

MAS 311 Ethnicity & Gender: La Chicana



Course Overview

The term “Chicana” has its roots in the 1960’s-70’s Civil Rights Era and the Chicano Movement. Beginning in this rich activist heritage and ending in our current political moment, in this class we will deconstruct the term “Chicana,” discovering and celebrating the plurality of meanings and identities that make up the word. We will do this work through a survey of multiple genres—poetry, essay, *testimonio*, and more—and we will have the opportunity to see how Chicanas have interrogated and manipulated different forms in order to best express their hybridized selves.

Instructor

Lexi Pérez Allison

Email

lexi.perez@utexas.edu

Office Hours Location

GWB 2.104B

Office Hours

Friday 2-4

And by appointment

Required Texts

So Far From God, Ana Castillo

House on Mango Street, Sandra Cisneros

Canícula, Norma Cantu

How to Be a Chicana Role Model, Michelle Serros

Extra Course Materials

Course packet with extra readings to be purchased from Jenn’s Copy & Binding, 2200 Guadalupe St.

Additional PDF readings will be provided via Canvas.

All films will be watched together in class.

Helpful Resources

- University Writing Center - <http://uwc.utexas.edu/>
- UT Libraries - <http://www.lib.utexas.edu/>
- University Health Services – <http://healthyhorns.utexas.edu>
- Counseling and Mental Health Centre -- <https://cmhc.utexas.edu/>
- Services for Students with Disabilities -- <http://diversity.utexas.edu/disability/>

Course Schedule

| Date | Topic | Reading |
|------|---|--------------------------------|
| 1/23 | Course Introduction | |
| 1/25 | "I Am Joaquin," Readings from the Chicano Youth Liberation Conference | Course Packet and on Canvas |
| 1/28 | Intro to Chicana Feminism | Course Packet and on Canvas |
| 1/30 | El Testimonio de Gloria Arellanes | Course Packet |
| 2/1 | Chicana Feminist Art Part 1 | Pages 18-55 in Course Packet |
| 2/4 | <i>La Emplumada</i> | Pages 106-108 in Course Packet |
| 2/6 | <i>La Emplumada</i> | Pages 109-113 in Course Packet |
| 2/8 | <i>La Emplumada</i> | Pages 114-118 in Course Packet |
| 2/11 | Writing Workshop Day | |
| 2/13 | Introduction to Sandra Cisneros (Paper 1 Due) | Pages 118-131 in Course Packet |
| 2/15 | <i>The House on Mango Street</i> | Pages 1-38 |
| 2/18 | <i>The House on Mango Street</i> | Pages 39-69 |
| 2/20 | <i>The House on Mango Street</i> | Pages 70-110 |
| 2/22 | Individual Conferences (NO CLASS) | |
| 2/25 | Selections from Sandra Cisneros | Pages 132-146 in Course Packet |

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| 2/27 | Introduction to Gloria Anzaldúa & Third Wave Feminism/Third World Feminisms | Course Packet |
| 3/1 | <i>Borderlands</i> | Pages 147-165 in Course Packet |
| 3/4 | <i>Borderlands</i> | Pages 166-181 in Course Packet |
| 3/6 | <i>Borderlands</i> | Pages 182-191 in Course Packet |
| 3/8 | Trip to the Benson | |
| 3/11 | Midterm Review | |
| 3/13 | Midterm in Class | |
| 3/15 | NO CLASS | |
| 3/18-3/22 | Spring Break | |
| 3/25 | <i>So Far From God</i> | Chapters 1-5 |
| 3/27 | <i>So Far From God</i> | Chapters 6-11 |
| 3/29 | <i>So Far From God</i> | Chapters 12-16 |
| 4/1 | <i>Canícula</i> | Las Piscas - Blue Stroller |
| 4/3 | <i>Canícula</i> | Lola's Wedding - Fridays |
| 4/5 | <i>Canícula</i> | Nun's Habit - Martin High |
| 4/8 | Introduction to Chica Lit | Pages 192-204 in Course Packet |
| 4/10 | <i>How to Be a Chicana Role Model</i> | Pages 1-72 |

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| 4/12 | <i>How to Be a Chicana Role Model</i> | Pages 73-143 |
| 4/15 | <i>How to Be a Chicana Role Model</i> | Pages 144-222 |
| 4/17 | Writing Workshop Day | |
| 4/19 | Food & Drink | PDFS to be provided via Canvas |
| 4/22 | Pachuca/Chola Culture | Pages 246-263 in Course Packet, and (1) PDF on Canvas |
| 4/24 | Chicana Feminist Art Part 2 (Paper 2 Due) | Pages 246-263 in Course Packet, and (1) PDF on Canvas |
| 4/26 | Individual Conferences (NO CLASS) | Pages 205-245 in Course Packet |
| 4/29 | <i>Selena</i> Film Viewing | |
| 5/1 | <i>Selena</i> Film Viewing | |
| 5/3 | <i>Selena</i> Film Viewing | |
| 5/6 | <i>Selena</i> Film Discussion | Pages 264-279 in Course Packet |
| 5/8 | <i>Selena Film Discussion</i> | Pages 280-292 in Course Packet |
| 5/10 | Exam Review and Reflections | |

****Final exam to be completed via Canvas and due 12/12****

Grade Breakdown

- Participation: 10%
- Reading Responses: 10%
- Essay 1: 15%
- Midterm: 15%
- Essay 2: 20%
- Final: 30%

Major Assignments

Essays (35%): Each student will write two critical essays that respond to any of the course readings completed up to that point. We will workshop essay drafts in class, and each student will have an individual conference with me to discuss the grade and potential revisions. Essays will be turned in both via Canvas AND as a hard copy turned in at the end of class on the submission date. Essays will not be considered turn in until both an electronic and hard copy have been received.

