

La Chicana

CHIC 3301 CRN 21843 and WS 3301 CRN 22095

Spring 2019

TR 3:00-4:20 CoBA 331

Dr. Irma V. Montelongo

Office Hours TR: 1:00-2:30pm (and by appointment)

Office: Graham Hall 110B

Ph: (915) 747-7612

Email: imontelo@utep.edu

Course Description:

This course is an interdisciplinary examination of the socioeconomic, political, and cultural forces that affect the status of Chicanas in the U.S. Special consideration will be given to the role of Chicanas in the Women's and Chicano Movements, as well as the Mexicana/Chicana confluence in the U.S.-Mexico border region. Additionally, this course pays close attention to the categories of gender and sexuality as well as feminist theory to better understand how Chicana identities challenge and negotiate American norms.

Student Learning Outcomes:

By the end of the class, students will:

1. Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes in Chicana identity and community formation.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geopolitical and metaphorical borders.
4. Connect the past to the present in an effort to better understand the world around them.
5. 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:

- Erika L. Sánchez, *I Am Not Your Perfect Mexican Daughter*, (New York: Knopf, 2017).
- Octavio Solis, *Retablos: Stories From a Life Along the Border* (San Francisco: City Lights, 2018).
- Additional required readings located on **Blackboard**.

Students are responsible for all readings and must bring a copy to class, either digital or print.

Course Requirements:

1. **Attendance and Discussion:** You are expected to attend class and **be there on time**; Completion of the course depends on your attendance. If you miss a class period, it is your responsibility to obtain handouts (from the instructor) and notes (from a fellow student). There are a few ground rules for discussion. Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely

and responsibly about topics like race, class, gender, and sexuality. ***Please treat each other, and each other's contributions to class discussions, with respect.***

- 2. Quizzes (20%):** There will be quizzes throughout the semester based on the readings and videos. The quizzes are intended to gauge your ability to keep up with the readings and videos and to ensure that you are attending class as required. **There are no make-ups for quizzes.**
- 3. Midterm Exam (25%):** There is a midterm exam scheduled for **March 14, 2019**. The midterm will cover the first 8-weeks of the course calendar. **There are no make-ups for exams.**
- 4. Photo Blogs (25%):** Throughout the semester each student will keep a journal in Blackboard that consists of photo blogs. In this journal, students will provide individual journal entries that consist of a photo taken by the student and accompanied by a short blog. I will provide detailed instructions for each photo blog throughout the semester. See Course Calendar for due dates. **Deadline to submit the journal entries will be 11:59pm of the due date.**
- 5. Group Photo Essay (30%):** For the final project, students will be placed into groups of four and together will create a photo essay made up of the photos used in the photo blog journal entries. The Group Photo Essay is due on **May 16, 2019 by 11:59pm** and will be submitted in Blackboard. The Group Photo Essay needs to reflect and explain the role of "La Chicana" in the United States. This essay will consist of *the two most unique* photos submitted by each group member for the journal entries. I will provide a detailed assignment sheet and grading rubric.

Grading Scale: Final grades will be given according to the student's demonstrated level of mastery of the subject matter as determined by assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

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.

Class Policies:

- 1. Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to contact a classmate, not the instructor, to find out what you missed.
- 2. Dropping the Class:** Students may drop the class and receive a "W" any time prior to **April 5, 2019**.
- 3. 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 one's 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.

4. **Student Support Services:** If you have a documented special needs 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 two weeks for classes. For additional information please visit the CASS website at www.sa.utep.edu/cass. I will make any reasonable accommodations for students with limitations due to special needs, including all learning special needs. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have.
5. **Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>.

Please SILENCE cell phones before class and NO TEXT MESSAGING and/or FACEBOOK/INSTAGRAM/SNAPCHAT/ETC. during class!!!

Course Calendar:

The following is subject to change with reasonable notice to students. Any changes will be announced in class. If you miss a class meeting it is your responsibility to ask about any changes.

Reading Key: (A) refers to an academic article
(O) refers to an online magazine, newspaper, or website article
(B) refers to a book

Part 1: Understanding Historical Notions of Race, Gender, and Ethnicity

Week 1: Tuesday (T) Jan. 22 – Introductions

Thursday (Th) Jan. 24 – Indigenous Beginnings

Read: (A) Godayol, “Malintzin/La Malinche/Doña Marina” 61-76

Week 2: (T) Jan. 29 – Debunking the Virgen/Whore Dichotomy

Read: (A) Wolf, “The Virgin of Guadalupe: A Mexican National Symbol,” 34-39

(A) Cisneros, “Guadalupe the Sex Goddess,” 46-51

(Th) Jan. 31 – **Screen: “La Otra Conquista”**

Assign Photo Blog #1

Week 3: (T) Feb. 5 – Understanding Race and Ethnicity

Read: (A) Barak, “Understanding Race and White Privilege,” 105-125

(A) Dyer, “The Matter of Whiteness,” 9-14

(O) “What is Whiteness”

