

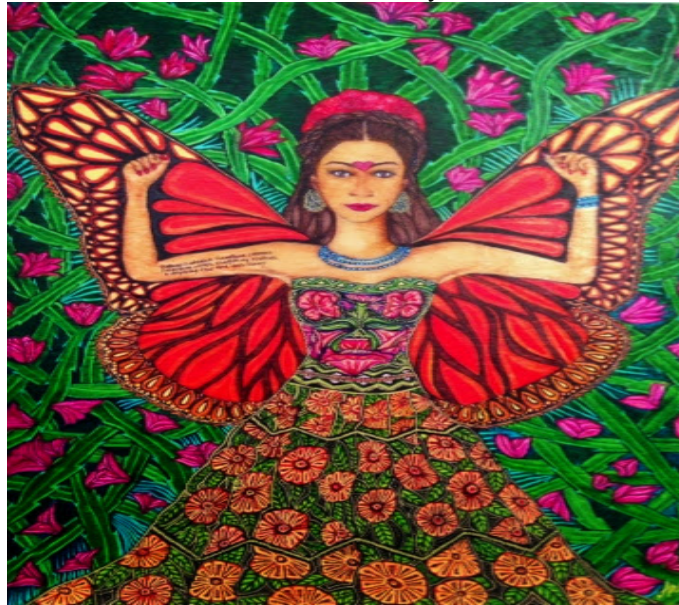
Professor Glenda M. Flores
Office Hours: XXXXX
Room: SST 371

gmflores@uci.edu
Phone: 949-824-4664

ChcLat 159
Gender and Ethnicity: Chicana/Latinas in the U.S.
Fall 2018

Course Website:XXXX
Password: multiracialfeminism

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COURSE DESCRIPTION

This course examines the heterogeneity of the Chicana/Latina experience in the United States. A major focus of this course is understanding the obstacles Latinas face and how these obstacles might be overcome. Topics to be discussed include: immigration, gendered expectations and rearrangements, sexualities, dating preferences, work dynamics, and representations in the media to name a few. Throughout the course, we will consider the various ways that relations of race/ethnicity, gender, immigrant status, citizenship, class, and sexuality affect Chicanas/Latinas access to opportunity and equality. We will learn various feminist theories and create new knowledge through the art of *testimonios*—which allows for various forms of expression. Students are encouraged to create new knowledge through class discussions and participation, critical thinking and analysis. Class lectures, discussions, and assignments are geared towards helping students develop a critical understanding of the primary issues related to the experiences of Chicanas/Latinas living in the U.S.

This course primarily focuses on Chicana/Latinas currently living in the U.S. that were either born here or migrated from another country. Our readings and discussion will allow us to make comparisons by nationality, generation, and citizenship across and within Latinas/os in the U.S. including those of Mexican, Central American, South American and Caribbean origins.

REQUIRED TEXTS:

1. Mata, Irene. 2014. *Domestic Disturbances: Re-Imagining Narratives of Gender, Labor, and Immigration*. University of Texas Press.
2. Readings posted online to the course website (These are marked with an *)

COURSE REQUIREMENTS and EVALUATION OF PROJECTS

1. CLASS PARTICIPATION and ATTENDANCE (10%)

The sharing of people's ideas and experiences are part of the process that builds critical thinking skills. Hence, class participation is required. Classes will start with a short lecture by the professor. The readings and the lecture are meant to help you develop your own ideas and critical thinking skills and not merely to regurgitate what they say. Thus, participation includes actively contributing to class discussions, coming up with alternative interpretations, making connections to other readings and listening attentively. You are expected to come with the readings completed and prepared to discuss. Verification is required for an excused absence. Students may have up to two unexcused absences throughout the course of the quarter without penalty.

Do not overlook the importance of participation and attendance in calculating your grade. This grade is based on the number of class meetings you attend and will increase or decrease depending on your active participation or behavior in class. Things that will bring down your grade are disruptive behavior; disrespect towards your professor, TA's, or peers; comments that reveal a lack of preparation, sleeping in class; excessive tardiness, excessive absences, web surfing, and texting. Excessive absences and constant disruptive behavior will result in a failing class participation grade. Do not assume that you will receive full participation and credit merely for showing up to class. You must also thoughtfully participate in class discussions.

