

The University of Texas at El Paso

La Chicana

CHIC 3301 CRN 11245 and WS 3301 CRN 14603

Fall 2020: August 24 -December 11, 2020

100% Online

Dr. Irma V. Montelongo

Virtual Office Hours TR: 1:30-2:30pm (and by appointment)

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Course Description:

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana identity formation in the United States. By comparing and contrasting historical and contemporary Chicana experiences, students will better understand how such issues as colonialism, masculinity, whiteness, homophobia, nationalism, and globalization re-define, incorporate, or neglect Chicana identities in the U.S. This course pays close attention to "La Chicana" and third world feminism and the categories of race, class, gender and sexuality to better understand how Chicanas specifically and Latinas in general challenge and negotiate U.S. norms. The term "Chicana" is situated in the historical context of the 1960s-70s civil rights activism and there is no single definition that encompasses all Chicana experiences. Nevertheless, this course ventures to learn about the warriors, laborers, activists, artists, and all the rest that make up the complex, varied, and incredible story of "La Chicana."

Student Learning Outcomes:

By the end of the class, students will:

1. better understand how gender dynamics and ethnic identity intersect and characterize the life experiences of Chicanas and Latinas in the U.S.
2. discuss and critique Chicana and Latina feminist social and cultural theory.
3. better understand how theories of race, ethnicity, class, gender, and sexuality shape both geopolitical and metaphorical borders.
4. discuss the historical and contemporary experiences of Chicanas and Latinas with respect to immigration, politics, education, religion, family dynamics, labor, the media, and the arts.
5. view themselves as global citizens as they interact and collaborate with people of diverse backgrounds in open and respectful ways.

The guiding questions for this course are the following: What is Chicana identity? What are the historical events that define Chicana identity? How do space and time inform identity formation?

Required Texts:

- Cherríe Moraga, *Native Country of the Heart: A Memoir* (2019)
- Michelle Cruz Gonzalez, *The Spitboy Rule: Tales of a Xicana in a Female Punk Band* (2016)
- Additional readings located in **Blackboard**. Students are responsible for all readings.

Required Materials:

- Access to computer and internet
- All other materials to include videos, podcasts, etc. for the class are located in your **Blackboard** shell and are embedded inside of the Learning Module for any particular week.

All course content will be delivered via the **Blackboard**. To access Blackboard go to <https://my.utep.edu> and click on the “Blackboard” tab. Login using your UTEP login and password.

The Blackboard course shell contains **all** materials related to this course. You will also use Blackboard to communicate with your fellow classmates and me – always remember to include an appropriate subject line to prevent your email from going into the junk mail folder. **All correspondence for this class must be done through Blackboard email.**

***** IMPORTANT:** You must get into the habit of checking Blackboard **EVERY DAY** to make sure you do not miss any important announcements.

Our Virtual Classroom:

Again, all communication must be conducted through Blackboard. Please do not send emails to my UTEP address. If you absolutely must email me, be sure to include as much information as possible to include your first and last name, title of class, and CRN number. I will respond to you within 24 hours.

NOTE: I will be checking Blackboard and my email regularly Monday- Friday between 8:00am – 5:00pm. I do not check email or Blackboard on Saturdays or Sundays.

Online learning is not a spectator sport. It is everyone's responsibility to participate fully so everyone can get the most from the experience. Here are some simple rules to follow to ensure participation and engagement in the learning process:

Ask Questions: I have created a Discussion Forum entitled **HELP BOARD**, located under the *General Discussion Forums* tab on the *Home Page*. The *Help Board* is for asking questions related to content OR any course issues. Clearly indicate the subject of your thread. **If you are having technical difficulties, you will be directed to UTEP tech support.**

Reach Out to Others: Offer a fact, an article, link or other items that can help others learn something you can share. I have created a separate class discussion forum called **La Pachuca Café**, also located under the *General Discussion Forum* tab on the *Home Page*. La Pachuca Café is for the entire class to share relevant information and to participate in leisure conversations as well. The only requirement is that you treat one another with respect.

Inappropriate behavior/comments online will not be tolerated. Inappropriate behavior WILL BE subject to disciplinary action. I reserve the right to drop you from this course if you use our class as a venue for insulting or insensitive comments or attacks toward other students or the instructor.