(TH) Feb. 7 – **Screen: “White Like Me”**

Week 4: (T) Feb. 12 – Understanding Gender

Read: (A) Barak, et al, “Understanding Gender and Male Privilege,” 127-146

(O) “Gender Wage Gap Costs Minority Women

(O) “9 Facts that Prove Traditional Definitions of Gender are Bullsh*t”

(Th) Feb. 14 – **Screen: The Mask You Live In**

Photo Blog #1 due by 11:59pm

Part 2: Creating a Chicana Identity in the 20th Century

Week 5: (T) Feb. 19 – What Is Ethnic Identity Formation?

Read: (A) Foley, “Becoming Hispanic: Mexican Americans and Whiteness,” 59-69

(O) “You Say Latino” A Mini Comic

(O) “I Am Not Ashamed of Being a Mexican Anymore”

(Th) Feb. 21 – Mestiza/Mexicana/Chicana/x

Read: (A) Anzaldua, “La Conciencia de la Mestiza, 99-113

(A) Romo, “The Bath Riots,” 223-244

Week 6: (T) Feb. 26 – Pachuca Identity

Read: (A) Escobedo, “Introduction” in *From Coveralls to Zoot Suits*, 1-15

(O) “The Folk Feminist Struggle Behind the Chola Fashion Trend”

(O) “Latinas in Los Angeles”

(Th) Feb.28 – **Screen: Mi Vida Loca**”

Assign Photo Blog #2

Week 7: (T) Mar. 5 – The Chicana Generation

Read: (O) “Forced Sterilization Programs Once Harmed Thousands, Particularly Latinas”

(A) Pesquera and Segura, “It’s Her Body: It’s Definitely Her Right,” 103-127

(Th) Mar. 7 – **Screen: “No Mas Bebés”**

Photo Blog #2 due by 11:59pm

Week 8: (T) Mar. 12 – Study for Midterm exam

(Th) Mar. 14 – **Midterm Exam**

Part 3: The Politics of Chicana Identity in the 21st Century

Week 9: (T) Mar. 19 – Spring Break

(Th) Mar. 21 – Spring Break

Week 10: (T) Mar. 26 – Negotiating Two Cultures

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 1-47

(Th) Mar. 28 – Trying to Fit In

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 48-97

(O) “Body Shaming of Latinas”

(O) “Eating Disorders and Minorities”

Assign Photo Blog #3

Week 11: (T) Apr. 2 – Chicanas and Mental Health

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 98-152

(Th) Apr. 4 – Mothers and Daughters

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 153-206

Screen: “Real Women Have Curves”

Photo Blog #3 due by 11:59pm

Last Day to Withdraw from Class With a “W” is Friday, April 5, 2019

Week 12: (T) Apr. 9 – Metaphorical Borders

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 207-264

(Th) Apr. 11 – The Masks **WE** Live In

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 265-298

(O) “Las Marthas: Debutantes in Laredo, Surprisingly Colonial”

(O) “Las Marthas Will Make You Think Twice About Border Latinas and Class”

Screen: “Las Marthas”

Week 13: (T) Apr. 16 – Chicana Dilemmas

Read: (B) Sánchez, *I Am Not Your Perfect Mexican Daughter*, 299-340

(Th) Apr. 18 – La Frontera: Understanding Time and Space

Read: (B) Solis, *Retablos*, 1-32

Assign Photo Blog #4

Week 14: (T) Apr. 23 – Chicana/o/x Border Dwellers

Read: (B) Solis, *Retablos*, 33-63

(Th) Apr. 25 – Femicide on the U.S.-Mexico Border

Read: (B) Solis, *Retablos*, 63-95

(A) Gaspar de Alba, “The Maquiladora Murders,” 1-17

Screen: “Señorita Extraviada”

Photo Blog #4 due by 11:59pm

Week 15: (T) Apr. 30 – Chicanas Chingonas

Read: (B) Solis, *Retablos*, 96-129

(A) Gutierrez, et. al., “Alicia Chacon”

(Th) May 2 – Our Own Border Stories

Read: (B) Solis, *Retablos*, 130-168

Week 16: (T) May 7 – Work on Group Photo Essay

(Th) May 9 – Work on Group Photo Essay

Photo Essay Due: May 16, 2019 at 11:59pm (To be submitted in Blackboard)