2. REACTION PAPERS and LEAD CLASS DISCUSSION (2 at 20% each)

To assist us with our discussions and to stimulate your critical thinking skills before discussion, students will submit **two** 2-3 page typed reflection papers throughout the course of the quarter. These papers should be written after completing all of the week's readings and are designed to give you a space to critically engage and respond to the readings. Regardless of the amount of material that you reflect on in these papers (from one to all of the week's readings), you should illustrate the larger framework or issues that connect the readings. For these short papers, you might ask yourself what have you learned from the week's readings—what engaged you, amazed you, enraged you, or confused you. You must develop at least three questions so you can lead discussion and so we can discuss them as a class. Papers will be due at the beginning of class on the day you present and will be evaluated on their insight and engagement with course material. Students can choose which **two** weeks they will submit their response papers.

3. MIDTERM EXAM (25%)

The midterm will consist of multiple choice, short answer and essay questions. The exam will draw from readings, class lectures, guest lectures, or any film or video clips shown in class. If you will miss a class, please make sure to obtain notes from a classmate.

4. LATINA/X FEMINIST TESTIMONIO FINAL PROJECT (25%)

In its pioneering Latin American and Caribbean form, *testimonio* was created by a will to effect political change through consciousness-raising by the Latina Feminist Group. This project requires that you write your own Latina/x autobiography as the object of your study. To highlight your individual experiences of the political in the personal, you will model your narrative in the form of a *testimonio*. The end result will be a collection of vivid first-person narratives and short stories, poignantly candid family snapshots, poems, and dialogues. We will create an inclusive space for you to share your *testimonio* with your colleagues during Week 10. More details will be handed out throughout the quarter.

5. GRADING

All of the materials outlined in this syllabus are required. Students are expected to use all of the information available to make points, arguments and critical assessments in your assignments and course discussions.

Grading will be as follows:

Class Participation	10%
Two Reaction Papers (2-3 pages)	40%
Midterm Exam	25%
<i>Testimonio</i> Final Project	25%
	<u>100%</u>

RUBRIC

100%-97%=A+	89%-87%=B+	79%-77%=C+	69%-67%=D+
96%-93%=A	86%-83%=B	76%-73%=C	66%-63%=D
92%-90%=A-	82%-81%=B-	72%-70%=C-	62%-60%=D-

CLASS POLICIES

As with any class, students should behave in a professional and respectful manner. Below are the class policies.

1. Arrive on time.
2. Cell phones should be turned completely off. If you use a computer, it should be used to take course notes only. In other words, Facebooking, tweeting, gchatting, and email checking are not allowed. Repeated incidents of Facebooking or email will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor.
3. Talking with other students during class and other disruptive behavior will not be tolerated—it is disrespectful to your classmates and the Professor, and detracts from our goal of mastering the course material.
4. Respect others' opinions and comments. The Professor will work to make sure that all students enjoy a distraction-free, civil and supportive environment in which to learn and express ideas—this means listening to others' ideas and addressing them respectfully.

ACADEMIC INTEGRITY

Academic honesty is fundamental to the activities and principles of a university and this class. The professor is required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism and collusion (working secretly in groups). Students who submit work that is not

entirely their own will be subject to the University's academic dishonesty policies. The guide for avoiding plagiarism can be found here: <http://www.editor.uci.edu/11-12/appx/appx.2.htm>. Please read the guide so that you are aware of what counts as academic honesty and plagiarism, and or/ask your TA or the Professor for clarification.

COMMUNICATION

It is the student's responsibility to frequently check their e-mail and the class website for any class communications. Please put "ChcLat 159" in the subject line of e-mail messages. Do not contact your TA or the Professor with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during your sections or office hours. We will not answer substantive questions via e-mail. Keep in mind that your Professor and TA are quite busy and probably cannot check e-mail as often as you may. Absolutely no assignments will be accepted via e-mail. We will be using the course website to post announcements, most handouts and course articles, so check this site periodically.

PAPER UPLOAD

You must upload your *testimonio* on canvas, which will generate an originality report to guard against plagiarism. A hard copy should also be to Debbie Michel (SST 385) before the due date and time; alternatively, you may bring a hard copy of the assignment to class on the due date. Both of these conditions must be met in order to receive a grade. Assignments that arrive late will not be graded. All papers must be uploaded and submitted by **4:00 p.m.** on their due date.

