GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: THEA 3 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Spring 2022 CURRICULUM APPROVAL DATE: 04/12/2022

SHORT TITLE: EL TEATRO CAMPESINO

LONG TITLE: El Teatro Campesino

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

COURSE DESCRIPTION:

Reading, viewing and discussing the development of the Chicano (Mexican American) culture in American Society reflected in the works of playwright and director Luis Valdez and El Teatro Campesino (The Farm Worker's Theatre) are the focus of this course. It traces the historical and cultural influences of the theatrical company from its creation in 1965 to the present. Students will read actos, plays and view live theatrical production, film and video produced by El Teatro Campesino. This course has the option of a letter grade or pass/no pass.

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify the societal influences behind the historical development of El Teatro Campesino and examine the struggle of the Chicano (Mexican-American) culture in American Society.

2. Analyze and discuss the background, diverse cultural, historical, racial and artistic influence of writer, director Luis Valdez inspiring the development of Chicano Theater and theater of social protest in the Americas.

3. Examine how actos can be used to communicate ideas, how people are feeling and bring cultural awareness to a social problem.

4. View and evaluate live and/or video theatrical performances, film and video productions produced by El Teatro Campesino and reflect on their cultural significance.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Explore the development of Chicano cultural representation.

2. Investigate the history, and cultural and political practices of El Teatro Campesino, and place the Chicano theater company within the context of American Theater.

3. Describe the social, economic and cultural lives of the characters in the various plays written by Mexican-American playwrights explored in class.

4. Assess the themes, ideas, and cultural and political environment present in each of the plays written by Mexican-American playwrights explored in class.

5. Identify and describe the struggles of Chicano recording artists during the 1950's.

6. Analyze how Mexican language is used in the plays to promote cultural awareness.

7. Investigate any class, gender, or racial issues presented in the plays written by Mexican-American playwright Luis Valdez.

COURSE CONTENT:

Curriculum Approval Date: 04/12/2022

6 HOURS

Content: The Beginning 1965 - The Farm Workers Theatre. Joining the United Farm Workers Union - La Huelga. The years of actos, political and social sketches.

Student Performance Objectives: Identify the purpose of actos. State how the Actos inspired social action and cultural awareness. Discuss the historical, cultural, racial and artistic influences of the founding of El Teatro Campesino by Luis Valdez and the connection with the Great Grape Strike and the United Farm Workers Union. Explain and describe the plight of the Farm Workers as it relates to the creation of El Teatro Campesino.

6 HOURS

Content: El Centro Campesino Cultural - The company establishes itself in Del Rey and becomes "concerned with the broad sweep of history that the Chicano was caught up in."

Student Performance Objectives: Explain how the use of comedy in the actos was used to promote awareness of the farm workers situation. Identify how stereotypes and behavior in the characters being satirized promoted cultural and racial awareness in the actos assigned.

6 HOURS

Content: The years of the MITOS or myths, stories drawn against cultural backdrops of Mexican Indian Legend and mythology. El Teatro Campesino begins nationwide and worldwide touring. It becomes an award-winning theatre company recognized by Broadway with an Obie award in 1968.

Student Performance Objectives: Explain how "alma", "cuerpo" and "corazon" are used to promote cultural awareness. Compare and contrast what you learned to your personal beliefs. Discuss the themes, ideas and cultural expression present in each of the plays; including any class, race or gender issues. Explain how the protagonists are presented in the plays.

6 HOURS

Content: El Teatro Campesino establishes its home in San Juan Bautista and evolves two folk plays into a seasonal tradition staged in the Mission. La Virgen del Tepeyac based on a mystery play and La Pastorela a shepherd's play remade in the Chicano image.

Student Performance Objectives: Recognize how a folk tale can be adapted to a live theatrical production. Describe the significance and influence of religion and belief as portrayed by the play. Compare and contrast your personal views and beliefs with those reflected in the production.

3 HOURS

Content: Peter Brook and El Teatro Campesino. El Teatro Campesino welcomes Sir Peter Brook and his company to San Juan Bautista for a collaboration or "unholy" theater.

Student Performance Objectives: Access the worldwide significance of El Teatro Campesino as a theatrical ensemble creating work which crosses cultural boundaries through theatrical performances.

MID TERM EXAMINATION. SUBMIT ACTOS.

3 HOURS

Content: La Carpa de los Rasquachis: The Tent of the Underdogs

Student Performance Objectives: Discuss the universal themes evident in the play. Analyze class issues as they relate to this play and the filmed version of the performance.

3 HOURS

Content: El Fin del Mundo (The End of the World-A Chicano retelling of a medieval mystery play.). Examining the literature and theatrical history influencing the plays.

Student Performance Objectives: Compare and contrast the style and production aspects of the last two plays. Describe how the first play influenced the second.

COURSE CONTENT(CONTINUED):

6 HOURS

Content: El Teatro Campesino and Luis Valdez embark on a world tour and come home to San Juan Bautista California and begin to work in film. Zoot Suit is presented at the Aquarius Theater in Los Angeles. Edward James Olmos' play El Pachuco. It is the first play by a Chicano playwright to appear on Broadway. It is made into a film.

Student Performance Objectives: Discuss the historical, cultural and social issues evident in the play Zoot Suit. Identify the historical, cultural and social elements contributing to the Zoot Suit riots. Recognize how a playwright transforms a real event to the page and then to the stage and then to film. Discuss the historical influence behind Zoot Suit. Identify the cultural climate among different people during World War II in California.

3 HOURS

Content: La Bamba, a film written and directed by Luis Valdez, is a biography of Chicano rock'n'roll singer Ritchie Valens.

