Penguin 2012.</p> <p>2. El negocio. La economía de México atrapada por el narcotráfico. Carlos Loret de Mola, Editorial Grijalbo, 2001.</p> <p>3. Loverboys, Ana Castillo, Norton &amp; Norton 1996.</p> <p>4. Esta puente, mi espalda: Voces de mujeres tercermundistas en los Estados Unidos, ISM Pr. 1988.</p>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<p><b>Written Assignment:</b></p> <p><b>Interpret a passage from a novel with particular focus on linguistic and cultural issues.</b></p> <p><b>Project Assignment:</b></p> <p><b>Prepare a mini-lecture on the issues faced by women in the Chicano community.</b></p>	
Work placement	Not applicable	

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