

Chicanx Identity Formation: Race, Class, and Gender

Chicano Studies 3305 CRN: 26397

Women's Studies 3305: Special Topics CRN: 28744

Communication 4368: Borderlands Communication CRN: 27260

Spring 2020

Professor: Dr. Sarah Upton

TR 1:30-2:50 pm

Room: Education Building 112

Office Hours: TR 12:00-1:30 pm and by appointment

Office: Quinn Hall 204

Email: smupton@utep.edu

Course Description

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana/o identities in the U.S. By comparing and contrasting historical and contemporary Chicana/o experiences, students will better understand how issues such as race, class, gender, homophobia, nationalism, and globalization define Chicana/o identities. Students will critically analyze how Chicana/o identities and communities challenge and negotiate U.S. American norms and where Chicana/os and other Latina/os fit into the social, political, and economic hierarchies within the U.S.

Required Texts

- Natalia Molina, **How Race is Made in America** (University of California Press, 2014) *available online through the UTEP Library
- Jacqueline M. Martinez, **Phenomenology of Chicana Experience and Identity**, (Rowman & Littlefield, 2000)
- Additional readings will be posted on Blackboard

Students are responsible for all readings and must bring a copy to class, either digital or print.

Student Learning Objectives

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, both historical and contemporary, in Chicanx identity and community formation.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political 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.
6. View themselves as global citizens.

Course Format

I will facilitate this course through the use of discussion, activity, and lecture. However, it is also up to you to come to each session ready to make discoveries about our course. You are expected to have course readings done prior to class and participate in class discussions. I will facilitate the course under the assumption that you have completed the day's readings. Please ask questions about material you do not understand or would like to thrash out more. Remember all members are expected to conduct themselves in a mature manner.

We will also be using Blackboard to communicate with each other and with your fellow students. I will check my email at least once a day; however, please note that I may not have the opportunity to respond to your email immediately. If you do not receive a response within three working days, please resend your message. I do not send private information (grades) via email and **I generally will not accept** any written assignments via email. In an extreme case I may allow you to turn in something via email, however, a hard copy is due as soon as possible. **If you send an assignment to me without my prior approval, I will not accept the assignment.**

This course will also utilize learning teams. Each student will be placed in a team that will work together over the course of the semester. Students will be responsible for the initial acquisition of the course content (assigned readings) and for working collaboratively with other students during experiential applications of the content.

Course Evaluation

1. **Attendance/Participation – 10 points**
2. **Journal Entries (14 @ 2 points each):** One journal entry at the beginning of each week applying what you read to a given prompt. Journals are due on Blackboard by 1:30 pm the day readings are assigned in the syllabus, and should be a minimum of 100 words in length.
3. **Blogs (4 @ 10 points each):** At the end of each unit of material students will create a blog post exploring the theme of that unit (race, class, gender, intersectionality). Blogs are a space to get creative! Feel free to incorporate links to articles, videos, music, and podcasts, and/or weave poetry and photography throughout your post. Additionally, blogs should be a minimum of 300 words and you will need to cite a minimum of 3 academic sources (sources may come from class readings, but they are not required to).
4. **Final Paper-22 points:** The final paper will be a reflection on your identity. How are you uniquely positioned by your race, class, gender, and other identity markers? How have you experienced the concepts Anzaldúa describes such as *nepantla*, *arreatamiento*, *Coyolxauhqui*, *nagualismo*, and *el arbol de la vida*? You will explore these, and other questions in a paper of 8-10 pages, double-spaced with 12 point font. Your paper should contain a minimum of 5 academic sources.

Course Assignments

Each of the following assignments will be thoroughly detailed in class:

Participation	10 points
Journal Entries	28 points
Blogs	40 points
Final Paper	22 points
Total	100 points

Classroom Protocol

Please remember each time you step into class you are entering a learning environment that requires respect from everyone involved. Therefore, cell phones going off, texting, sleeping, doing other homework, reading, talking out of turn and arriving late are inappropriate classroom behaviors that distract from a prosperous learning environment and will not be tolerated.

Class participation

I expect that all of you will be active participants in this class. That means that you listen to those speaking, think about what is said, and share your thoughts. A good portion of this class will be spent doing activities/exercises, group work, and having small/large group discussions. Your participation is both valuable and necessary and is therefore a significant portion of your final grade.

Attendance

Attendance is critical to success in this course. I encourage you to attend every class and to participate in the classroom-based activities. You will learn more this way and the course content will be more meaningful and relevant. If you will be consistently late for any reason, please let me know ahead of time. Otherwise, I expect that you will be punctual and stay for the entire session.

Policy on Children in Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff and faculty parents.

1. All exclusively breastfeeding babies are welcome in class as often as necessary;
2. For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable;
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
4. In all cases where babies and children come to class I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met;

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Late Work

All assignments are due in hard copy at the beginning of class. If you are scheduled to give a speech, turn in work, or take a test, you should be in class and on time. If you will not be able to attend class when an assignment is due I reserve the right to approve or deny credit for late work. Late work that is accepted will receive a **10 percent deduction for each calendar day the assignment is late.**

Written Work Requirements

All work submitted for consideration **must** be typed. Handwritten work will not be accepted unless otherwise indicated by the instructor. Papers should be double-spaced, 12-inch font, 1 inch margins and in APA format.

