

Latina Feminisms and Media
RTF 359S/MAS 374/WGS 340

Unique #s: 08670 (RTF) / 39394 (MAS) / 44464 (WGS)

University of Texas at Austin
Department of Radio-Television-Film
Fall 2020

Dr. Mirasol Enriquez

TA: Mayra Ramales

Class Time: T/TH, 12:30-1:45PM, Online

Screening Time: TH 7:30–10PM, Online

Instructor's Office Hrs. (zoom or phone):

MW 8:30-9:30AM, TH 2–3PM, or by appt.

Course description: This upper-division undergraduate course surveys Chicana and Latina feminist scholarship, activism, and creative expression, with an emphasis on Latina media production and representation in U.S. entertainment media. We will explore the rise and development of Latina activism and feminisms in relation to the Chicana/o, Puerto Rican, and U.S. women's movements and in relation to historical and social contexts for women and girls of Mexican American and other U.S. Latina heritage. The course will also survey scholarship on Latina participation and representation in mediated popular culture and strategies of resistance enacted through Latina film and media production.

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S. For more information on the cultural diversity flag, please visit <https://ugs.utexas.edu/flags/students/about/cultural-diversity>

Course learning outcomes:

By the end of the semester, students will be able to:

- Demonstrate an understanding of the history of Latina feminisms within the context of the U.S. women of color feminisms
- Identify key factors that have contributed to the marginalization of Latinas by the dominant U.S. culture, various social movements, the film and media industry, and the writing of history
- Demonstrate an understanding of the politics of representation, and how it relates to the historical, cultural, and industrial contexts within which films and media are made
- Read and understand challenging critical and historical arguments about film and media
- Use databases to locate appropriate outside sources for use in a final paper or project

A note regarding course content: Please note that throughout the course of the semester, we will be covering material that may be challenging for some students. I will do my best to advise of particularly graphic material, but because responses to the material vary, it is not always possible to predict what

content may be sensitive for students. Please be forewarned that there may be some material that triggers strong personal reactions in this class. Although students are not expected or required to do so, they should feel free to advise me of concerns regarding upcoming material they suspect will cause them discomfort, as it may assist in my ability to flag future material that may also be of concern. Students are also free to remove themselves from film screenings or discussions that prove to be too uncomfortable. Please note, however, that students are still responsible for missed material. In that case, be sure to get notes from classmates or see me during office hours in order to obtain the material that was covered.

LOGISTICS

Course requirements: Weekly readings and screenings, minimum of one office hours appointment, four quizzes, four response papers, a final project (paper or creative media), and regular participation (which will take the form of class discussions via zoom and/or weekly contributions to discussion boards). This course is delivered entirely online so students should have regular access to the internet and Canvas. Please advise if you anticipate any challenges or need help with technical difficulties throughout the semester.

Required text: None – all reading materials are posted both on Canvas under “files” and the weekly modules for which they are assigned.

Suggested readings: A handful of additional/optional materials will also be available on Canvas for students interested in gaining a deeper understanding of the themes we are covering in class. These items are OPTIONAL – not required – and they may also be useful for your final projects.

Required screenings: Links to all screenings will be provided via Canvas under the weekly modules for which they are assigned. Screenings will not be held in real-time. Because the screening time is on Thursday evening, after our last class meeting for the week, the material from the screenings will be discussed during synchronous class discussions and asynchronous lectures the following week. Students are expected to view the videos by the end of the week for which they are assigned (meaning Sunday night) and the material is subject to inclusion on quizzes distributed thereafter (Monday or later).

Class meetings: This class has been designed as an online course and will include a mix of synchronous and asynchronous learning. Weeks one and two, class meetings will take place via zoom. After that, there will be an opportunity for students to meet via zoom and participate in real-time discussions once a week (generally Thursdays) and the other class meeting will take the form of pre-recorded lectures. I encourage you all to attend the synchronous class meetings if/when you are able. It will help to create a sense of community and allow for us to work through the nuances of some complicated ideas. Please know, however, that no points will be deducted if students are unable to attend zoom sessions. All class meetings will be recorded and posted under the weekly modules in Canvas as soon as they are available (see course policies below for information about not sharing these recordings, please). For students who are able to join class via zoom, I do encourage you to turn on your cameras if you are comfortable and have the capability of doing so. Students should feel free to use virtual backgrounds if they so desire (and ask for help if they would like to use virtual backgrounds but are unable to access the feature). Also know you can always turn your camera off if and when you need to do so.

