

The University of Texas at El Paso

La Chicana

CHIC 3301 CRN 21737 and WS 3301 CRN 21937

Spring 2020

TR 3:00-4:20 Classroom Building C305

Dr. Irma V. Montelongo

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

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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:

- Cherríe Moraga, *Native Country of the Heart*, (New York: Farrar, Strauss, and Giroux, 2019).
- Aaron Bobrow-Strain, *The Death and Life of Aida Hernandez: A Border Story* (New York: Farrar, Strauss, and Giroux, 2019).
- 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 (20%):** There is a midterm exam scheduled for **March 12, 2020**. The midterm will cover the first 8-weeks of the course calendar. **There are no make-ups for exams.**
4. **Critical Response Paper (20%):** Each student is required to submit a critical response paper. I will provide detailed assignment guidelines in class. **There are no make-ups for this assignment.**
5. **Personal Narrative (20%):** Each student is required to submit a Personal Narrative paper. I will provide detailed assignment guidelines in class. **There are no make-ups for this assignment.**
6. **Photo Essay (20%):** Each student is required to submit a Photo Essay. I will provide detailed assignment guidelines in class. **There are no make-ups for this assignment.**

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 **March 27, 2020**.
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 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.
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 (located in Blackboard)
(O) refers to an online magazine, newspaper, or website article (located in BB)
(B) refers to a book

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

Week 1: Tuesday (T) Jan. 21 – Introductions

Thursday (Th) Jan. 23 – Understanding Race

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

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

(O) “What is Whiteness”

Week 2: (T) Jan. 28 – **Screen: “White Like Me”**

(Th) Jan. 30 – **Guest Speaker: Dr. David Jones**

Week 3: (T) Feb. 4 – 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. 6 – **Screen: “Las Marthas”**

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

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

Week 4: (T) Feb. 11 – 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”

Assign Critical Response Paper

(Th) Feb. 13 – **Screen: “I Am a Girl”**

Part 2: Identity Formation: Who Is a Chicana?

Week 5: (T) Feb. 18 – Indigenous Beginnings: Debunking the Virgen/Whore Dichotomy

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

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

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

Critical Response Paper due

(Th) Feb. 20 – **Screen: “La Otra Conquista”**

Week 6: (T) Feb. 25 – **“La Otra Conquista” (cont’d)**

(Th) Feb. 27 – Negotiating Two Cultures

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

(B) Moraga, *Native Country of the Heart*, 1-47

Week 7: (T) Mar. 3 – Mar. 5 – Immigrants and Workers

Read: (A) Romo, “The Bath Riots,” 223-244; and Vargas, “Tejana Radical: Emma Tenayuca,” 553-680

(B) Moraga, *Native Country of the Heart*, 48-99

(Th) Mar. 5 – La Pachucada

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

(B) Moraga, *Native Country of the Heart*, 100-158

Week 8: (T) Mar. 10 – Study for Midterm Exam

(Th) Mar. 12 – **Midterm Exam**

Part 3: Bodies and Borders: Attempting to Belong

Week 9: (T) Mar. 17 – Spring Break

(Th) Mar. 19 – Spring Break

Week 10: (T) Mar. 24 – 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

(B) Moraga, *Native Country of the Heart*, 160-200

(Th) Mar. 26 – **Screen: “No Mas Bebés”**

Last Day to Withdraw from Class With a “W” is Friday, March 27, 2020

Week 11: (T) Mar. 31 – Mothers and Daughters

Read: (B) Moraga, *Native Country of the Heart*, 201-238

(Th) Apr. 2 – Trying to Fit In

Read: (O) “Body Shaming of Latinas”

(O) “Eating Disorders and Minorities”

Screen: “Real Women Have Curves”

Assign Personal Narrative

Week 12: (T) Apr. 7 – La Frontera: Understanding Time and Space

Read: (B) Bobrow-Strain, *The Death and Life of Aida Hernandez*, 3-62

(Th) Apr. 9 – Who Belongs and Who Decides Belonging

Read: (B) Bobrow-Strain, *The Death and Life of Aida Hernandez*, 63-126

Screen: “The Immigration Paradox”

Personal Narrative Paper due

Part 4: The Politics of Chicana Identity in the 21st Century

Week 13: (T) Apr. 14 – Toxic Masculinity on the U.S.-Mexico Border

Read: (B) Bobrow-Strain, *The Death and Life of Aida Hernandez*, 127-187

(Th) Apr. 16 – Femicide on the U.S.-Mexico Border

Read: (B) Bobrow-Strain, *The Death and Life of Aida Hernandez*, 189-241

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

Screen: “Señorita Extraviada”

Week 14: (T) Apr. 21 – Metaphorical Borders

Read: (B) Bobrow-Strain, *The Death and Life of Aida Hernandez*, 245-301

(Th) Apr. 23 – Chicana/o/x Border Dwellers

Read: (B) Bobrow-Strain, *The Death and Life of Aida Hernandez*, 303-355

Screen: “Targeting El Paso”

Week 15: (T) Apr. 28 – Chicanas Chingonas

Guest Speaker: Georgina Cecilia Pérez

(Th) Apr. 30 – Our Own Border Stories

Week 16: (T) May 5 – Work on Photo Essay

(Th) May 7 – Work on Photo Essay

Photo Essay Due: May 13, 2020 at 11:59pm (To be submitted in Blackboard)