

“Viva La Mujer” by [Jesus Barraza](#) & [Melanie Cervantes](#)

**MAS 311 (40525) (AMS 315, SOC308D, WGS301) ETHNICITY & GENDER: LA CHICANA  
Syllabus Fall 2018**

**Instructor:** Dr. Lilia Raquel Rosas

**COURSE DESCRIPTION**

Among the many catalysts that centralized the narratives of Chicanas into the discourse the U.S. Southwest/Mexican Borderlands, the 1971 La Conferencia de Mujeres por la Raza in Houston inspired how Chicanas/Xicanas, xicanindias, mestizas, indigenous, Mexican American, and brown women defined themselves, asserted their roles and identities, and shared their stories. This course privileges the stories, struggles, contestations, imaginations, writings, and accomplishments of Chicanas in the United States in the mid-twentieth and early twentieth-first centuries. Through a close examination of literature, and attention to historical and theoretical materials, we will create a growing understanding of the significance of gender, sexuality, race, ethnicity, class, language, spirituality, and citizenship in affecting the daily lives and social worlds of Chicanas. By end of the semester, we will also gain a complex insight into the importance of how Chicana feminism, Xicanisma, intersectionality, migration, borders, and community are formative in the Chicana experience(s).

**LEARNING OUTCOMES**

Students will improve their analytical abilities through reading, writing, presenting, and discussing class materials and related literature. As a course within the curriculum of MALS, students will learn about the complexities of the experiences of Chicanas/Xicanas, xicanindias, mestizas, indigenous, Mexican American, and brown women. Ultimately, they will learn to think critically, and develop and defend original arguments, investigate topics within of the scope of Chicana Studies and they will be able to:

**Course Goals:**

1. Achieve a basic understanding of key concepts, theories, and methods in Chicana feminist thought(s).
2. Analyze a diverse range of texts that portray the experiences, perspectives, and expressions of Chicanas or Mexican American women.
3. Identify and discuss the significance of these diverse experiences, perspectives, and expressions that exist among Chicanas.
4. Use and prioritize the analytical lenses of gender and sexuality, along with race, ethnicity, class, religion, region, language, and so on, to understand the identity formations, subjectivities, and the multiple oppressions confronted by Chicanas or Mexican American women.

This course carries 1-flag:

**Cultural Diversity in the United States:** Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

This course meets core curriculum requirement for Social & Behavioral Science (I).

**COMMUNICATION & CLASSROOM SUCCESS**

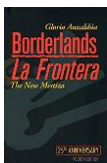
Please feel free to email me since this is the best and most effective way to contact me. I check it frequently, so email me whenever you have questions or concerns. I also strongly encourage you to talk to me during office hours, before or after class, or make an appointment with me if you have any questions, comments, or other issues.

In my experience, students who stop by to talk, email, or communicate frequently, attend class regularly, participate in the classroom discussion, and complete the assigned readings, and all assignments tend to be more successful in the class. Similarly, I will email you regularly with reminders, instructions, and late breaking information. Last, if I ever cancel class, Canvas is how you will know it, so please check messages daily.

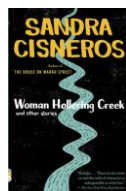
**COURSE REQUIREMENTS**

Assigned books and course materials (available at University Coop Bookstore or the bookstore of your choice) to purchase or rent:

Required:



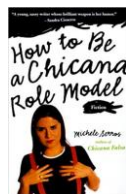
Anzaldúa, Gloria.  
*Borderlands/La Frontera: The New Mestiza*. 25th Anniversary ed. San Francisco: Aunt Lute Books, 2012.



Cisneros, Sandra. *Woman Hollering Creek and Other Stories*. Reprint. New York: Vintage Books, 2002.



Grise, Virginia. *Your Healing Is Killing Me*. Pittsburgh: Plays Inverse Press, 2017.



Serros, Michele M. *How to Be a Chicana Role Model*. Oxnard, Calif: Triple M Press, 2011.

Additional articles and chapter excerpts will be made available on CANVAS or via an online link. Readings and handouts distributed in class and/or via Canvas during the course of the semester will become also part of your required readings.

**COURSE REQUIREMENTS**

*Attendance:* Attendance is required and repeated absences will be noted by detrimentally impacting your participation grade. When missing class, you must provide a valid reason for your absence with appropriate documentation. This policy does not include absences due to university-related activities (sports, conferences), or to serious medical issues (severe illness) or death in the immediate family, which are excused and not deducted (with documentation). **Three (3) or more** unexcused or “no contact” absences will result in **the overall grade reduction of full letter grade (10%)**.