Students are responsible for viewing all of the lectures, zoom sessions, and screenings, by the end of the week during which they are assigned. Students will not be graded on whether or not they attend synchronous meetings, but it is important to know that there are opportunities to earn participation points by participating in class discussions, breakout rooms, etc., during class. If students do not

participate in real-time discussions, know that there are other opportunities to earn participation points by being active on the discussion boards (see “class participation,” below).

Regarding discussions: Students are being asked to engage with ideas about race, ethnicity, class, gender, sexuality, and identity, and the class is comprised of people who come from a wide variety of backgrounds. We all have varying degrees of familiarity with Latina/o/x culture and gender/feminist studies, and all of us – regardless of backgrounds and identities – have something to learn. Everyone should be committed to an open conversation and I ask that everyone do their best to listen to each other and recognize each other’s unique experiences as valid. Please take care to always treat each other with respect. Part of my role is to make the classroom a safe space for everyone, and if anyone has concerns about the way that class discussions are going, I encourage students to reach out to me immediately.

Office Hours: All students are required to attend office hours at least once during the first half of the class (this must be done before October 9th and it will account for 5% of students’ grades). My office hours are listed above and will take place via zoom. While students are not required to make an appointment, I encourage it as I will be admitting students from the waiting room for one-on-one meetings in the order that they arrive. Students may also schedule individual appointments if they prefer a phone call or if office hours are being held at an inconvenient time. Remember, I am here to assist you and will do everything in my power to help you succeed in this course. I encourage you all to use my office hours. Don’t wait until you need help to come see me. Feel free to visit to explore the course material, related academic interests you may have, and anything else with which you think I can assist.

Communication: If you have any questions, please drop me a note via Canvas or e-mail me at mirasol.enriquez@austin.utexas.edu. Keep in mind that just because you have sent me an e-mail does not mean I have received it. I cannot always respond immediately but know you can always expect a response within 48 hours. Be aware that if you have special circumstances regarding assignments or exams, you must have received a response from me indicating that we are in agreement, before the due date of the assignment in question.

ASSESSMENTS AND GRADING POLICY

Grading Breakdown:

Mandatory Office Hours (1 time)	5%
Participation	20 %
Comprehension Quizzes	15 %
Response Papers	25 %
Final Paper/Project Proposal	10%
Final Paper/Project	25 %

Grading Scale:

A	93-100	B-	80-82	D+	68-69
A-	90-92	C+	78-79	D	63-67
B+	88-89	C	73-77	D-	60-62
B	83-87	C-	70-72	F	0-59

*Please note that this course is not graded on a curve. Students receive the grades that they earn.

Class Participation: Student participation is essential to the class and everyone is expected to be an active participant in their own education. In order to participate, students must be prepared. Readings are to be read before the date/time of the class to which they are attached. Screenings are to be completed by

Sunday night of the week on which they are assigned. Make notes in the margins of your readings. Take notes during screenings. It may take the form of an observation or a question, but students should always have something to contribute to class in order to make this a productive semester. This does not mean simply showing up and/or watching recorded lectures/zoom sessions on time. Students will be best prepared for the lecture material (whether synchronous or asynchronous) if they have read the material assigned for that day. You should be able to identify the authors' main arguments and also articulate at least one question or comment about the material, either for discussion during class meetings or via the discussion board. You all have something valuable to share. Your classmates and I look forward to learning from and with you!

Discussion Posts (four required and scheduled below) – Students will use Canvas discussion boards and the flipgrid video discussion platform to answer a prompt and engage with at least one reading and any material from the screenings and lectures that they choose. Written discussion posts should be a good size paragraph (approximately 200 words) and video discussions should be approximately a minute and a half (or more). Students must also respond to at least one other student's post before the discussion board closes on Mondays at 11:59PM.

