

Chicanx Identity Formation: Race, Class, and Gender

Chicano Studies 3305 CRN: 25147

Women's Studies 3305 CRN: 29095

Communication 4368: Borderlands Communication CRN: 25633

Spring 2022

Professor: Dr. Sarah Upton

TR 1:30-2:50 pm

Room: Cotton Memorial Building 207

Office Hours: 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 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

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 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.

In order to dedicate a meaningful amount of time to community engaged praxis, we will meet on Tuesday's for lecture, discussion, and activities, and our Thursday meeting time will be set aside for your community engagement projects. This does not mean that you must complete your hours during this time, it is simply an effort to clear some time in your schedule. 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. 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. Discussion Posts (15 @ 2 points each):** You will be responsible for completing one weekly discussion post exploring how our course material and topic for the week relates to your community site. Discussion posts of at least 150 words are due by 1:30 p.m. the day they are listed in the syllabus (every 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. Community Engagement- 40 points:** This course requires 20 hours of community engagement with one of our partner organizations. Once you select a site, you will work with the coordinator and Dr. Upton to choose a project that you will complete over the course of the semester.

3. **Final Paper-16 points:** The final paper will be a reflection on your identity and how this identity informs your community engagement. 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*? What role does nepantla activism play in the project with your community partner? 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

Discussion Posts	30 points
Community Engagement	40 points
Final Paper	30 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/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.

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	1/18	Course Overview and Syllabus	Syllabus	
	1/20	Site Placements	Montelongo & Martinez Petrov	Discussion 1
Unit 1: Course Introduction				
2	1/25	Understanding Identity and Difference	Allen pgs. 1-11 Tanno	
	1/27	Community Engaged Praxis		Discussion 2
3	2/1	Borderland Identity	Anzaldúa Upton	
	2/3	Community Engaged Praxis		Discussion 3

Unit 2: Race				
4	2/8	Race, Critical Race Theory and Color-Blind Racism	Allen pgs. 65-78 Delgado & Stefancic Bonilla-Silva	
	2/10	Community Engaged Praxis		Discussion 4
5	2/15	How is Race Made in America?	Molina	
	2/17	Community Engaged Praxis		Discussion 5
6	2/22	AfroLatinidad	García-Louis & Cortes Haywood	
	2/24	Community Engaged Praxis		Discussion 6
7	3/1	Latina/o-white Hybrid Identity	Moreman 2009 Moreman 2011	
	3/3	Community Engaged Praxis		Discussion 7
Unit 3: Class				
8	3/8	Class Matters	Allen pgs. 93-113 hooks	
	3/10	Community Engaged Praxis		Discussion 8
9	3/15	No Class: Spring Break		
	3/17			
10	3/22	Food and Identity	Fielding-Singh Orozco Santos & Quevedo	
	3/24	Community Engaged Praxis		Discussion 9
11	3/29	Chicana Oppression in the Labor Force	Marquez Soldatenko Guzmán	
	3/31	Community Engaged Praxis		Discussion 10
Unit 4: Gender				
12	4/5	Gender Stories	Allen pgs. 41-46 Foss, Domenico & Foss LeMaster & Johnson	
	4/7	Community Engaged Praxis		Discussion 11
13	4/12	Chicana Feminist Homeland	Orozco Hernandez Flores	
	4/14	Community Engaged Praxis		Discussion 12
14	4/19	Hegemonic and Toxic Masculinity	Connell & Messerschmidt Katz Hernández	
	4/21	Community Engaged Praxis		Discussion 13

Unit 5: Intersectionality and Coalition Building				
15	4/26	Intersectionality	Combahee River Collective Crenshaw	
	4/28	Community Engaged Praxis		Discussion 14
16	5/3	Coalition Building	Chávez Upton	
	5/5	Final Reflection		Discussion 15
				Final Paper