*Class Participation:* **Come prepared and on time to class. This includes that you bring the appropriate reading(s) and course materials, and complete the assigned reading.** Make sure when you read, you read actively. Consider questions such as the following while you read, which may also help with your regular journaling assignment: What is the argument or purpose of this work or chapter? What kind of issue(s) are the authors addressing? Why is this reading significant? How can I highlight a significant point(s) in the class discussion through a specific example(s)? What questions or issues does the reading cause me to reflect about in my own understanding?

*Assignments will include:*

Attendance and Participation: Be ready to attend, discuss, and engage in class actively. This is explained more fully under “Attendance” and “Class Participation,” in the syllabus (see above).

Reading Journal: You also will be responsible for maintaining a reading journal throughout the semester that you will create and keep up on Canvas. This will be a place to reflect on select assigned reading for that class/week day and offer your thoughts for class colleagues to consider as well. The purpose of the journal is to cultivate a practice of active, critical, and evaluative reading, which ultimately will be beneficial in your development as a researcher and writer.

Letter to a Chicana Feminista: In a 1-2-page letter, you will express your thoughts on the path she has created, the value of her work, and how we will build on her legacy.

Critical Essay: Through a prompt provided by the instructor, you will write 4-6-page critical essay where you will engage in a close reading of select readings thus far to explore relevant themes and other significant topics.

Co-curricular Event Reflection: Throughout the semester, you will have the opportunity to attend one UT (or outside) lecture, event, or film to be determined as the semester progresses. It must intersect with the class description and you must provide a brief synopsis of the event and, most importantly, an explanation of the connection between the event and our discussions in this class.

Group Presentation: You will organize, collaborate, and deliver a group presentation covering one of the selected present-day or contemporary U.S. social justice themes inspired by the texts at the end of the semester. I organize the groups but do my best to place you in your preferred group. Still, I may arbitrarily assign you to a group.

Final Project: In this final project, you will have several options: 1) You may conduct an oral history and write a critical account of a local or homegrown Chicana feminista, thinker, writer, community leader, or activist; 2) You will write a handbook to being a role model inspired by Michelle Serros’s work; OR 3) You will write your own manifesto/a modeled after Virginia Grise’s text.

The grade distribution for each requirement/assignment will be as follows and none are negotiable:

- Attendance and Participation 15%
- Reading Journal 10%
- Letter to a Chicana Feminista 5%
- Critical Essay 20%
- Co-curricular Event Reflection 5%
- Group Presentation 20%
- Final Project 25%

*Class Expectations: Learning Principle:* This course uses the principle of collaborative learning or seminar format. In other words, I believe the classroom is a place of mutual respect and shared learning. In addition, it is a place where everyone's informed or well-thought comments will be valued. This means we are here to learn from each other. I expect you to participate by listening, making comments, responding to your classmates, and asking questions. In turn, I will facilitate, direct, summarize, and clarify the discussion. Participation means more than just coming to class and hoping that you can get the answers from the instructor or the students who talk a lot. Collaborative learning means that it is your responsibility to share your own considered perspective on the assigned reading, assignment, or topic. In turn, the class will be structured to make sure that your views will enhance our understanding of the purpose of each class discussion.

*Common Courtesy:* Overall, you are also expected to conduct yourself appropriately by turning off your cell phones and other electronic devices or safely securing them in a pocket, purse, backpack, or book bag with the ringer/tones turned off. Texting or "secret surfing/chatting" on computers (other devices) in our classroom (Facebook, Twitter, Tumblr, Pinterest, Instagram, Snapchat, WhatsApp, Hulu, Netflix, etc.) is also not allowed. While these may seem like minor infractions, they contribute to a disrespectful and unprofessional classroom environment that interferes with the work all of us are trying to accomplish together.

## **COURSE POLICIES**

*Statement on Learning Success:* Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT Austin. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

*Grading:* The final course grade will be assigned based on the completion of the course requirements within the semester and will adhere the following grading scale:

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

*Assignment Guidelines and Late Work:* I will distribute detailed guidelines as we approach certain assignments such as the essays, final project, and presentation. All assigned work is due on the due date, and is submitted via Canvas.

Please do not count on uploading/submitting your assignments via Canvas right before the class meeting time. Inevitably, the computer labs are crowded or servers fail when you are in such a rush, and these are not valid excuses for late assignments.

Late assignments will be penalized one-half grade (5 points) if turned in within 48 hours of the due date, and one full grade (10 points) if turned in within one calendar week of the due date. After that, they will be penalized 15 points everyday. I also reserve the right to grade these papers until the end of the semester.

Late papers will **only be accepted without penalty** if you negotiate an alternative due date with me at least 48 hours prior to the due date and turn in the paper within a week of the original deadline. Likewise, it is up to my discretion to decide which circumstances constitute the need for an alternative due date. Otherwise, late papers will be penalized according to the aforementioned guidelines.