Midterm (15%): Each student will take a midterm in class on the date recorded in the schedule. This midterm will be conducted via Canvas, and students will need to bring an electronic device to complete the exam. The exam will be comprised of key terms, short answer, and a short essay response to one of three given prompts.

Final (30%): Each student will take a final exam via Canvas, to be completed on their own time and submitted on the date recorded in the schedule. The final will be comprised of three short essay responses to five given prompts. The student will have the option to choose which prompts they answer.

Minor Assignments

Participation (10%): Each student will receive a participation grade based on a variety of factors. These include speaking in class, performing small group activities in class, pop quizzes, and attendance. I understand that speaking in class might be difficult for some, and participation should consider more than just class discussion. Therefore, emailing me with specific questions or comments about the day's lecture and visiting me in office hours will also count toward participation.

Reading Responses (10%): Each student will need to complete 10 reading responses over the course of the semester. These write-ups need to be 1-2 pages long, double-spaced. Students can choose whichever texts they prefer to write about. Reading responses will be turned in as a **hard copy** at the beginning or end of class. These writings should be thoughtful considerations, critiques, or reflections surrounding the text. These are **not** summaries, and failing to follow these instructions will affect the grade received.

Class Policies

Accessibility: Your success in this class is important to me. 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'll develop strategies to meet both your needs and course requirements. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 1-866-329-3986 (video phone) as

soon as possible to request an official letter outlining authorized accommodations. More information is available on the Services for Students with Disabilities website at <http://www.utexas.edu/diversity/ddce/ssd>

Behavior: Be respectful of your colleagues. There is zero tolerance for slurs or derogatory language. In general, don't discriminate based on race, gender presentation, marital status, religion, disability, age, or sexual orientation. Everyone in our class has the right to be addressed in accordance with their personal identity. Everyone has the right to be addressed and treated in way that respects her/his self as an individual. Please let me know what I can do to make sure you feel respected in my classroom environment and able to engage with the material and with others. If you find a reading or assignment triggering in any way, or suspect that you will be triggered, please contact me as soon as possible. I am happy to speak with you about the content of the material in advance and/or provide you with an alternative assignment. If you are troubled by or feel unsafe in any class discussion, please speak with me as soon as possible so that we can work to resolve the immediate problem and prevent future issues.

Discussion: It is never okay to laugh at, belittle, or harass a colleague because of their opinion or point of view. Always think about how your comments will support our learning as a group. But safe doesn't mean operating in an environment where beliefs and ideas go unchallenged. Challenging colleagues to explain their arguments in a thoughtful manner is key to creating an engaging learning community.

- Make a commitment to understand unfamiliar positions from the context or point of view of your peers.
- Speak for yourself rather than for a group (use your "I" statements).
- Be present – really listening to your colleagues will dramatically improve your in-class experience and prevent most misunderstandings.
- Take risks in speaking honestly; this will help the learning of the group.

Late Work: If you believe your assignment will not be submitted on time, please send me an email explaining your situation. Once an assignment is 24 hours late without notice, I will automatically begin deducting one half-letter grade per day until it is received.

Attendance: Students are required to come to class. This is a class centered upon small group reading and discussion, and your presence is essential to the integrity of the course. Each student is allowed 5 absences (there is no designation between unexcused and excused absences). I will send an absence/failing report upon the 3rd absence. Once a student reaches 6 absences, they will not receive credit for the course.

Tardiness: If you have a schedule conflict (class, appointment, emergency) that will prevent your arriving to class on time, please send me an email explaining your situation. Three extreme cases of tardiness (more than 15 minutes) will equal one recorded absence. If you have a class before mine that is particularly far, please speak with me so I can be aware and we can come up with an arrangement.

Technology: Although I strongly encourage taking handwritten notes and reading assigned articles in hard copy, laptops and tablets are allowed for the purposes of viewing course materials and for taking notes. Cell phones should be silenced and should not be used during class. If your use of technology becomes distracting to yourself or others, I will ask you to put it away. If the problem continues, I may count you absent for the class period.

Email: Email is the best means of communication for me. While I generally check my email on a regular basis, my inbox can become quite full with this number of students. I can guarantee a reply within 24 hours, but if you are looking for an immediate response, it might be in your best interest to come to office hours.

Office Hours: Please come to office hours! I consider it a joy to talk one-on-one with my students. Office hours are a great place to ask questions, receive guidance, workshop an essay, or discuss a grade. Furthermore, coming to office hours helps your participation grade. If my office hours conflict with your schedule, please email me to set up an appointment. Always feel free to drop-in, but if you have an important matter to discuss, it might be best to email me beforehand. If my office hours become especially busy, I prioritize students with appointments.

Food and Drink: I am more than fine with students bringing a drink or snack to class. Please do not let it become a distraction, and remember to throw away all trash before you leave the room.

Finally—I truly am here to help each one of you learn and enjoy critical reading, writing, and the beauty and richness of Chicana literature and culture. My goal is for this course to be both a fun and rewarding experience. If you have any problems or concerns regarding this class, please do not hesitate to contact me or visit me in office hours. I am more than willing to help you out, and I look forward to getting to know each of you!