

The University of Texas at El Paso

La Chicana/Xicana/Xicane

CHIC 3301 CRN 20918 and WS 3301 CRN 24339

Spring 2025: January 21 – May 8, 2025

MW 12:00-1:20pm

Liberal Arts 210

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)
- Martinez, Elizabeth (Betita), *500 Years of Chicana Women’s History* - Bilingual edition (2008)
- 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. 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.

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) Jan.20 – **MLK (OFF)**

Wednesday (W) Jan.22 – Introductions (Review syllabus)
Understanding Ethnic Identity Formation (**In Person**)

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) – Jan. 27 Creating Mexican American Identity (**In Person**)

Read: *Borderlands/La Frontera: The New Mestiza (Second Edition)*,

Chapter 2 “Movimiento de rebeldia y las culturas que traicionan” pgs. 37-45, Chapter 3 “*Entering into the Serpent*” pgs.47-61

Video: Las Marthas-Let’s discuss on Wednesday

(W) Jan.29 – (**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 February 2, 2025, @ 11:59 PM

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

Week 3: (M) Jan. 29 – 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=ZjqERfbJ7U7Se84H

The Aztec's Domination

(W) Jan. 31 – Spanish Conquest of Minds and Bodies (**Online**)

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

<https://youtu.be/st7L4OwHqgg?si=BqtxKoL7F1SILaIT>

Critique of video

Week 4: (M) Feb. 3 – 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) Feb. 5 – Culture Clashes (**Online**)

Journal Entry #2: due Feb 9, 2025, at 11:59pm

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

Week 5: (M) Feb. 10 – 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) Feb. 12 – The Quest for Social Justice (**Online**)

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

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

Week 6 :(M) Feb. 17 – Policing Sexuality (**In Person**)

Read: *Coatlucue Girl* - "Manflowers," pgs.25-27

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

Guest presenter: TBD

(W) Feb. 19 – Machismo (**Online**)

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

Journal Entry #3: due February 23, 2025, at 11:59pm

Week 7: (M) Feb. 24 – Chicana Bodies (**In Person**)

Video: **Real Women Have Curves**

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

(W) Feb. 26– When Others Hate/Love Our Bodies (**Online**)

Learning Module 5 – Hispanic Heritage Events and Midterm Exam (Week 9)

Week 8: (M) March 3– Study for Midterm Exam (**In Person**)

(W) March 5 – Midterm Exam (**Online**)

Spring Break March 10-March 14, 2025 (No Homework or Readings Due)

Learning Module 6: Ancestral gifts: Art & Food Justice (Week 10 &11)

Week 9: (M) March 17 – Chicana/Xicana Artists (**In Person**)

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

Guest presenter: TBD

(W) March 19– Chicana/Xicana Artistas cont'd (**Online**)

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

Last Day to Withdraw with a “W” is April 4, 2025

Week 10: (M) March 24 – 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) March 26 – Open Discussion on Food (**Online**)

Journal Entry #4: due March 30,2025 at 11:59pm

Learning Module 7 – Chicana Bodies and Social Control (Week 12 &13)

Week 11: (M) March 31 – 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) April 2

Journal Entry #5: due April 6, 2025, at 11:59pm

Week 12: (M) April 7 – Owing Our Voices (**In Person**)

Video: *Precious Knowledge (Kanopy)*

(W) April 9 – Owing our Own Voices cont (b) (**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 8 – The Politics of Chicana Identity in the 21st Century Part 1(Week 14)

Week 13: (M) April 14 –Narratives (**In Person**)

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

(W) April 16 – 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 April 20, 2025 at 11:59 PM

Learning Module 8– The Politics of Chicana Identity in the 21st Century Part 2(Week 15)

Week 14: (M) April 21 –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) April 23 – Return to the ombligo **(Online)**

Read: Open discussion on returning to the “ombligo”

Learning Module 9 – Local Movement Stories

Week 14: (M) April 28 –Chicano Archives Show and Tell Group Activity **(In Person)**

(W) April 30 – Response to Archive Activity **(Online)**

Learning Module 10 – Final Exam Prep

Week 15: (M) May 5 – Review for Final Exam **(In Person)**

(W) April 30 – Study for Final Exam- Opportunity to ask questions and submit work **(Online)**

Final Exam: (TBD) Week of May 12-16, 2025.