

Chicanx Identity Formation: Race, Class, and Gender

Chicano Studies 3305 CRN: 13283

Women and Gender Studies 3305 CRN: 13745

Communication 4368: Borderlands Communication CRN: 14884

Fall 2023

Professor: Dr. Sarah De Los Santos Upton

TR: 1:30-2:50

Room: Cotton Memorial 201

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

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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. In addition, this course will use Community Engagement to explore the ways in which borderland identities uniquely position us to become critically engaged community members.

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 Chicana/o 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

As we learned during the spring 2020 semester, the course schedule and format are subject to change so we must remember to remain flexible. I may need to make changes to our course schedule and format, but I will always give you advanced notice of any changes. I will facilitate this course through the use of discussion, activity, lecture, and community engagement. 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.

This class will also use community engaged learning, meaning that we will participate in two site visits to ABARA and complete a borderland storytelling project in collaboration with the organization. It is important to remember that community engagement is different than volunteering. It involves working with your partner organization to select a meaningful project, then using knowledge from our course, research, and your own lived experience to complete the project over the course of the semester.

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. Instead I ask that you submit all assignments on Blackboard.

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. **Discussion Posts (15 @ 3 points each):** You will be responsible for completing one weekly discussion post exploring our topic for the week by responding to a prompt or completing an activity. Discussion posts are due by midnight on the day they are listed in the syllabus (every Thursday).
2. **Project Proposal – 10 points:** Project proposals should be a minimum of 250 words explaining what you plan to create for your course project. Proposals should explain why your project is important, how it meets your academic goals, how it serves the border community, and how it fits into the mission of ABARA. **Due September 21st.**
3. **Project Plan and Timeline – 10 points:** Your project plan and timeline should outline all the necessary steps for completing the project you have selected. Once you have identified the necessary steps, you should create a detailed timeline for completing the project by the end of the semester. **Due October 5th.**
4. **Progress Report – 10 points:** The progress report should serve as a summary of the current state of your project. With one month remaining to complete the project, you should consider the following: How is the project going? What is working well? What obstacles have you encountered? How will you work through these obstacles? **Due November 16th.**
5. **Final Project – 25 points:** Course readings, in class discussions and activities, and community engagement with ABARA will culminate in a final course project. For this project you should tell

a meaningful story about the border in a format of your choosing. Examples include, but are not limited to: a research paper, a podcast, a news article/multimedia project, an art piece, a lesson plan, a health/activist campaign, etc. I encourage you to be creative and select a project that serves your own academic goals, and tells a story about the border that you find important and meaningful.

Course Assignments

Discussion Posts	45 points
Project Proposal	10 points
Project Plan and Timeline	10 points
Progress Report	10 points
Final Project	25 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.

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/ehs/covid/>

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.immunizeelpaso.org/>. 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.

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.

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	Day	Topic	Reading	Due
1	8/29	Course Overview and Syllabus	Syllabus	
	8/31		Montelongo & Martinez Petrov	Discussion 1
Unit 1: Course Introduction				
2	9/5	Site Visit: ABARA Main Office	Allen pgs. 1-11 Tanno	
	9/7	Understanding Identity and Difference		Discussion 2
3	9/12	Borderland Identity	Anzaldúa Upton	
	9/14	Site Visit: ABARA House		Discussion 3
Unit 2: Race				
4	9/19	Race, Critical Race Theory and Color-Blind Racism	Allen pgs. 65-78 Delgado & Stefancic Bonilla-Silva	
	9/21			Discussion 4 Project Proposal
5	9/26	How is Race Made in America?	Molina	
	9/28			Discussion 5
6	10/3	Online Class: Professor at Conference AfroLatinidad	García-Louis & Cortes Haywood	
	10/5			Discussion 6 Project Plan and Timeline
7	10/10	Latina/o-white Hybrid Identity	Moreman 2009 Moreman 2011	
	10/12			Discussion 7
Unit 3: Class				
8	10/17	Class Matters	Allen pgs. 93-113 hooks	
	10/19			Discussion 8
9	10/24	Food and Identity	Fielding-Singh Orozco Santos &	

			Quevedo	
	10/26			Discussion 9
10	10/31	Chicana Oppression in the Labor Force	Marquez Soldatenko Guzmán	
	11/2			Discussion 10
Unit 4: Gender				
11	11/7	Gender Stories	Allen pgs. 41-46 Foss, Domenico & Foss LeMaster & Johnson	
	11/9			Discussion 11
12	11/14	Online Class: Professor at Conference Chicana Feminist Homeland	Orozco Hernandez Flores	
	11/16	No Class: Independent Research Day		Discussion 12 Progress Report
13	11/21	Hegemonic and Toxic Masculinity	Connell & Messerschmidt Katz Hernández	
	11/23	No Class: Thanksgiving Break		Discussion 13
Unit 5: Intersectionality and Coalition Building				
14	11/28	Intersectionality	Combahee River Collective Crenshaw	
	11/30			Discussion 14
15	12/5	Coalition Building	Chávez Upton	
	12/7	Final Reflection		Discussion 15
	12/15			Final Project Due