

La Chicana

CHIC 3301 CRN 10424 and WS 3301 CRN 10807

Fall 2025 August 25 – December 4, 2025

MW 12:00-1:20pm

Liberal Arts 102

Prof. Erica Marin

Email: via Blackboard messages

Office Hours TR: 11:30-1:00 pm via Blackboard

Course Description:

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana/o/x or ethnic Mexican identities in the United States. Through an examination of historical and contemporary ethnic Mexican experiences, students will better understand how issues of colonialism, nationalism, whiteness, masculinity, homophobia, and globalization re-define, incorporate, or neglect Chicana/o identities in the U.S. This course pays close attention to “La Chicana” and third world feminism and the intersecting categories of race, class, gender, and sexuality to better understand how Chicana specifically and ethnic Mexican identities challenge and negotiate U.S. norms. Through texts, films, podcasts, and discussion, this class explores how the term “Chicana” is situated in the historical context of the 1960s-70s civil rights activism. There is no single definition that encompasses all Chicana experiences; nevertheless, this course introduces the warriors, laborers, activists, artists, and all the rest that make up the complex, varied, and important story of “La Chicana.”

Student Learning Outcomes:

By the end of the course, students will:

1. better understand how gender dynamics and ethnic identity intersect and characterize the life experiences of Chicanas and Latinas in the United States.
2. discuss and critique Chicana and Latina feminist social and cultural theory.
3. better understand how theories of race, class, ethnicity, gender, and sexuality shape both geo-political 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:

- Munoz, Gris, Coatlicue Girl- (2018)
- 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. 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. **Participation (20%):**
3. **Midterm Exam (10%):**
4. **Journal Entries (60%):** You will submit (6) journal entries throughout the semester (see Course Calendar for due dates).
5. **Final Exam (10%):**

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. Class attendance will factor in to your participation points
2. **Dropping the Class:** Students may drop the class and receive a "W" any time prior to **April 4, 2025.**

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. I will be checking for AI generated essays.
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: Understanding Ethnicity, Class, and Race in the U.S. (Week 1 &2)

Week 1: Monday (M) Aug. 25 – Introductions (Review syllabus) **(In Person)**

Wednesday (W) Aug. 27 – **(In Person)**

Understanding Ethnic Identity Formation

Read: *Coatlicue Girl*- “Fronteriza” pgs.13-14, “Indian Clay,” pgs.57-63, “Las Diosas,” pgs.85-86

Podcast: Anything for Selena, Episode 6: Spanglish (44 mins.)

Week 2: (M) – Sept. 1 **(OFF Labor Day)**

Video: Las Marthas-Let’s discuss on Wednesday

(W) Sept. 3– **(Online)**

Read: *From Out of The Shadows*-Chapter 2 Confronting America pgs. 31-50

Coatlicue Girl -El Maiz, pg.12

“Revolutionary Women of Texas and Mexico”-Chapter 3 Women Revolutionaries of the Post Revolutionary Era, Emma Tenayuca pgs.187-190, Gloria Anzaldua pgs.199-207

Journal Entry #1: due Sept. 7, 2025 11:59 PM

Learning Module 2 – Indigenous Beginnings and Colonial Legacies (Week 3 & 4)

Week 3: (M) Sept. 8– El Ombligo **(In Person)**

Read: *500 Years of Chicana Women’s History*, “The story of La Chicana Begins” through “Let’s Go to The U.S.,” pgs.1-66

Video: https://youtu.be/y_B_S1piAlk?si=ZjgERfbJ7U7Se84H

The Aztec’s Domination

(W) Sept. 10 – Spanish Conquest of Minds and Bodies **(Online)**

Video: The Fall of the Aztecs: How 400 Spaniards Toppled an Empire | Animated History

<https://youtu.be/st7L4OwHqqg?si=BqtxKoL7F1SILaIT>

Critique of video

Week 4: (M) Sept. 15 – American Conquest and Colonization **(In Person)**

Read: *500 Years of Chicana Women’s History*, “The Great Depression and The Repatriation” through “A Woman for All Time: Our Lady of Guadalupe and Tonantzin,” pgs.68-98

Pop Culture Clashes and Appropriation

(W) Sept. 17 – Culture Clashes **(Online)**

Journal Entry #2: due Sept. 21 2025, at 11:59pm

Learning Module 3 – Chicanas and the Movement (Week 5 & 6)

Week 5: (M) Sept. 22 – The “Herstory” of the Movement **(In Person)**

Read: *El Paso Chicanas- Chicano Power Exhibition, El Paso Museum of History Text*