Extra credit opportunities may arise at times; note that special individual opportunities for extra credit violate university policy and will not be considered. Finally, grades are earned, they are not given. *Nitpicking over points is discouraged, as it reveals a commitment to a grade rather than to learning.*

****Any special learning needs should be brought to our attention as soon as possible****

Note: This syllabus may be slightly modified throughout the course of the quarter.

SCHEDULE OF READINGS

Week 1: Overview of Course and Theoretical Foundations

Oct. 3, 5

(10/3)

Introduction to the Course

*"Introduction. *Papelitos Guardados: Theorizing Latinidades Through Testimonio*" Pp. 1-24 in *Telling to Live: Latina Feminist Testimonios* edited by The Latina Feminist Group. Duke University Press.

(10/5)

*Baca Zinn, Maxine; Thornton-Dill, Bonnie. 1996. "Theorizing Difference from Multiracial Feminism," *Feminist Studies* 22 (2): 321-331.

*Mohanty, Chandra Talpalde. 2003. "Under Western Eyes" Revisited. Feminist Solidarity Through an Anticapitalist Struggles" *Signs* 28: 499-535.

Weekly Topic(s): What is multiracial feminism and how can we use it to understand Chicana/Latinas living in the US? How are *testimonios* used as a methodological tool to capture Latina feminisms?

Week 2: Standpoint Theory, Mestiza Double Consciousness, and Internal Diversity

Oct. 10, 12

(10/10)

*Falcón, Sylvanna. 2008. "Mestiza Double Consciousness: The Voices of Afro-Peruvian Women on Gendered Racism." *Gender & Society* 22: 660-680.

*Collins, Patricia Hill. 2000. *Black Feminist Thought* (preface)

(10/12)

*Zavella, Patricia. 1997. "Reflections on Diversity Among Chicanas." In *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.*, edited by Mary Romero, Pierrette Hondagneu-Sotelo, and Vilma Ortiz, 187-194. New York: Routledge.

*Hiller, Patrick, J.P. Linstroth, and Paloma Ayala Vela. 2009. "I am Maya, not Guatemalan, nor Hispanic"-The Belongingness of Mayas in South Florida. *Forum: Qualitative Social Research* 10:

Weekly Topic(s): Think about the heterogeneity of the Latina experience. What different sets of circumstances might distinguish the experiences of Chicana/Latinas living in the U.S.?

Week 3: Chicana/o Movement and Language

Oct. 17, 19

(10/17)

*Garcia, Alma. 1989. "The Development of Chicana Feminist Discourse, 1970-1980." *Gender and Society* 3: 217-238.

*Moraga, Cherríe. 1995. "Art in American con Acento" Pp. 210-220 in *Latina: Women's Voices from the Borderlands* edited by Lillian Castillo-Speed. Simon and Schuster

(10/19)

*De Casanova, Erynn Masi. 2007. "Spanish Language and Latino Ethnicity in Children's Television Programs. *Latino Studies* 5: 455-477.

*Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Spinsters/Aunt Lute. (Chapter 5)

Weekly Topic(s): What was the purpose of the Chicano Movement? What role did women play? What are some reasons that Chicana/Latinas mobilize? What do they mobilize for? What is the role of community?

Week 4: Elastic Definitions of Motherhood

Oct. 24, 26

*Hondagneu-Sotelo, Pierrette and Ernestine Avila. 1997. "I'm Here But I'm There: The Meanings of Latina Transnational Motherhood." *Gender and Society* 11: 548-71.

(10/26)

*Pardo, Mary. 2005. "Mexican American Women, Grassroots Community Activists: "Mothers of East Los Angeles." In *Gender Through the Prism of Difference* Edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael A. Messner.

Weekly Topic(s): How does immigration to the U.S. alter definitions of motherhood? How do mothers demonstrate their activism?

Week 5: Gendered Expectations and Family Dynamics

Oct. 31, Nov. 2

*Hondagneu-Sotelo, Pierrette. 1992. "Overcoming Patriarchal Constraints: The Reconstruction of Gender Relations Among Mexican Immigrant Women and Men." *Gender and Society* 6: 393-415.

*Pesquera, Beatriz. 1993. "In the Beginning he Wouldn't Lift a Spoon: The Division of Household Labor" Pp. 181-198 in *Building with Our Hands: New Directions in Chicana Studies*, edited by Adela de La Torres and Beatriz M. Pesquera. University of California Press.

