

Chicanx Identity Formation: Race, Class, and Gender

Chicano Studies 3305 CRN: 16435

Women's Studies 3305: Special Topics CRN: 17363

Communication 4368: Borderlands Communication CRN: 18630

Fall 2020

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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 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 11:59 p.m. the day they are listed in the syllabus (every Wednesday and Friday). 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
Total	100 points

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.

Participation

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. Participation in an online course 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.

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.

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	Topic	Reading	Due
Unit 1: Course Introduction			
1	Course Overview and Syllabus Borderland Identity	Syllabus Anzaldúa	Wednesday, August 26: • Discussion 1 Due Friday, August 28: • Discussion 2 Due Sunday, August 30: • Peer Responses Due
2	Understanding Identity and Difference	Allen pgs. 1-11 Lustig & Koester Tanno	Wednesday, September 2: • Discussion 3 Due Friday, September 4: • Discussion 4 Due Sunday, September 6: • Peer Responses Due
Unit 2: Race			
3	Race, Critical Race Theory and Color-Blind Racism	Allen pgs. 65-78 Delgado & Stefancic Bonilla-Silva	Wednesday, September 9: • Discussion 5 Due Friday, September 11: • Discussion 6 Due Sunday, September 13: • Peer Responses Due
4	How is Race Made in America?	Molina	Wednesday, September 16: • Discussion 7 Due Friday, September 18: • Discussion 8 Due Sunday, September 20 • Peer Responses Due

5	AfroLatinidad	García-Louis & Cortes Haywood	Wednesday, September 23: <ul style="list-style-type: none"> • Discussion 9 Due Friday, September 25: <ul style="list-style-type: none"> • Discussion 10 Due Sunday, September 27 <ul style="list-style-type: none"> • Peer Responses Due
6	Latina/o-white Hybrid Identity	Moreman 2009 Moreman 2011	Wednesday, September 30: <ul style="list-style-type: none"> • Discussion 11 Due Friday, October 2: <ul style="list-style-type: none"> • Discussion 12 Due Sunday, October 4: <ul style="list-style-type: none"> • Peer Responses Due
	Unit 3: Class		
7	Class Matters	Allen pgs. 93-113 hooks	Wednesday, October 7: <ul style="list-style-type: none"> • Discussion 13 Due Friday, October 9: <ul style="list-style-type: none"> • Discussion 14 Due Sunday, October 11: <ul style="list-style-type: none"> • Peer Responses Due • Blog 1 Due
8	Invisible Class Identity	Lawless Wong(Lau)	Wednesday, October 14: <ul style="list-style-type: none"> • Discussion 15 Due Friday, October 16: <ul style="list-style-type: none"> • Discussion 16 Due Sunday, October 18: <ul style="list-style-type: none"> • Peer Responses Due
9	Chicana Oppression in the Labor Force	Segura Guzmán	Wednesday, October 21: <ul style="list-style-type: none"> • Discussion 17 Due Friday, October 23: <ul style="list-style-type: none"> • Discussion 18 Due Sunday, October 25: <ul style="list-style-type: none"> • Peer Responses Due
	Unit 4: Gender		
10	Gender Stories	Allen pgs. 41-46 Foss, Domenico & Foss	Wednesday, October 28: <ul style="list-style-type: none"> • Discussion 19 Due Friday, October 30: <ul style="list-style-type: none"> • Discussion 20 Due Sunday, November 1: <ul style="list-style-type: none"> • Peer Responses Due
11	Chicana Feminist Homeland	Orozco Hernandez Flores	Wednesday, November 4: <ul style="list-style-type: none"> • Discussion 21 Due Friday, November 6: <ul style="list-style-type: none"> • Discussion 22 Due Sunday, November 8: <ul style="list-style-type: none"> • Peer Responses Due

12	Hegemonic and Toxic Masculinity	Connell & Messerschmidt Katz	Wednesday, November 11: <ul style="list-style-type: none"> • Discussion 23 Due Friday, November 13: <ul style="list-style-type: none"> • Discussion 24 Due Sunday, November 15: <ul style="list-style-type: none"> • Peer Responses Due
	Unit 5: Intersections of Chicanx Identity		
13	Interlocking Systems of Oppression	Combahee River Collective Crenshaw	Wednesday, November 18: <ul style="list-style-type: none"> • Discussion 25 Due Friday, November 20: <ul style="list-style-type: none"> • Discussion 26 Due Sunday, November 22: <ul style="list-style-type: none"> • Peer Responses Due
14	No Class: Thanksgiving Break		November 23-27
15	Theorizing Identity from an Anzaldúan Perspective	Upton	Wednesday, December 2: <ul style="list-style-type: none"> • Discussion 27 Due Friday, December 4: <ul style="list-style-type: none"> • Discussion 28 Due Sunday, December 6: <ul style="list-style-type: none"> • Peer Responses Due
16			Friday, December 11: Final Paper Due