Required Software:

Please make sure that all of your computer hardware is working properly and please make sure that you have all of the required software and that the software is up to date. It is very important that your Java software and your Adobe software is up to date. Blackboard works best with Mozilla Firefox and Google Chrome, but does not communicate well with Safari and especially Internet Explorer. **Stay away from Internet Explorer.**

Please access the Blackboard course shell. On the Home Page under the *Course Resources* section, you will find the link ***Are You Ready for Online Learning?*** Please access that link and then click on ***Check Your Technology***. Read this section carefully to ensure that you have the necessary software. If you do not, you will find links on this page for downloading the necessary software and it is free. You must have *Adobe Acrobat Reader* to access the readings for the class and a media player plug-in to view the assigned videos (*Adobe Flash Player, Windows Media Player, QuickTime Player, VLC Player, etc.*). If you use Google Chrome as your browser, then the Adobe Flash Player is already built in. When creating documents, slide presentations, spreadsheets, etc., you must use *Microsoft Office* or a compatible program (see 10 Free MS Word Alternatives). Be sure you have the appropriate word processing software because if I cannot open your documents, they **WILL NOT** be graded.

Course Policies and Procedures and Grading Rubric:

I have provided a set of *Course Policies and Procedures*, and a *Grading Rubric* located under the *Course Resources* tab on the *Home Page*. Please access them as soon as possible and familiarize yourself with the do's and don'ts of the course and the grading scales for all assignments. The information provided is extremely important and crucial for your success in this course.

Academic Dishonesty:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. **Collusion**, involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

Students with Disabilities:

I will make any reasonable accommodations for students with limitations due to special needs, including learning disabilities. Please inform me immediately of any special needs you might have. If you have a documented special need and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106 within the first week of class. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Attendance Policy:

This is an online class so there is no real attendance policy. Attendance is taken by measuring your work online. You are responsible for doing all the work and meeting all deadlines and due dates. ***You are, however, expected to attend the Zoom Discussion Boards.***

Deadline Policy:

Deadline for assignments and quizzes is 11:59 PM (MST) on the due date; CHECK COURSE CALENDAR for all due dates and deadlines as late submissions will not be graded. Please ensure that you carefully read the Course Calendar and all instructions. It is your responsibility to meet all class requirements.

Learning Modules:

The class consists of eight (8) Learning Modules. An Introduction and Getting Started module, six (6) theme related modules, and a Final Exam module. **Learning Modules open at 8:00am (MST) on scheduled dates.** When you open a learning module you will see a table of contents on the left-hand side of the module. The table of contents contains all sections of the lecture as well as the quiz link (when visible), assignment links, and the Zoom Group Discussion Board links. All readings, videos, and podcast links, as well as assignment guidelines are embedded in the lectures. Theme-related learning modules, with the exception of modules 1 and 8, will last two weeks, 10 days. Learning Modules run Monday through Friday. You will not have any due dates or deadlines scheduled for the weekends.

1. Quizzes (20% of final grade): There will be six quizzes. There is no quiz during the weeks of the Midterm Exam and the Final Exam. The quizzes will be embedded in the individual learning modules. **The quiz links will open and close according to scheduled dates and deadlines. See Course Calendar for all due dates and deadlines.** Remember: You will not see a Quiz link until the day that they are scheduled on the Course Calendar.

2. Critical Response Papers (20%): You will submit two (2) Critical Response Papers for Learning Modules 2 and 3. The paper will be 2-3 pages in length, double-spaced, 12pt font. I will provide detailed guidelines to help you think critically of the question(s) I will ask. **See Course Calendar for due dates and deadline.**

3. Midterm Exam (20%): You will have a midterm exam to ensure that you understand the foundational theories of race, class, gender, and sexuality. The Midterm Exam is part of Learning Module 4 and must be submitted by **October 9, 2020 at 11:59pm (MST)**. I will provide a detailed review sheet ahead of time.

4. Zoom Group Discussion Board for Learning Modules 5, 6, and 7 (20%): We will meet via Zoom to discuss the themes and materials for Learning Modules 5, 6, and 7. I will provide detailed guidelines for all Zoom sessions ahead of time. **Zoom Meetings are required. Please see course calendar for scheduled Zoom Group Discussion Meetings.**

5. Final Exam (20% of final grade): You will have a comprehensive final exam at the end of the course that will cover Learning Modules 5, 6, and 7. I will provide a review sheet to be located in Learning Module 8. The Final Exam must be submitted by **December 11, 2020 at 11:59pm (MST)**.

See Grading Rubric for more information on assignments, discussions, and final exam.

Grading Scale:

A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and less

GRADUATE CREDIT FOR THIS COURSE: In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor.

Course Calendar:

Learning Module 1: Introduction and Getting Started

Aug. 24 – 28, 2020

The following information is very important!

The first five days of the course are your opportunity to study the syllabus, familiarize yourself with the Blackboard System, and set up your YouTube channel. Use these five days to ask me any questions you have regarding course content as well as the class policies and procedures.

You must also post an introduction to yourself in *La Pachuca Internet Café* by Wednesday, August 26, 2020 at 11:59pm (MST). The Internet Café and Help Board are located under the *General Discussion Forums* located on the Home Page.