500 Years of Chicana Women’s History, “El Movimiento is Born” through “A Woman for All Time: Our Lady of Guadalupe and Tonantzin,” pgs.99-172

(W) Sept. 24 – The Quest for Social Justice **(Online)**

Read: *The Chicana Motherwork Anthology*-Part II “Chicana/Latina/Women of Color/Mother-Activists,” pgs. 117-171

Week 6 :(M) Sept.29 – Policing Sexuality **(In Person)**

Read: *Coatlilcue Girl* - “Manflowers,” pgs.25-27

For The Hard Ones: A Lesbian Phenomenology- foreward by Myriam Gurba, pick 3 to discuss

Guest presenter: TBD

(W) Oct.1 – Machismo **(Online)**

Read: no assigned reading/online discussion on presentation and Tatiana de La Tierra poetry

Journal Entry #3: due October 5, 2025, at 11:59pm

Learning Module 4: Understanding Gender and Sexuality (Week 7 & 8)

Week 7: (M) Oct. 6– Chicana Bodies **(In Person)**

Video: *Real Women Have Curves*

Podcast: Anything for Selena, Episode 4: Big Butt Politics

(W) Oct.8– When Others Hate/Love Our Bodies **(Online)**

Week 8: (M) Oct. 13 – Study for Midterm Exam **(In Person)**

(W) Oct. 15 – Midterm Exam **(Online)**

Learning Module 5: Ancestral gifts: Art & Food Justice (Week 9 &10)

Week 9: (M) Oct. 20 – Chicana/Xicana Artists **(In Person)**

Read: *Creative Collectives: Chicana Painters Working in Community*-first half of book

Guest presenter: TBD

(W) Oct. 22– Chicana/Xicana Artistas cont’d **(Online)**

Read: *Creative Collectives: Chicana Painters Working in Community*-second half of book

Week 10: (M) Oct. 27 – Food Justice **(In Person)**

Read: *Decolonize Your Diet*, “Introduction”, “Chapter 1 Decolonize”, pgs. 11-33

La Semilla Zine- *Food, Land, and Us: A Look at The Farm Bill from The El Paso Del Norte Region*

Inventos Mios- "There," pg. 38, "Across Nations," pg. 39
(W) Oct. 29 – Open Discussion on Food (**Online**)

Journal Entry #4: due Nov. 2, 2025 at 11:59pm

Last Day to Withdraw with a "W" is October 31, 2025

Learning Module 6 – Chicana Bodies and Social Control (Week 11 &12)

Week 11: (M) Nov. 3 – Reproductive Injustice (**In Person**)

Video: *No Mas Bebés*

Read: *The Chicana Motherwork Anthology*-Part IV "Loss, Reproductive Justice, and Holistic Pregnancy," pgs. 269-318

(W) Nov. 5 discussion on reproductive injustice (**Online**)

Journal Entry #5: due Nov. 9, 2025, at 11:59pm

Week 12: (M) Nov. 10 – Owning Our Voices (**In Person**)

Video: *Precious Knowledge* (Kanopy)

(W) Nov. 12– Owning our Own Voices con't (**Online**)

Read: *500 Years of Chicana Women's History*, "El Movimiento is Born" to "A Woman for All Time: Our Lady of Guadalupe and Tonantzin," pgs.173-179

Learning Module 7 – The Politics of Chicana Identity in the 21st Century Part 1(Week 13)

Week 13: (M) Nov. 17 –Narratives (**In Person**)

Read: *Chicana Movidas: New Narratives of Activism and Feminism in The Movement Era-*"Part IV, Memory Movidas"-Chapters 17-19

(W) Nov. 19 – Narratives cont'd (**Online**)

Read: *Chicana Movidas: New Narratives of Activism and Feminism in The Movement Era-*"Part IV, Memory Movidas"-Chapters 20-21

Journal Entry #6: due Nov. 23, 2025 at 11:59 PM

Learning Module 8– The Politics of Chicana Identity in the 21st Century Part 2(Week 14)

Week 14: (M) Nov. 24 –Cosmology of Being (**In Person**)

Read: *Borderlands/La Frontera: The New Mestiza (The Critical Edition)* pgs.39-41,
Chapter 1 "Atravesando Fronteras/Crossing Borders"

Guest presenter: TBD

(W) Nov. 26 – Return to the ombligo (**Online**)

Read: Open discussion on returning to the "ombligo"

Learning Module 9 – Local Movement Stories (Week 15)

Week 15: (M) Dec.1 –Chicano Archives Show and Tell Group Activity (**In Person**)

Final Exam Handout

(W) Dec.3 – Response to Archive Activity and questions on final (**Online**)

Final Exam: (TBD) Week of Dec. 8, 2025.