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Office Hours: M, W, F 11-12:30 and by appointment

## LATS 488 (crn 13681)/WSTU 491 (crn 15846): Latina Consciousness

### INTRODUCTION

In the United States, Chicanas have defined Latina feminism through their numeric majority and prolific writings. We begin with an examination of their contributions to the 20<sup>th</sup> century Chicana/o and feminist movements. Because we recognize that survival is often sustained through *testimonios*, we will examine the published *testimonios* of Latinas. The course culminates with creating a collection of *testimonios* with Latinas whom we know. The course is designed as a seminar which means that the students are responsible for substantive, meaningful discussions.

Pre-requisites: ENGL 110 and either LATS 201 or WSTU 201.

### LEARNING OBJECTIVES

By course end, the student will be able to:

- compare and evaluate the contributions of Gloria Anzaldúa and Cherríe Moraga to feminist scholarship and praxis [assessments: 1, 2]
- describe Chicana contributions to the Chicano social movement [assessments: 1, 2]
- explain the cultural, social and political processes that have obscured Latina contributions [assessments: 1, 2]
- evaluate the changes and consistencies in Chicana feminism over time [assessments: 1, 2]
- explain the meaning and relevance of Latina consciousness [assessments: 1, 3]
- evaluate the Latina consciousness performance and writings for “missing voices and perspectives” [assessments: 1, 3]
- compare Latina *testimonios* for patterns in the narratives of survival [assessments: 1, 3, 4]
- represent Latina experiences authentically through oral histories [assessments: 4, 5]
- communicate clearly in writing and through oral presentations [assessments: 1, 5]
- facilitate four discussions among peers [assessment #1]

### SHARED RESPONSIBILITIES

In the seminar, I view my role as a facilitator and a guide. I will come prepared to provide some structure to the class, but you are responsible for the majority of the learning and teaching that takes place in the classroom. I will direct you to resources that help you fulfill your tasks. I will provide you with opportunities to meet outside of class to consult with me and I will ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences. I will also evaluate your progress, and return your work in a timely manner. In this setting, it is your responsibility to come prepared to class, ask each other (and me) questions, participate in class discussions, think analytically, apply the concepts you will learn in class, be respectful of me and others, and finish your assignments on

time. The success of this class does not rest on my shoulders-- it rests on yours. I merely provide the structure, the assignments, and the grades. You will make the material come alive and you will educate the members of the class. More than any other class, if either of us fails to live up to these expectations, this interaction will break down and learning may not occur. To maximize your learning, I expect that you will have the reading completed before class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. You should expect the same from me. Moreover, I encourage you to speak with me if you are particularly pleased or dissatisfied with the class.

#### REQUIRED TEXTS

Anzaldúa, Gloria. 2011. *Borderlands/La Frontera: The New Mestiza*, 4th edition. San Francisco: Aunt Lute Books. [an earlier version is on physical reserve]

Blackwell, Maylei. 2011. *Chicana Power! Contested Histories of Feminism in the Chicano Movement*. Austin: University of Texas Press. [a copy is on physical reserve]

De Leon, Jennifer, ed. 2014. *Wise Latinas: Writers on Higher Education*. Lincoln: University of Nebraska Press.

Moraga, Cherríe. 2011. *A Xicana Codex of Changing Consciousness: Writings 2000-2010*. Durham: Duke University Press. [a copy is on physical reserve]

#### Additional Required Readings the course reserve page with the library:

Griest, Stephanie Elizondo. 2011. "Latina Enough," Pp. 15-20 in *The Other Latin@: Writing Against a Singular Identity*, edited by B. Falconer and L. Lopez. Tucson: University of Arizona Press.

Moraga, Cherríe. 1983. "La Güera," p. 27-34 in *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa. New York: Kitchen Table Press.

Moschokovich, Judit. 1983. "'—But I Know You, American Woman'" p. 79-84 in *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa. New York: Kitchen Table Press.

Oral History Step-by-Step [http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://dohistory.org/on_your_own/toolkit/oralHistory.html)

Vázquez, Adela. 2015. "Finding a Home in Transgender Activism in San Francisco" pp. 212-220 in *Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism*, edited by U. Quesada, L. Gomez, and S. Vidal-Ortiz. Austin: University of Texas Press.

Equipment reservation through the Special Collections department of the McNairy Library:

<http://blogs.millersville.edu/archivesandspecialcollections/oral-history/896-2/>

#### Other Excellent Resources:

This is a great resource compiled for our class by Professor Michele Santamaria:

<http://library.millersville.edu/LatinaStudiesSeminar>

## REQUIRED ASSIGNMENTS

All assignments are required. Papers must be uploaded to D2L's assignments folder by 11:30 pm ET on the due date. The only acceptable file formats are Microsoft Word (\*.docx) and Adobe pdf. **Questions must be posted to the discussion board for the specific topic by the deadline. Responses to two threads per week must be posted by the deadline.** Facilitation summaries may be given to me at the start of class or uploaded prior to class under the discussion board topic for the class session. For one of the papers, you are required to attend a Latina centered cultural event. Relevant Millersville sponsored events will be posted on D2L.