Student Performance Objectives: Identify the cultural and ethical challenges overcome by the protagonist in La Bamba.

3 HOURS

Content: I Don't Have to Show You No Stinking Badges. Examine how TV situation comedy influenced the writing of this play.

Student Performance Objectives: Compare and contrast the style of Badges with Zoot Suit. Evaluate and explain the motivations of the protagonist. Describe the social, economic and cultural lives of the characters in the play. Question the resolution of the play. Compare and contrast the style of Badges with Zoot Suit. Evaluate and explain the motivations of the protagonists and how the characters embody the complexities of one culture merging into another.

3 HOURS

Content: Bandido! The American Melodrama of Tiburcia Vasquez, Notorious California Bandit. Exam. Essay.

Student Performance Objectives: Analyze the main character, Tiburcio Vasquez. Discuss the use of melodramatic techniques in this play. Compare and contrast this musical with Zoot Suit. Discuss the themes, ideas and cultural and political environment present in the play.

4 HOURS

Content: Mummified Deer

Student Performance Objectives: Analyze the effects of genocide on the family structure. Examine how the play incorporates themes of family conflict within the broader context of history and social struggle. Discuss the use of flashback and how it works in the telling of the play.

2 HOURS

Final - Written Examination

METHODS OF INSTRUCTION:

Lecture and discussion. Reading and written analysis of actos and plays. Viewing films, interviews, stage readings on video and possibly attending live theatrical productions

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 6

Assignment Description

Readings: The Legacy of Luis Valdez and El Teatro Campesino, by Dr. Jorge Huerta; Notes on Chiano Theater, in Early Works, by Luis Valdez; and The Actos, in Early Works, by Luis Valdez

Required Outside Hours 6

Assignment Description

Reading: The Shrunken Head of Pancho Villa

Actos: Las Dos Caras del Patroncito and I am Joaquin

Viewing: The Four Roads

Writing Project: Writing an Acto

Required Outside Hours 6

Assignment Description

Reading: Quinta Temporada

Viewing: Cesar Chavez, 2014, Directed by Diego Luna

Required Outside Hours 6

Assignment Description

Reading: Actos: Los Vendidos and No Saco Nada de la Escuela

Viewing: Los Vendidos; In Search of Aztlan; and Huelga

Required Outside Hours 12

Assignment Description

Reading: Bernabe, Soldado Razo, The Dark Root of a Scream

Viewing: From Fields to Hollywood

Required Outside Hours 12

Assignment Description

Reading: The assigned plays. Write reflection paper.

Viewing: ETC Teledramatic Showcase: The Passion Play

Research: The sources of folk-plays, cycle plays and the shepard's plays.

Required Outside Hours 6

Assignment Description

Reading: Segments from The Empty Space by Peter Brook.

Required Outside Hours 6

Assignment Description

Study for midterm.

OUT OF CLASS ASSIGNMENTS(CONTINUED):

Required Outside Hours 6
Assignment Description
Reading: Rasquachismo, by Tomas Ybarra-Frausto; La Gran Carpa de los Rasquachis; and Soldado Razo

Required Outside Hours 6
Assignment Description
Reading: El Fin del Mundo and Mundo Mata
Viewing: Available segments.

Required Outside Hours 12
Assignment Description
Reading: Zoot Suit
Viewing: Zoot Suit the movie and segments of the staged play. Interviews with the producer and designer of the 2004 tour.

Required Outside Hours 6
Assignment Description
Viewing: The Film La Bamba and answer study guide questions.

Required Outside Hours 6
Assignment Description
Reading: The play, I Don't Have to Show You No Stinking Badges. Write a discussion paper.
Write a play analysis.
Viewing: Segments of the live productions.
Research: Reviews of the productions.

Required Outside Hours 6
Assignment Description
Reading: The play Bandido! Write a play analysis.
Study for exam.

Required Outside Hours 6
Assignment Description
Reading: Mummified Deer
Viewing: Available segments of Corridos and Corridos Remix
Reading: Valley of the Heart
Study for final exam.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 70

Evaluation Description

Percent range of total grade: 60% to 80% Written Homework; Reading Reports; Essay Exams; Other: Critiques, Writing Projects: Actos, Plays; Response/Reflection/Analysis Papers

Objective examinations

Evaluation Percent 10

Evaluation Description

Percent range of total grade: 10% to 30% Multiple Choice; True/False; Matching Items; Completion

Other methods of evaluation

Evaluation Percent 20

Evaluation Description

Percent range of total grade: 10% to 30% Special project: Theater, Film, Video, Website; Participation in play readings, reviews and discussions.

REPRESENTATIVE TEXTBOOKS:

Luis Valdez, Early Works: Actos, Bernabe and Pensamiento Serpentino, or other appropriate college level text., Luis Valdez, Publico Press, University of Houston, 1990.

ISBN: ISBN: 1-55885--003-1

Rationale: Note: The textbooks are anthologies of actos and plays which do not require updating.

12th Grade Verified by: MS Word

Mummified Deer, Luis Valdez, Publico Press, University of Houston,, 2005.

ISBN: 18558854177

Rationale: Note: The textbooks are anthologies of actos and plays which do not require updating.

12th Grade Verified by: MS Word

Zoot Suit and Other Plays, Luis Valdez, Publico Press, University of Houston, 1992.

ISBN: 978-1-55885-048-4

Rationale: Note: The textbooks are anthologies of actos and plays which do not require updating.

12th Grade Verified by: MS Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1

GAV F

GAV Area 3 = Arts & Humanities

CSU GE:

CSU C1

IGETC:

IGETC 3A

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Course Control Number: CCC000163021
Sports/Physical Education Course: N
Taxonomy of Program: 100700