*Student Rights & Responsibilities:*

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

*Personal Pronoun Preference:* Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## UNIVERSITY POLICIES

*Academic Integrity:* Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### *Religious Holy Days*

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

*Q Drop Policy:* If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

*University Resources for Students: Services for Students with Disabilities:* This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

*Counseling and Mental Health Center:* Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

*The Sanger Learning Center:* Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other resources include:

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

*Important Safety Information:* If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting: Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#)

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator.

**I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

Emergency Evacuation: The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> state:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)



## COURSE SCHEDULE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

**Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

<i>Date</i>	<i>Topics/Items Due</i>
<b>WEEK ONE: LA CHICANA GENEALOGIES</b>	
Wednesday, 29 August	Introductions and Course Syllabus
Friday, 31 August	<ul style="list-style-type: none"> <li>• Reading: Gloria Anzaldúa, “Speaking in Tongues” in <i>This Bridge Called My Back</i>, 165-174 (Canvas)</li> <li>• “The Combahee River Collective: A Black Feminist Statement,” in <i>This Bridge Called My Back</i>, pp. 210-218 (Canvas)</li> </ul>
<b>WEEK TWO: LA CHICANA GENEALOGIES</b>	
Monday, 3 September	Labor Day: No Classes
Wednesday, 5 September	<ul style="list-style-type: none"> <li>• Reading: Chela Sandoval, “U.S. Third World Feminism: The Theory and Method of Oppositional Consciousness in the Postmodern World” <i>Genders</i> 10 (Spring 1991), 1-24 (Canvas)</li> <li>• Cherrie Moraga, “Still Loving in the (Still) War Years/2009: on Keeping Queer Queer,” in <i>A Xicana Codex of Changing Consciousness Writings, 2000–2010</i>, pp. 175-191 (Canvas)</li> </ul>
Friday, 7 September	<ul style="list-style-type: none"> <li>• Reading: Ana Castillo, “Introduction” in <i>Massacre of the Dreamers: Essays on Xicanisma</i>, pp. 1-16 (Canvas)</li> </ul> <p><u>Reading Journal Due</u></p>
<b>WEEK THREE: VISIONS OF FEMINISMOS</b>	
Monday, 10 September	<ul style="list-style-type: none"> <li>• Reading: Maylei Blackwell, Chapter 2: “Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Campus Organizing” in <i>¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement</i>, pp. 43-90 (Canvas)</li> </ul>
Wednesday, 12 September	<ul style="list-style-type: none"> <li>• Reading: Castillo, Chapter 1: “A Countryless Woman: The Early Feminista,” in <i>Massacre of the Dreamers: Essays on Xicanisma</i>, pp. 17-37 (Canvas)</li> </ul>
Friday, 14 September	<ul style="list-style-type: none"> <li>• Reading: Martha Cotera, Chapter 8: “Our Feminist Heritage”</li> <li>• Elizabeth Martinez, Chapter 18: “Viva La Chicana and All Brave Women of La Causa”</li> <li>• Anna Nieto Gomez, Chapter 21: “La Feminista”</li> <li>• Beatriz Pesquera and Denise Segura, Chapter 81: “There is no Going Back: Chicanas and Feminism”</li> <li>• All articles in <i>Chicana Feminist Thought: The Basic Historical Writings</i> (Canvas): <a href="https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/detail.action?docID=1679194#">https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/detail.action?docID=1679194#</a></li> </ul> <p><u>Reading Journal Due</u></p>
<b>WEEK FOUR: BURDENS OF MENTORSHIP</b>	
Monday, 17 September	<ul style="list-style-type: none"> <li>• Reading: Serros, <i>How to Be a Chicana Role Model</i>, Role Model Rules 1-2</li> </ul> <p><u>Letter to a Chicana Feminista Due</u></p>