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| 1. In-class discussions/participation (with 2 facilitations)         | 20% |
| 2. Chicana/Latina contributions papers (15% each) = 1,500 words each | 30% |
| 3. Comparative testimonios paper = 2,000 words                       | 20% |
| 4. Oral history with one Latina & verbatim transcript                | 20% |
| 5. Multi-media presentation of the oral history                      | 10% |

**Note: Writing assignments in categories 2 and 3 are revisable as long as they were submitted by the due date (no extensions permitted). You will receive specific feedback on the original submission and have an opportunity to submit the revision through D2L. The original grade and revised paper grade will be averaged.**

## GRADING SCALE

I use the following grading distribution. I round tenths place values  $\leq 0.5$  to the ones place below and tenths place values  $> 0.5$  to the ones place above.

A = (93 - 100)	B = (83 - 86)	C = (73 - 76)	D = (63 - 66)
A- = (90 - 92)	B- = (80 - 82)	C- = (70 - 72)	D- = (60 - 62)
B+ = (87 - 89)	C+ = (77 - 79)	D+ = (67 - 69)	F = (below 60)

## MISCELLANEOUS, BUT IMPORTANT POLICIES

**Attendance:** This course is designed as a seminar which means that you take responsibility for facilitating and participating in intellectual discussions about the material. You cannot attend sporadically and expect to learn from the group or have the respect of others in the class. More than two unexcused absences will reduce your grade by three points for every day absent. Documentation excusing absences is subject to my approval.

**Late Work:** Timely completion of your assignments is imperative. However, emergency and unexpected situations do occur. Therefore, if you notify me in advance of the assignment's due date (not on the day it is due), I will consider your request for an extension. If I grant you an extension, we will sign a contract noting when the work will be submitted. Otherwise, you lose 5 points for every day that the assignment is late. Any work more than one week overdue will be assigned a zero (0). Pay close attention to the deadlines. Posting to the discussion board must be submitted on time. Late postings will receive a zero.

**Inclement Weather or Other Closings Policy:** If the university is closed because of inclement weather or unforeseen circumstances, you are responsible for the material that we would have discussed in class. If in class assignments or handouts were planned, they will be posted on the course D2L page. I still expect

you to submit your assignments to D2L on the day they are due even if the university is closed. If we have inclement weather, but the university is not closed, use your discretion. You are responsible for the content that you miss and for submitting work on the day it is due.

**Note: I do not permit make up assignments. Grade of incomplete are only allowed under extenuating circumstances. Certain criteria determined by the Registrar's office must be met before I will consider any request for an "incomplete" grade.**

Academic Honesty: Please read the "Academic Honesty and Dishonesty at Millersville University" brochure for a detailed explanation of the university's policy. Briefly, if you plagiarize, cheat, or misrepresent yourself or your work, I will assign you a zero (0) at the first offense and submit a written report to the Associate Provost. The second offense will result in an F in the class and being reported to the Associate Provost. Plagiarism includes but is not limited to: copying someone else's work, submitting someone else's work, working with someone else such that the "separate" works appear identical, making minor modifications to someone else's work, or borrowing someone else's ideas. Copying and pasting from the internet or another source without proper credit to the source is plagiarism. Do not do it! See [https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html) for a very easy to understand explanation of plagiarism.

Citing Sources: This really does matter! Please cite sources properly so that you are not accused of plagiarism and so that others can benefit from your sources by being able to find them! Our library has a link to various style guides: <http://guides.library.millersville.edu/citation-style>. Whichever style you choose, do it properly and consistently.

People with Physical or Learning Disabilities: Please speak to me within the first two weeks of class if you require accommodations. Written documentation from the Office of Learning Services is required.

Technology in the Classroom: I recognize that some of you will be reading the discussion questions and translating phrases using a smartphone, laptop, or tablet. I welcome the use of technology when it enhances your learning. However, using technology to check Facebook, send messages or answer calls is unacceptable! If you need to take a call, excuse yourself and take the call outside the classroom. Otherwise, use technology for instructional enhancements only. I reserve the right to take your technology from you if it impedes our learning.

Title IX, Sexual Assault/Violence Mandatory Reporting: Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. sec.1681, *et seq*, and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

I have completed the Green Dot Training, a bystander intervention to reduce power-based personal violence. I believe that we are capable of reducing violence. This means changing the culture of Millersville so that power-based personal violence is not tolerated and every person does something to maintain a safe campus. Let's make that change through our words and actions!

Calculating Final Grades: If you believe that the final grade you receive in this class is incorrect, you must do the following before contacting me. 1- Multiply each assignment by the weight listed on the syllabus. 2- Add those numbers. This is your total grade before absence penalties. 3- Multiply each day you missed class (beyond 2 classes) by 3 and subtract from your total grade. If your calculated grade does not match the equivalent letter grade shown on the syllabus' grading distribution, send me your calculations following this formula and the dates that you believe that you missed class. Remember, it is your responsibility to ensure that I received all notes documenting excused absences by May 1.

