

The University of Texas at El Paso

La Chicana

CHIC 3301 CRN 11194 and WS 3301 CRN 11868

Fall 2021: August 23 – December 2, 2021

TR 12:00-1:20pm Old Main 214

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 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 does space and time inform Chicana identity formation?

Required Texts:

- Maria Hinojosa, *Once I was You: A Memoir of Love and Hate in Torn America* (2020)
- Kali Fajardo-Anstine, *Sabrina and Corina* (2019)
- Additional readings located in **Blackboard**. Students are responsible for all readings.

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 (25%):** There will be quizzes throughout the semester based on the readings, videos, and podcasts. The quizzes are intended to gauge your ability to keep up with the materials 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 **October 14, 2021**. The midterm will cover Learning Modules 1, 2, 3, and 4. **There are no make-ups for exams.**
4. **Reaction Paper (25%):** You will submit four (4) Reaction Papers throughout the semester (see Course Calendar for due dates). The assignment will consist of a 500-word paper (2-pages double-spaced) that analyzes what you learned from the specific Learning Module under discussion. I will provide a detailed guideline sheet for each Reaction Paper. **Deadline to submit the journal entries will be 11:59pm on the due date.**
5. **Final Exam (25%):** You will have a comprehensive final exam at the end of the course that will cover Learning Modules 5, 6, 7, and 8. I will provide a review sheet located in Learning Module 8. The Final Exam will be proctored in our classroom on **December 7, 2021**.

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 **October 29, 2021**.
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>.

We will have frequent discussions and students are expected to tolerate and respect the opinions of others. All students are expected to behave as responsible adults.

Please SILENCE cell phones before class and NO TEXT MESSAGING and/or Facebooking, Snapchatting, Tweeting, etc. during class!!!

Course Calendar:

Learning Module 1: Historical Notions of Race, Ethnicity, and Class in the U.S.

Week 1: Tuesday (T) Aug. 24 – Introductions

Thursday (Th) Aug. 26 – Understanding Racial Formation

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.

Podcast: “Too Black, Too Latino” (53 mins.)

Week 2: (T) Aug. 31 – Understanding Ethnic Identity Formation

Read: “You Say Latino:” A Mini Comic; Neil Foley, “Becoming Hispanic: Mexican Americans and Whiteness,” 59-69; “I Am Not Ashamed of Being a Mexican Anymore”

Podcast(s): “Anything for Selena: Spanglish” (44 mins.)
 “Will More Latinos Eventually Identify as White?” (11 mins.)

(Th) Sept. 2 – Creating Mexican American Identity

Video – *Las Marthas*

Reaction Piece #1: due September 5, 2021, at 11:59pm

Learning Module 2: Understanding Gender and Sexuality

Week 3: (T) Sept. 7 – Gendering Bodies

Read: Rose Weitz, “A History of Women’s Bodies,” 3-12; Robin Marantz Henig, “Rethinking Gender,” 1-12 and “9 Facts That Prove Traditional Definitions of Gender are Bullsh*t”

Podcast(s): “Anything for Selena: Big Butt Politics” (45 mins.)

(TH) Sept. 9 – Toxic Masculinity

Video: *Tough Guise 2*

Week 4: (T) Sept. 14 – When Others Hate Our Bodies

Read: Linda Heidenreich, “Learning From the Death of Gwen Araujo,” 50-86

(Th) Sept. 16 – Policing Sexuality

Video: *Southwest of Salem*

Reaction Piece #2: due September 19, 2021, at 11:59pm

Learning Module 3 – Indigenous Beginnings and Colonial Legacies

Week 5: (T) Sept. 21 – The Virgin/Whore Binary

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

Video: *La Otra Conquista*

(Th) Sept. 23 – Spanish Conquest of Minds and Bodies

Video: *La Otra Conquista*

Week 6: (T) Sept. 28 – American Conquest and Colonization

Read: David Weber, “Scarce More Than Apes,” 153-167; Deena J. González, “Gertrudis Barcelo: La Tules,” 39-58; David Romo, “The Bath Riots,” 223-244

(Th) Sept. 30 – Culture Clashes

Video: *Foreigners in Their Own Land*

Learning Module 4 – Becoming Mexican American and Midterm Exam

Week 7: (T) Oct. 5 – Hispanic Heritage Event: *Conversation on Identity Formation*

Location: El Paso Natural Gas Conference Center (across from Library)

(Th) Oct. 7 – Las Pachucas

Read: Vicki Ruiz, “Star Struck,” 109-129; and Elizabeth Escobedo, “Introduction,” 1-10

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

(Th) Oct. 14 – Midterm Exam

Learning Module 5 – The Chicana Movement

Week 9: (T) Oct. 19 – The “Herstory” of the Movement

Read: Lisa Hernandez, “Chicana Loyalists and Feminists,” 136-148; “How Female Brown Berets Created Their Own Chicana Movement”

(Th) Oct. 21 – The Quest for Social Justice

Read: Maria Hinojosa, *Once I Was You*, pgs. 1-67

Video: *Walkout*

Week 10: (T) Oct. 26 – Finding Our Voices

Read: Hinojosa, *Once I Was You*, pgs. 68-134

(Th) Oct. 28 – Fight Like a Chicana

Read: Hinojosa, *Once I Was You*, pgs. 135-199

Video: *No Mas Bebés*

Reaction Piece #3: due October 31, 2021, at 11:59pm

Last Day to Withdraw with a “W” is October 29, 2021

Learning Module 6 – Chicana Bodies and Social Control

Week 11: (T) Nov. 2 – Chicanas on the Front Line

Read: Hinojosa, *Once I Was You*, pgs. 200-269

Podcast: “A Conversation with Maria Hinojosa” (31 mins.)

(Th) Nov. 4 – Owning Our Voices

Read: Hinojosa, *Once I Was You*, pgs. 270-310

Video: *Dolores*

Week 12: (T) Nov. 9 – Hating Our Bodies

Read: Kali Fajardo-Anstine, *Sabrina and Corina*, 1-46; Daisy Hernandez, “Sexist Depictions of Latinas;” Tatiana Tenreyro, “Body Shaming of Latinas;” and “13 Things You’re Probably Saying to Slut Shame”

(Th) Nov. 11 – Loving Our Bodies

Read: Fajardo-Anstine, *Sabrina and Corina*, 47-104

Video: *Real Women Have Curves*

Learning Module 7 – The Politics of Chicana Identity in the 21st Century

Week 13: (T) Nov. 16 – Guest Speaker: Georgina Cecilia Pérez

(Th) Nov. 18 – Guest Speaker: Georgina Cecilia Pérez

Reaction Piece #4: due November 28, 2021, at 11:59pm

Week 14: (T) Nov. 23 – Thanksgiving Holiday No Class

(Th) Nov. 25 – Thanksgiving Holiday No Class

Learning Module 8 – Course Conclusions

Week 15: (T) Nov. 30 – Chicanas in the Southwest

Read: Fajardo-Anstine, *Sabrina and Corina*, 105-162

(Th) Dec. 2 – Review for Final Exam

Read: Fajardo-Anstine, *Sabrina and Corina*, 163-209

Final Exam: December 7, 2021, from 1:00pm – 3:45pm. Exam to be proctored in our classroom.