You are also required to take the Syllabus/Plagiarism Quiz, which will be available Thursday, August 27, 2020 at 5:00pm (MST) until Friday, August 28, 2020 at 11:59pm (MST). The quiz is based on your reading of the Course Syllabus, Course Policies and Procedures, Course Grading Rubric, and the Plagiarism video. The video and the quiz are located in the Learning Module entitled "*Introduction and Getting Started.*"

NOTE: The instructor cannot provide technical support. For questions concerning the site and any technical questions or support you must the UTEP Help Desk. The following link provides the contact information for assistance: <http://admin.utep.edu/Default.aspx?tabid=74092>

Learning Module 2 – Historical Notions of Race, Ethnicity, and Class in the U.S.

August 31 – September 11, 2020

Read – Ian Haney-Lopez, "The Social Construction of Race," 191-203; Richard Dyer, "The Matter of Whiteness," 10-14; Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," 1-8; "You Say Latino:" A Mini Comic;" Neil Foley, "Becoming Hispanic: Mexican Americans and Whiteness," 59-69; Greg Mantios, "Class in America," 173-182

Video – *Las Marthas*

Podcast(s) – "Too Black, Too Latino" (53 mins.)

"Will More Latinos Eventually Identify as White?" (11 mins.)

"Intra-Latino Stereotypes" (8 mins.)

All readings, videos, and podcasts listed in this course calendar are required.

Reading Quiz: available from September 7 at 8:00am (MST) to September 8 at 11:59pm (MST).

Critical Response Paper: due September 11, 2020 at 11:59pm (MST).

Learning Module 3 – Understanding Gender and Sexuality

September 14 – September 25, 2020

Read – Rose Weitz, "A History of Women's Bodies," 3-12; Greg Barak, et al. "Understanding Gender and Male Privilege," 124-146; "9 Facts That Prove Traditional Definitions of Gender are Bullsh*t;" Gloria Anzaldua, "La Conciencia de la Mestiza," 99-113

Video(s) – *Southwest of Salem* (53 mins.)

Reading Quiz: available from Sept. 21 at 8:00am (MST) to Sept. 22 at 11:59pm (MST).

Critical Response Paper: due September 25, 2020 at 11:59pm (MST)

Learning Module 4 – Indigenous Beginnings and Colonial Legacies

September 28 – October 9, 2020

Read – Adelaida del Castillo, “Malintzin Tenepal,” 122-126; Eric Wolf, “The Virgin of Guadalupe: A Mexican Symbol,” 34-39; Sandra Cisneros, “Guadalupe the Sex Goddess, 46-51; Deena J. González, “Gertrudis Barcelo: La Tules,” 39-58;

Midterm Exam: due October 9, 2020 at 11:59pm (MST).

Midterm Break: October 12 – October 16

Learning Module 5 – Becoming Mexican American

October 19 – October 30, 2020

Read – Cherrie Moraga, *Native Country of the Heart*, 3-122; David Romo, “The Bath Riots,” 223-244; Vicki Ruiz, “Star Struck,” 109-129; Elizabeth Escobedo, “Introduction,” 1-10

Podcast(s) – “America’s Forgotten History of Mexican-American Repatriation” (32 mins.)
“And They Will Inherit It” (41 mins.)

Video(s) – *Jovita Idar: Mexican American Journalist* (12 mins.)
Zoot Suit Riots (55 mins)

Reading Quiz: available from October 26 at 8:00am (MST) to October 27 at 11:59pm (MST).

Zoom Discussion Boards: October 29, 2020: Time to be determined **(Required)**

Learning Module 6 – The Chicana Movement

November 2 – November 13, 2020

Read – Cherríe Moraga, *Native Country of the Heart*, 123-238; Lisa Hernandez, “Chicana Loyalists and Feminists,” 136-148; “How Female Brown Berets Created Their Own Chicanan Movement”

Podcast – “The Enduring Feminist Wisdom of Cherríe Moraga (18 mins.)

Video – *TEDTalks: Dolores Huerta – How to Overcome Apathy* (13 mins.)

Reading Quiz: available from November 9 at 8:00am (MST) to November 10 at 11:59pm (MST).

Zoom Discussion Boards: November 12, 2020: Time to be determined **(Required)**

Learning Module 7 – Rebellious Chicanas

November 16 – November 27, 2020

Read – Michelle Cruz González, *The Spitboy Rule*, xv-135; “Chicana Punk Band *Fea* Has Plenty of Inspiration”

Podcast – “Alice Bag and a Quinceañera Reimagined” (13 mins.)
“Kat Von D At Home” (25 mins.)

Reading Quiz: available from November 9 at 8:00am (MST) to November 10 at 11:59pm (MST).

Zoom Discussion Boards: November 25, 2020: Time to be determined **(Required)**

Learning Module 8 – Final Exam

November 30 – December 11, 2020