Class Discussion – Students will discuss class materials, ask questions, and participate in polls and smaller discussions via breakout rooms when they attend class meetings scheduled via zoom. Participating in class counts towards final participation grades. Please note that there is no penalty for students who are not able to attend synchronous class meetings. **If a student cannot attend classes scheduled via zoom (usually on Thursdays)**, his/her/their participation for the week will be based on a **discussion post/response** that is due the following Monday. This means there will be a discussion prompt posted every week, and four (which will be clearly marked and are scheduled below) are required of everyone. During those weeks, students who are unable to attend class meetings will have the option of responding to a second prompt.

Participation scores will be based upon the overall quality of participation, general preparedness, and contributions to discussions, whether via discussion boards or synchronous class discussions. **Students are allowed to miss two discussion boards without penalty.**

Response Papers: Response papers are to be **submitted via Canvas by 11:59PM on Mondays**. These exercises should be spell-checked and grammatically correct, and they should demonstrate your critical analysis of the material we are covering. This is not an opportunity to simply give personal opinions about whether or not you “like” the films we are watching, but rather, to show you are thinking critically and putting effort into engaging with the material.

You will be responsible for turning in four response papers throughout the semester. Each of your entries must discuss at least one film and one reading from class. They are to be **2 FULL pages** in length. Please do not waste valuable space on **headers, which should be single-spaced and include only your name, assignment number/date, and a title.**

Final Paper/Project: Students will have a choice between a final paper (5–7 pages in length) or a creative media project of their own design (e.g.: a short film, blog, zine, slide show, etc.). Students will submit their proposals (includes brief description of topic and bibliography) half way through the semester and projects must be approved to move forward.

Requirements for written work: Written work (responses and final papers, if you choose to go that route) must be spell-checked, typed in 12 point Times New Roman font, double-spaced, and have standard one-inch margins. The final paper is to have numbered pages, and a separate title page and bibliography. Submissions are due **as Word/.doc files via Canvas (not email)**.

Extra Credit Opportunities:

Extra credit opportunities will be announced periodically, throughout the course of the semester. All students will be allowed to complete one extra credit assignment per semester and they will be worth an extra five points on either your quiz or response paper grade (whichever is lower).

Grade Keeping: Students will be notified of grades earned on assignments via Canvas and Canvas should be a fairly accurate reflection of your current grade. Students should use the grading breakdown above, however, to calculate their grades throughout the semester as Canvas is not always up to date with participation grades. If there are any questions about progress in the course, please feel free to visit my office hours to discuss.

COURSE POLICIES

Attendance Policy: While I hope to see as many of you via zoom as possible (both during class and in office hours), I recognize that students have a variety of responsibilities that may vary from week to week, making it difficult to attend class at a particular time each week. In the event that you are unable to attend one or all the synchronous meetings, know that the sessions will be recorded and posted on Canvas under the weekly modules as soon as they become available. Grades are not based on attending class in real time. In this case, however, be sure to participate in discussion boards (consisting of one paragraph and one peer response) in order to earn participation points when unable to attend in real-time.

Religious Holidays: Religious holy days sometimes conflict with class and examination schedules. If you miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Late work policy:

- **Late response papers, proposals, and final papers/projects** will be accepted for only one week after the due date. Grades for late work will be reduced by one step (e.g., an A becomes an A-) each day after the deadline.
- **Discussion posts and quizzes** (also completed via Canvas) will receive a zero if not completed by the due dates, barring extenuating circumstances.

University Electronic Mail Notification Policy: All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. E-mail will be

used as a means of communication with students in this course. You will be responsible for checking your e-mail regularly for class work and announcements.

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, and review sheets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials. Any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

The University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Academic Integrity: Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Scholastic Dishonesty: The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at <http://deanofstudents.utexas.edu/sjs>

CAMPUS RESOURCES

Moody College Writing Support Program: The [Moody College Writing Support Program](#), located in BMC 3.322, offers one-on-one assistance without charge to students seeking to improve their professional writing in all fields of communication. They have specialists in Journalism, RTF, CSD, CMS, and PR and Advertising. In addition, they offer workshops to strengthen core writing skills in each field and to inspire students to strive for excellence. Students may book half-hour appointments on the website or drop in for assistance during all stages of the writing process.

The University Writing Center: The [University Writing Center](#), located in the FAC 211, offers individualized assistance to students who want to improve their writing skills. There is no charge, and students may come in on a drop-in or appointment basis. Phone: 512-471-6222.

