

# **Chicanx Identity Formation: Race, Class, and Gender**

**Chicano Studies 3305 CRN: 16149**

**Women's Studies 3305 CRN: 17035**

**Communication 4368: Borderlands Communication CRN: 18681**

Fall 2021

Professor: Dr. Sarah Upton

TR 1:30-2:50 pm

Room: Cotton Memorial Building 201

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

\*Office hours will be held in the Chihuahuan Desert Gardens

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## **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**

All course readings are available on Blackboard.

## **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

In light of the Delta variant of COVID-19, this course will follow a modified face-to-face format. We will complete activities and discussions online on Tuesdays, and meet face-to-face on Thursdays for lecture and discussion. As we learned during the spring 2020 semester, the course schedule and format are subject to change so we must remember to remain flexible. If you feel unsafe meeting face-to-face for any reason, you will not be penalized for absences and your grade will be unaffected as long as you are completing your work online. It is up to you to come to each online/face-to-face 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 be using Blackboard to communicate with each other and with your fellow students. Weekly discussions require students to interact with the instructor and classmates on at least two days each week. Timely and regular online participation with your peers is essential to being successful in this course. Online participation can be challenging because it brings together different perspectives and attitudes without a face-to-face connection with one another. We understand that and ask that you work hard to achieve positive interaction with your peers. Students are expected to be respectful and supportive of other students. Many different ideas will be welcomed and encouraged. We will discuss some controversial topics, and students must feel that they are comfortable to express their thoughts. Your participation is vital for discussion and assignments, and it is very difficult to get a satisfactory grade in this course if you do not log into the course at least two times each week. Assignments will be evaluated not only for completion, but also your willingness to engage your classmates in discussion about communication theories and concepts.

## Course Evaluation

1. **Discussion Posts (28 @ 3 points each):** You will be responsible for completing two weekly discussions exploring case studies based on material from the course. Discussion posts of at least 150 words are due by 1:30 p.m. the day they are listed in the syllabus (every Tuesday and Thursday). You are also responsible for responding to the posts of at least two of your peers by 11:59 p.m. on Sunday evenings.
2. **Final Paper-16 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 5-7 pages, double-spaced with 12 point font. Your paper should contain a minimum of 5 academic sources.

## Course Assignments

Journal Entries/Discussions	84 points
Final Paper	16 points
<b>Total</b>	<b>100 points</b>

## **Expectations and Policies**

I will log into our course at least once a day, and you can expect responses to e-mails and discussions within 24 hours. Please wait 24 hours to resend e-mails if you have not received a response. I will return graded assignments to you within a week of receiving them.

## **COVID-19 Protocols**

We need to look out for one another — always, but especially in these difficult times.

Please stay home if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has tested positive for COVID-19. If you wish to receive a test, you can find information on how to do so here: <https://www.utep.edu/resuming-campus-operations/testing/>.

Exercise caution and good judgment. The last thing I want is for anyone to feel they must come to class because they're worried about their grade or that they may fall behind. I have mechanisms in place to allow everyone to stay on top of things. If you have to miss class, it's okay. Really. As long as you communicate with me and put in the effort, we will keep you on track.

In addition, please do everything you can to keep yourself and those around you safe and healthy. I will provide disposable masks to anyone who hasn't brought one to class, which can be taken and worn on a voluntary basis.

If you have not yet been vaccinated and would like to be, you can find information here:

<https://www.utep.edu/resuming-campus-operations/vaccine/>. The vaccines are free, safe, and effective and play a significant role in reducing personal risk as well as the rate of infection in the community. If you would like to know more about the vaccines, you can also reach out to me, and I'll be happy to share more information with you.

## **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.

## **Effective Electronic Communication**

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. In an online environment, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos can be difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, we must be conscious of how we communicate while working at a distance and use good netiquette, i.e., online communication etiquette. For example, your classmates may not know who is posting a comment, so clearly identify yourself when posting to a discussion board. Further, avoid using all capital letters in electronic communication as all caps come across as shouting.

The standard practice ("netiquette") for participation in networked discussion requires that all comments focus on the topic at hand, not become personalized, and be substantive in nature. In other words, you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.

More information on netiquette, the etiquette of Internet communication, can be found at [www.albion.com/netiquette](http://www.albion.com/netiquette).

## **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.

Week	Day	Topic	Reading	Due
		<b>Unit 1: Course Introduction</b>		
1	8/24 <b>In Person</b>	Course Overview and Syllabus	Syllabus	Discussion 1
	8/26 <b>Online</b>	Borderland Identity	Anzaldúa	Discussion 2
	8/29			Peer Responses
2	8/31 <b>Online</b>	Understanding Identity and Difference	Allen pgs. 1-11 Lustig & Koester Tanno	Discussion 3
	9/2 <b>In Person</b>			Discussion 4
	9/5			Peer Responses
		<b>Unit 2: Race</b>		
3	9/7 <b>Online</b>	Race, Critical Race Theory and Color-Blind Racism	Allen pgs. 65-78 Delgado & Stefancic Bonilla-Silva	Discussion 5
	9/9 <b>In Person</b>			Discussion 6
	9/12			Peer Responses
4	9/14 <b>Online</b>	How is Race Made in America?	Molina	Discussion 7
	9/16 <b>In Person</b>			Discussion 8
	9/19			Peer Responses
5	9/21 <b>Online</b>	AfroLatinidad	García-Louis & Cortes Haywood	Discussion 9
	9/23 <b>In Person</b>			Discussion 10
	9/26			Peer Responses Due
6	9/28 <b>Online</b>	Latina/o-white Hybrid Identity	Moreman 2009 Moreman 2011	Discussion 11
	9/30 <b>In Person</b>			Discussion 12
	10/3			Peer Responses

		<b>Unit 3: Class</b>		
7	10/5 <b>Online</b>	Class Matters	Allen pgs. 93-113 hooks	Discussion 13
	10/7 <b>In Person</b>			Discussion 14
	10/10			Peer Responses
8	10/12	<b>No Class: Fall Break</b>		
	10/14			
9	10/19 <b>Online</b>	Invisible Class Identity	Lawless Wong(Lau)	Discussion 15
	10/21 <b>In Person</b>			Discussion 16
	10/24			Peer Responses
10	10/26 <b>Online</b>	Chicana Oppression in the Labor Force	Segura Guzmán	Discussion 17
	10/28 <b>In Person</b>			Discussion 18
	10/31			Peer Responses
		<b>Unit 4: Gender</b>		
11	11/2 <b>Online</b>	Gender Stories	Allen pgs. 41-46 Foss, Domenico & Foss LeMaster & Johnson	Discussion 19
	11/4 <b>In Person</b>			Discussion 20
	11/7			Peer Responses
12	11/9 <b>Online</b>	Chicana Feminist Homeland	Orozco Hernandez Flores	Discussion 21
	11/11 <b>In Person</b>			Discussion 22
	11/14			Peer Responses
13	11/16 <b>Online</b>	Hegemonic and Toxic Masculinity	Connell & Messerschmidt Katz	Discussion 23/24
	11/18	<b>No Class: Professor at Conference</b>		
				Peer Responses
		<b>Unit 5: Intersections of Chicanx Identity</b>		
14	11/23	Interlocking Systems of Oppression	Combahee River Collective Crenshaw	Discussion 25/26
	11/25	<b>No Class: Thanksgiving Holiday</b>		
	11/28			Peer Responses

15	11/30	Theorizing Identity from an Anzaldúan Perspective	Upton	Discussion 27/28
	12/2			
				Peer Resonses Due
16	12/10			Final Paper