Wednesday, 19 September	• Reading: Serros, <i>How to Be a Chicana Role Model</i> , Role Model Rules 3-4
Friday, 21 September	• Reading: Serros, <i>How to Be a Chicana Role Model</i> , Role Model Rules 6-7 <u>Reading Journal Due</u>
<b>WEEK FIVE: BURDENS OF MENTORSHIP</b>	
Monday, 24 September	• Reading: Serros, <i>How to Be a Chicana Role Model</i> , Role Model Rules 8-9
Wednesday, 26 September	• Reading: Serros, <i>How to Be a Chicana Role Model</i> , Role Model Rules 10-11
Friday, 28 September	• Reading: Serros, <i>How to Be a Chicana Role Model</i> , Role Model Rules 12-13 <u>Reading Journal Due</u>
<b>WEEK SIX: PLURALITIES WITHIN NARRATIVES OF (ME)XICANAS</b>	
Monday, 1 October	• Reading: Cisneros, <i>Woman Hollering Creek and Other Stories</i> Limited sample available here: <a href="https://samples.overdrive.com/woman-hollering-creek?epub-sample.overdrive.com">https://samples.overdrive.com/woman-hollering-creek?epub-sample.overdrive.com</a>
Wednesday, 3 October	• Reading: Cisneros, <i>Woman Hollering Creek and Other Stories</i>
Friday, 5 October	• Reading: Cisneros, <i>Woman Hollering Creek and Other Stories</i> <u>Reading Journal Due</u>
<b>WEEK SEVEN: PLURALITIES WITHIN NARRATIVES OF (ME)XICANAS</b>	
Monday, 8 October	• Reading: Cisneros, <i>Woman Hollering Creek and Other Stories</i>
Wednesday, 10 October	• Reading: Cisneros, <i>Woman Hollering Creek and Other Stories</i>
Friday, 12 October	• Reading: Cisneros, <i>Woman Hollering Creek and Other Stories</i> <u>Reading Journal Due</u>
<b>WEEK EIGHT: QUEERING RE-VISIONS OF AZTLÁN</b>	
Monday, 15 October	• Reading: Anzaldúa, <i>Borderlands/La Frontera</i> , Chapter 1: “The Homeland, Aztlán/El otro México” (Canvas)
Wednesday, 17 October	• Reading: Anzaldúa, <i>Borderlands/La Frontera</i> , Chapter 2: “Movimientos de rebeldía y las culturas que traicionan” (Canvas) <u>Reading Journal Due</u>
Friday, 19 October	Peer Review of Critical Essay
<b>WEEK NINE: QUEERING AND RECUPERATING THE BORDERLANDS AND INDIGENEITY</b>	
Monday, 22 October	• Reading: Anzaldúa, <i>Borderlands/La Frontera</i> , Chapter 3: “Entering into the Serpent” (Canvas)
Wednesday, 24 October	• Reading: <i>Borderlands/La Frontera</i> , Chapter 4: “La herencia de Coatlicue/The Coatlicue State” (Canvas) <u>Reading Journal Due</u>
Friday, 26 October	• Reading: Anzaldúa, <i>Borderlands/La Frontera</i> , Chapter 5: “How to Tame a Wild Tongue” (Canvas) <u>Critical Essay Due</u>
<b>WEEK TEN: QUEERING AND RECUPERATING THE BORDERLANDS AND INDIGENEITY</b>	
Monday, 29 October	• Reading: Anzaldúa, <i>Borderlands/La Frontera</i> , Chapter 6: “Tlilli, Tlapalli/The Path of the Red and Black Ink” (Canvas)
Wednesday, 31 October	• Reading: Anzaldúa, <i>Borderlands/La Frontera</i> , Chapter 7: “La conciencia de la mestiza /Towards a New Consciousness” (Canvas)
Friday, 2 November	Class visit to the GLORIA EVANGELINA ANZALDÚA PAPERS, Benson Latin American Collection, Sid Richardson Hall 1.108 on the first floor. Here is the link to the library map: <a href="http://www.lib.utexas.edu/about/librarymap/benson.html">http://www.lib.utexas.edu/about/librarymap/benson.html</a> . <u>Reading Journal Due</u>
<b>WEEK ELEVEN: DESDE LAS CALLES A LIBERACIÓN</b>	
Monday, 5 November	• Reading: Grise, <i>Your Healing is Killing Me</i>

Wednesday, 7 November	• Reading: Grise, <i>Your Healing is Killing Me</i>
Monday, 9 November	• Reading: Grise, <i>Your Healing is Killing Me</i> <u>Reading Journal Due</u>
<b>WEEK TWELVE: RECLAMATION OF GREAT TURTLE ISLAND IN THE 21ST CENTURY</b>	
Monday, 12 November	Author Visit (to be confirmed)
Wednesday, 14 November	• Reading: <i>St. Lucia</i> (reading to be assigned): <a href="https://stlucia.bigcartel.com/category/zines">https://stlucia.bigcartel.com/category/zines</a>
Friday, 16 November	• Reading: <i>St. Lucia</i> (reading to be assigned) <a href="https://stlucia.bigcartel.com/category/zines">https://stlucia.bigcartel.com/category/zines</a>
<b>WEEK THIRTEEN</b>	
Monday, 19 November	Final Project Check-In
Wednesday, 21 November	Thanksgiving Break: No Classes Meet
Friday, 23 November	Thanksgiving Break: No Classes Meet
<b>WEEK FOURTEEN</b>	
Monday, 26 November	Final Project Workday
Wednesday, 28 November	Final Project Feedback Day
Friday, 30 November	Group Presentations Preparation Day
<b>WEEK FIFTEEN</b>	
Monday, 3 December	Group Presentations
Wednesday, 5 December	Group Presentations
Friday, 7 December	Group Presentations
<b>WEEK SIXTEEN</b>	
Monday, 10 December	Group Presentations

*Final Exam:* \_\_\_\_\_

*Final Project Due*

*Final day for Co-curricular Event Reflection Submission*