(11/2)

*Lopez, Nancy. 2005. "Homegrown: How the Family Does Gender" Pp. 447-464 in *Gender Through the Prism of Difference*. Oxford University Press.

*Cisneros, Sandra. 1995. "Only Daughter" Pp. 156-160 in *Latina: Women's Voices from the Borderlands* edited by Lillian Castillo-Speed. Simon and Schuster.

*Sue, Christie and Telles, Edward. 2007. "Assimilation and Gender in Naming." *American Journal of Sociology* 112 (5): 1383-1415.

Weekly Topic(s): How does immigration alter gender relations between men and women in the U.S.? What are some gendered dynamics within the family?

Week 6: Midterm

Nov. 7, 9

Nov. 7-Midterm

Nov. 9-Film: “The Bronze Screen: 100 Years of the Latino Image in Hollywood”

Week 7: Latinas and Cultural Production

Nov. 14, 16

(11/14)

Domestic Disturbances (Chapters 1-2)

(11/16)

Domestic Disturbances (Chapters 3-4)

Weekly Topic(s): How are Chicanas/Latinas portrayed in the media? How has U.S. marketing represented Chicanas/Latinas? How do cultural productions engage in discussions around immigrant and labor?

Week 8: Latina Elderly

Nov. 21, 23

(11/21)

*Facio, Elisa. 1993. “Gender and the Life Course: A Case Study of the Chicana Elderly” Pp. 217-231 in *Building with Our Hands: New Directions in Chicana Studies*, edited by Adela de La Torres and Beatriz M. Pesquera. University of California Press.

*Viramontes, Helena Maria. 1985. *The Moths: And Other Stories*. (Pp. 27-32)

*De Filippis, Daisy Coco. “The House That Mamá Biela Built” Pp. 90-95 in *Telling to Live: Latina Feminist Testimonios* edited by The Latina Feminist Group. Duke University Press.

Weekly Topic(s): Very little research has focused on the Latina elderly. How does the *testimonio* written by Viramontes and De Filippis illustrate what elderly women in the U.S. experience?

(11/23)

No Class. Happy Thanksgiving!

Week 9: Sexualities and Dating

Nov. 28, 30

(11/28)

* Gonzalez-Lopez, Gloria. 2004. “Fathering Latina Sexualities: Mexican Men and the Virginity of Their Daughters.” *Journal of Marriage and Family*, 66: 1118-1130.

*Juarez, Ana Maria and Stella Beatriz Karl. 2003. "What is the Right (White) Way to be Sexual?: Reconceptualizing Latina Sexuality." *Aztlán* 28: 7-37.

*Trujillo, Carla. 1997. "Chicana Lesbians: Fear and Loathing in the Chicano Community Pp. 281-286 in *Chicana Feminist Thought: The Basic Historical Writings* edited by Alma M. García. Routledge.

(11/30)

*Muro, Jazmin A. and Lisa M. Martinez. 2017. "Is Love Color-blind?: Racial Blind Spots and Latinas' Romantic Relationships." *Sociology of Race and Ethnicity* 1-14.

*Behar, Ruth. 2001. "El Beso" Pp.196-200 in *Telling to Live: Latina Feminist Testimonios* edited by The Latina Feminist Group. Duke University Press.

Weekly Topic(s): How might parental experience in the home country influence Latinas' sexuality? (urban vs. rural) What sexual identity and dating issues do Latinas encounter in their homes and with their families?

Week 10: Race/Ethnicity, Gender and Class in the Professions

Dec. 4, 5

(12/4)

*Flores, Glenda M. 2011. "Racialized Tokens: Latina Teachers Negotiating, Surviving and Thriving in a White Woman's Profession." *Qualitative Sociology*, 34: 313-335.

*Garcia-Lopez, Gladys and Segura, Denise. 2008. "They Are Testing You All the Time": Negotiating Appropriate Femininities among Chicana Attorneys. *Feminist Studies* 34: 229-258.

(12/5)

Latinx Feminist *Testimonio* Project Due and Presentations

Weekly Topic(s): While much of the research on Latinas focuses on those who work in low wage sectors, this week's readings focus on intersectionalities in the professions.

Have a Great Winter Break!
PLEASE FILL OUT THE COURSE EVALUATION FORM!

