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)
- Carribean Fragoza, Eat the Mouth That Feeds you (2021)
- Additional readings located in Blackboard. Students are responsible for all readings.
COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

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 **March 10, 2022.** 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 Reaction Papers will be 11:59pm on the due date. See Course Calendar.**

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 **May 12, 2022.**

**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 1, 2022.

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) Jan. 18 – Introductions
Thursday (Th) Jan. 20 – Understanding Racial Formation
Podcast: “Too Black, Too Latino” (53 mins.)

Week 2: (T) Jan. 25 – Understanding Ethnic Identity Formation
Podcast(s): “Anything for Selena: Spanglish” (44 mins.)
“Will More Latinos Eventually Identify as White?” (11 mins.)
(Th) Jan. 27 – Creating Mexican American Identity
Video – Las Marthas
Reaction Piece #1: due January 31, 2022, at 11:59pm

Learning Module 2: Understanding Gender and Sexuality
Week 3: (T) Feb. 1 – 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) Feb. 3 – Toxic Masculinity
Video: Tough Guise 2

Week 4: (T) Feb. 8 – When Others Hate Our Bodies
Read: Linda Heidenreich, “Learning From the Death of Gwen Araujo,” 50-86
(Th) Feb. 10 – Policing Sexuality
Video: Southwest of Salem
Reaction Piece #2: due February 14, 2022, at 11:59pm

Learning Module 3 – Indigenous Beginnings and Colonial Legacies
Week 5: (T) Feb. 15 – The Virgin/Whore Binary
Video: La Otra Conquista

(Th) Feb. 17 – Spanish Conquest of Minds and Bodies
Video: La Otra Conquista

Week 6: (T) Feb. 22 – American Conquest and Colonization
(Th) Feb. 24 – Culture Clashes
Video: Foreigners in Their Own Land

Learning Module 4 – Becoming Mexican American and Midterm Exam
Week 7: (T) Mar. 1 – Mexicanas at the Turn of the Twentieth Century
Read: Vicki Ruiz, “Star Struck,” 109-129
(Th) Mar. 3 – Las Pachucas
Read: Catherine Ramirez, The Pachuca and Chicana Style Politics,” 1-35

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

Spring Break: March 14 - 18, 2022
Learning Module 5 – The Chicana Movement

Week 9: (T) Mar. 22 – The “Herstory” of the Movement

(Th) Mar. 24 – The Quest for Social Justice
Read: Maria Hinojosa, Once I Was You, pgs. 1-67
Video: Walkout

Week 10: (T) Mar. 29 – Finding Our Voices
Read: Hinojosa, Once I Was You, pgs. 68-134

(Th) Mar. 31 – Fight Like a Chicana
Read: Hinojosa, Once I Was You, pgs. 135-199
Video: No Mas Bebes
Reaction Piece #3: due April 4, 2022, at 11:59pm

Last Day to Withdraw with a “W” is April 1, 2022

Learning Module 6 – Chicana Bodies and Social Control

Week 11: (T) Apr. 5 – Chicanas on the Front Line
Read: Hinojosa, Once I Was You, pgs. 200-269
Podcast: “A Conversation with Maria Hinojosa” (31 mins.)

(Th) Apr. 7 – Owning Our Voices
Read: Hinojosa, Once I Was You, pgs. 270-310
Video: Dolores

Week 12: (T) Apr. 12 – Hating Our Bodies

(Th) Apr. 14 – Loving Our Bodies
Read: Fragoza, Eat the Mouth, 43-64
Video: Real Women Have Curves

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

Week 13: (T) Apr. 19 – Chicanas in the Southwest
Read: Fragoza, Eat the Mouth, 65-98

(Th) Apr. 21 – Chicanas on the Border
Read: Fragoza, Eat the Mouth, 99-120

Week 14: (T) Apr. 26 – Guest Speaker: Georgina Cecilia Pérez
(Th) Apr. 28 – Guest Speaker: Georgina Cecilia Pérez
Reaction Piece #4: due May 2, 2022, at 11:59pm
Learning Module 8 – Course Conclusion

Week 15: (T) May 3 – Study for Final Exam
(Th) May 5 – Study for Final Exam

Final Exam: May 12, 2022, from 1:00pm – 3:45pm. Exam to be proctored in our classroom.