The Sanger Learning Center: The Sanger Learning Center is committed to helping students reach their academic potential. Services include one-on-one meetings with a [staff member](#) about time management, test and final exam prep, study effectiveness, and motivation, peer academic counseling, peer speech consultations for assistance with public speaking, and a variety of other workshops. They are also sharing resources for [adjusting study habits for online learning](#) and are currently offering most services remotely via phone or Zoom. Visit <https://ugs.utexas.edu/slc> or call 512-471-3614 for more information.

Services for Students with Disabilities: The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY. While not required, it would be helpful if students also reach out to inform me of the circumstances by **September 17th** so that I can best support their success in this class. For additional information, please visit: <http://diversity.utexas.edu/disability/>.

LAND ACKNOWLEDGEMENT

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

COURSE SCHEDULE

This following schedule outlines what to expect throughout the semester but your instructor reserves the right to amend the syllabus to accommodate the interests and needs of the students.

IMPORTANT DATES

Administrative

Last day of official add/drop period: Monday, August 31st

Last day to drop class for a possible refund: Friday, September 11th

Please advise instructor of any SSD accommodations by: Friday, September 18th

Last day to drop class with Dean's approval: Thursday, October 29th

Assignments – all are due at 11:59PM

Discussion Posts/Responses: Mondays, Aug 31st, Sept 21st, Oct 12th, and Nov 2nd
(and any Monday after a class session that you do not attend a class meeting scheduled via zoom)

Quizzes (via Canvas): Mondays, Sept 7th, Sept 28th, Oct 19th, and Nov 9th

Mandatory Office Hours Appointment: Before Friday, October 9th

Response Papers (via Canvas): Mondays, Sept 14th, Oct 5th, Oct 26th, and Nov 16th

Final Paper/Project Proposal: Friday, October 16th

Final Paper/Project (via Canvas): Thursday, December 3rd

PART I – LATINAS AND FEMINISM

WEEK 1 – INTRODUCTIONS

Aug 27: Introducing Ourselves and Our Syllabus

Screening: *TED Talk: The Urgency of Intersectionality* (Kimberlé Crenshaw, 2016, 18 min.)

WEEK 2 – LATINA IDENTITIES, COLONIZATION, AND RESISTANCE

Aug 31:

DISCUSSION POST #1 DUE at 11:59PM

*****Course Add/Drop Deadline: Monday, August 31st*****

Sept 1: Latina Histories, Colonial Contexts

Reading: Andrea Smith, “Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing”

Sept 3: Latina/o/x Identities and Feminism

Readings: Lourdes Alberto, “Coming Out as Indian: On Being an Indigenous Latina in the U.S.”

Screenings: *Salt of the Earth* (Herbert J. Biberman, 1954, 94 min.) **AND**

Cherríe Moraga: “You’re Not Really Mexican, Are You?” (4 min. clip from *Makers: Women Who Make America*, PBS, 2013)

WEEK 3 – U.S. WOMEN OF COLOR FEMINISMS AND INTERSECTIONALITY

Sept 7:

QUIZ #1 DUE AT 11:59PM

Sept 8: U.S. Third World Feminism

Readings: The Combahee River Collective, “A Black Feminist Statement,”

Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House,” **AND**
Cherríe Moraga, “La Güera”

Sept 10: On Representation – Latina Images, Voices, and Agency in Film

Reading: Linda Dittmar, “The Articulating Self: Difference as Resistance in *Black Girl*, *Ramparts of Clay*, and *Salt of the Earth*”

Screenings: *The Bronze Screen* (Susan Racho, Nancy De Los Santos, & Alberto Dominguez, 2000, 90 min.)

******Last day to drop class for a possible refund: Friday, September 11th******

WEEK 4 – LATINA REPRESENTATION – ON-SCREEN AND BEHIND THE SCENES

Sept 14:

RESPONSE PAPER #1 DUE AT 11:59PM

WEEK 7 – DIASPORA, DIVERSITY, AND INCLUSION

Oct 5: **RESPONSE PAPER #2 DUE AT 11:59PM**

Oct 6: Latina Feminism and Transnational Solidarity

Readings: Cary Cordova, “The Mission in Nicaragua: San Francisco Poets Go to War,” pp. 222–28 **AND** Rosa Linda Fregoso, “Introduction: The Politics of Love”

Oct 8: Afro-Latina Activism, Feminisms, and Visibility

Reading: Patra Rivera-Rideaux, et al., “Expanding the Dialogues: Afro-Latina Feminisms”

Suggested: Marta Cruz-Janzen, “Latinegras: Desired Women—Undesirable Mothers, Daughters, Sisters, and Wives”

Screening: *Southwest of Salem* (Deborah Esquenazi, 2016, 91 min.)