**SPRING 2020 TENTATIVE COURSE OUTLINE, REVISED AS OF 3/11/2020**

<b>Date</b>	<b>Assigned Reading &amp; Assignments Due</b>	<b>Facilitator</b>
1/22	Course Overview & Video Clips Anzaldúa "To live in the Borderlands means you" <a href="https://www.youtube.com/watch?v=cC1-2u0aanc">https://www.youtube.com/watch?v=cC1-2u0aanc</a> <a href="https://www.youtube.com/watch?v=r16AGsbHMFc">https://www.youtube.com/watch?v=r16AGsbHMFc</a>	
1/27	Moraga "La Güera", Moschokovich "—But I Know You" and Griest "Latina Enough" (on e-reserve)	
1/29	Anzaldúa Preface, Chapters 1 & 2	
2/3	Anzaldúa, Ch 3-4	
2/5	Anzaldúa, Ch 5-7	
2/10	Anzaldúa, The Wind sections, I-II	
2/12	Anzaldúa, The Wind sections III-IV	
2/17	Anzaldúa, The Wind sections V-VI	
2/19	Moraga, Prólogo, A Xicana Lexicon & A Xicana Dyke Codex of Changing Consciousness	
2/24	Moraga, From Inside the First World & An Irrevocable Promise	
2/26	Moraga, Weapons of the Weak, Cuento Xicano, Indígena as Scribe & The Altar of My Undoing	
3/2	Moraga, South Central Farmers, The Other Face of (Im)migration, Floricanto	
3/4	Moraga, Modern Day Malinches, What's Race Gotta Do With it?	
3/9	Visit to McNairy Library's Special Collections & Read: <a href="http://dohistory.org/on_your_own/toolkit/oralHistory.html">http://dohistory.org/on_your_own/toolkit/oralHistory.html</a>	
3/11	Moraga, This Benighted Nation We Name Home, Still Loving in the (Still) War Years <b>Contributions of Chicanas Paper #1 due by Friday, March 13 at 11:30 pm ET</b>	
	<b>3/16- 3/20 Spring Break</b>	

Date	Assigned Reading & Assignments Due
	<b>Revised Deadlines for COVID-19 transition to online learning</b>
Week of March 30	<p style="text-align: center;">Blackwell Introduction, Chapter 1, 2</p> <p style="text-align: center;">Post Two Questions by Wednesday, April 1 at 11:30 pm ET</p> <p style="text-align: center;">Post Responses to Two Threads by Friday, April 3 at 11:30 pm ET</p> <p style="text-align: center;"><b>Optional Revision of Chicana Contributions Paper Due by Friday, April 3 11:30 pm ET</b></p>
Week of April 6	<p style="text-align: center;">Blackwell Chapter 3, 4, 5</p> <p style="text-align: center;">Post Two Questions by Wednesday, April 8 at 11:30 pm ET</p> <p style="text-align: center;">Post Responses to Two Threads by Friday, April 10 at 11:30 pm ET</p>
Week of April 13	<p style="text-align: center;">Video “Unrest” (link is on D2L under video clips module) and Blackwell Ch 6</p> <p style="text-align: center;">Post Two Questions by Wednesday, April 15 at 11:30 pm ET</p> <p style="text-align: center;">Post Responses to Two Threads by Friday, April 17 at 11:30 pm ET</p> <p style="text-align: center;"><b>Contributions of Latinas Paper #2 due by Friday, April 17 at 11:30 pm ET</b></p>
Week of April 20	<p style="text-align: center;">Adela Vázquez’s “Finding a Home...” (on e-reserve)</p> <p style="text-align: center;">De Leon “Introduction,” Torres “Going the Distance,” Acevedo “Leaving Miami,” Dottin “WhiteGirlColorlessAFriPana,” Contreras “Nomadic” and Mendoza “Las Otras” in <i>Wise Latinas</i></p> <p style="text-align: center;">Post Two Questions by Wednesday, April 22 at 11:30 pm ET</p> <p style="text-align: center;">Post Responses to Two Threads by Friday, April 24 at 11:30 pm ET</p>
Week of April 27	<p style="text-align: center;">Martínez “To My Younger Self,” Alvarado “After Yale,” Crucet “How to Leave Hialeah” and Cisneros “Only Daughter” in <i>Wise Latinas</i></p> <p style="text-align: center;">Post Questions by Wednesday, April 29 at 11:30 pm ET</p> <p style="text-align: center;">Post Responses to Two Threads by Friday, April May 1 at 11:30 pm ET</p> <p style="text-align: center;"><b>Optional Revision of Latina Contributions Paper Due by Friday, May 1 at 11:30 pm ET</b></p>
Monday, 5/4	<b>Comparative Testimonios Paper due by 11:30 pm ET</b>
Fri, 5/8 10:15- 12:15	<p style="text-align: center;">Oral history presentation &amp; transcript due to D2L Assignments folders by exam block</p> <p style="text-align: center;"><b>Optional Revision of Comparative Testimonios Paper Due by 11:30 pm ET</b></p>