Respect for others

Due to the nature of this class, your classmates may be sharing personal information or stories about themselves throughout the semester. I will also be sharing personal stories and information. I expect each of you to respect your classmates and the instructor. Please refrain from using any demeaning, racist, sexist, or otherwise inappropriate language in this classroom toward another student or the instructor. ****Please be aware that I can, and will, drop a student from this course who fails to comply with all rules and procedures and/or who fails to correct behavior after being warned by the instructor.**

Diversity

The course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identifies. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Grade Appeals

I will NOT discuss grades on the day an assignment is returned, nor will I ever discuss grades before/during/or after class. Please follow these guidelines for discussing grade issues with the instructor:

5. Wait at least 24 hours
6. Utilize instructor's office hours or make appointment if office hours do not work with your schedule
7. Discuss the grade issue with instructor within 7 days of receipt
8. Thoroughly read through all instructor comments, syllabus and assignment details before coming to discuss grade with instructor
9. Be prepared with a legitimate argument. If you are going to claim that you deserve a better grade, you must have evidence to support this claim.
10. Instructor will not make a decision right then. Allow time for a decision to be made. Instructor will notify student in person or via email as to final decision.

University and Department Policies

Academic Misconduct: Academic misconduct includes cheating, plagiarizing, collusion, and deliberately interfering with the work of others.

- Plagiarizing means representing the work of someone else (such as another student or an author of a book, article, or internet site) as your own. If you use the ideas or words of someone else, you must cite the source of the original information in your paper or presentation. For this class, using your own papers completed for another class also would be considered plagiarism.

- Cheating includes, but is not limited to, copying answers from other students' papers or tests, discussing test questions with students who have not taken the test, and/or using notes when taking a test. Another example of cheating is to use a source from a text book without obtaining the original author's work. If you do not read a work in its entirety, you may misrepresent the original author's work. Another example is to copy answers from another student or to allow another student to copy from your work. Collusion refers to collaboration with another student to commit any academically dishonest act. If you provide answers to someone or knowingly allow someone to copy your work, you will be held responsible.
- Invented or plagiarized work can result in an F grade for the course and may result in possible disciplinary action at the university level. Students may be suspended or expelled for engaging in academic dishonesty.

Withdrawal: Please consult your course catalog for withdrawal and refund deadlines.

- It is the student's responsibility to withdraw from the course and is a formal procedure which the student must initiate.
- Often, students drop courses when help is available to enable them to continue. If you are considering dropping the course, please discuss your decision with me prior to taking formal action to withdraw.

Accessibility: Qualified students needing accommodations should contact me as soon as possible to ensure your needs are met in a timely manner. If you need assistance with accessibility, please make arrangements with the Center for Accommodations and Support Services. Additionally, the Assistive Technology Lab in the library offers multiple programs to adapt technology and make it more accessible. I want each student to be able to succeed in this course; therefore, please let me know if you are struggling and need extra help or are dealing with an unforeseen circumstance. For those students who have worked with accessibility services and determined they have particular classroom needs, please come see me as soon as possible so we can discuss proper arrangements. All disclosures will be kept confidential.

Tentative Course Schedule				
Week	Day	Topic	Reading	Due
1	1/21	Course Overview and Syllabus		
	1/23	Borderland Identity	Anzaldúa	
2	1/28	Understanding Identity and Difference	Allen pgs. 1-11 Lustig & Koester Tanno	Journal 1
	1/30	Naming and Identity		
		Part 1: Race		
3	2/4	Race and Critical Race Theory	Allen pgs. 65-78 Delgado & Stefancic Bonilla-Silva	Journal 2
	2/6	Color-Blind Racism		
4	2/11	How is Race Made in America?	Molina pgs. 1-88	Journal 3
	2/13	What is a White Man?		
5	2/18	Racialized Immigration Policy	Molina pgs. 89- 152	Journal 4
	2/20	Making Race in the 21 st Century		

6	2/25	Latina/o-white Hybrid Identity	Moreman 2009 Moreman 2011	Journal 5
	2/27	Living Latina/o-White Hybrid Identity		Blog 1
		Part 2: Class		
7	3/3	Class Matters	Allen pgs. 93-113 hooks	Journal 6
	3/5	Where We Stand		
8	3/10	Invisible Class Identity	Lawless Wong(Lau)	Journal 7
	3/12	Moving Between Classes		
	3/17	No Class: Spring Break		
	3/19			
9	3/24	Chicana Oppression in the Labor Force	Segura Guzmán	Journal 8
	3/26	Latina/os and Middle-Class Mobility		Blog 2
		Part 3: Gender		
10	3/31	Gender Stories	Allen pgs. 41-46 Foss, Domenico & Foss	Journal 9
	4/2			
11	4/7	Sexism in Chicano Studies	Orozco Hernandez Flores	Journal 10
	4/9	Chicana Feminist Homeland		
12	4/14	Hegemonic Masculinity	Connell & Messerschmidt Katz	Journal 11
	4/16	Toxic Masculinity		Blog 3
		Part 4: Intersections of Chicanx Identity		
13	4/21	Chicana Feminist Crossing	Martinez pgs. 1- 58	Journal 12
	4/23	Speaking as a Chicana		
14	4/28	Intersecting Identities	Martinez pgs. 59- 133	Journal 13
	4/30	Struggle in the Flesh		
15	5/5	Communicating Nepantla	Upton	Journal 14
	5/7	Workshop: Theorizing Identity from an Anzaldúan Perspective		Blog 4
	5/15			Final Paper Due