WEEK 8 – MEDIA TO MOBILIZE

Oct 12: **DISCUSSION POST #3 DUE at 11:59PM**

Oct 13: Changing the Story, Changing the System – Documentary Filmmaking as Activism

Reading: Matt Barone, “Justice for Some, Not All: The Powerful Story Behind the Can’t-Miss Documentary *Southwest of Salem*,”

Oct 15: Regular class meeting cancelled – please attend L-MAS event from 3:30 – 4:45PM, later the same day: Conversation with Filmmaker Deborah S. Esquenazi (link to follow)

Screening: *Corpus: A Home Movie for Selena* (Lourdes Portillo, 1999, 27 min.)

Clips from *Selena* (Gregory Nava, 1997)

Clips from *Frida* (Julie Taymor, 2002)

Oct 16: **FINAL PAPER/PROJECT PROPOSAL DUE at 11:59PM**

WEEK 9 – ON BORDERS, HYBRIDITY AND AUTHENTICITY

Oct 19: **QUIZ #3 DUE AT 11:59PM**

Oct 20: Selena and Other Latinas in Nepantla

Reading: Gloria Anzaldúa, “*La Conciencia de la Mestiza*” **AND** Deborah Paredez, “Becoming Selena, Becoming Latina”

Oct 22: Transnational Latinas and Authenticity

In-class screening: *Lupe and JuanDi From the Block* (Fulana, 2003, 5 min.)

Reading: Isabel Molina-Guzmán and Angharad N. Valdivia, “Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture”

Screening: *Chasing Papi* (Linda Mendoza, 2003, 80 min.) **AND**

WEEK 10 – RE-THINKING LATINA FILM AUTHORSHIP

Oct 26: **RESPONSE PAPER #3 DUE AT 11:59PM**

Oct 27: Symbiotic Authorship to Recover Marginalized Histories

Reading: Mirasol Enríquez, “Josey Faz: Traces of a Tejana in Chicana/o Film History”

Suggested: Emma Pérez, “Sexing the Colonial Imaginary: (En)gendering Chicana/o History, Theory, and Consciousness”

Oct 29: *Chasing Papi* and the Hispanic Audience

Reading: None – Please spend the extra time on screenings below, as the total screening time this week amounts to a ½ hour longer than the two hours normally allocated for screenings each week.

Screenings: **Please see note reading note above regarding spending extra time on screenings**

The Graduates/Los Graduados, “The Girls” (Bernardo Ruiz, 2013, 54 min.) **AND**
Real Women Have Curves (Patricia Cardoso, 2002, 93 min.)

*** *Last day to drop class (with Dean’s Approval) – Oct 29th****

WEEK 11 – LATINA YOUTH, EDUCATION, AND CONSUMPTION

Nov 2: **DISCUSSION POST #4 DUE at 11:59PM**

Nov 3: Latina Youth, Education, and Empowerment

Reading: Erin L. Ryan, “Dora the Explorer: Empowering Preschoolers, Girls and Latinas”

Nov 5: Consumption in a Post-Feminist Landscape – Limits for Latinas in *Real Women Have Curves*

Reading: Mari Castañeda, “Feeling Good While Buying Goods: Promoting Commodity Activism to Latina Consumers”

Suggested: Jillian Baez, “Latina/o Audiences as Citizens: Bridging Culture, Media, and Politics”

Screening: *Ugly Betty*, “Queens for a Day,” season 1, episode 3 (2006, ABC)

Vida, episodes 1 and 2 (2018, Starz)

Clips from *Gente-fied* (2020, Netflix)

WEEK 12 – LATINAS ON TELEVISION

Nov 9: **QUIZ #4 DUE AT 11:59PM**

Nov 10: Transnational Commerce and Camp in *Ugly Betty*

Reading: Dolores Tierney, “*Ugly Betty*’s Latina Body: Race, Ethnicity, Class, and Gender in Contemporary U.S. Television”

