

**Instructor:** García, P

**Class Time/Meeting:**

**Course Unique #s:** E348C (#36509);  
MAS 345C (#40884); WGS 340 (#46258)

**Semester:** Fall 2021

**Cross-lists:** MAS 374/E 349S/ WGS 340

**Areas:** None

**Flags:** Cultural Diversity

**Restrictions:** See prerequisites below

**Computer Instruction:** No

**Prerequisites:**

Upper division standing

**Description:**

The careers of two of the most important Latina writers of the last 40 years, Sandra Cisneros and Julia Alvarez, cover multiple genres: short fiction, novels, poetry, children's and young adult literature, and non-fiction. Moreover, the construction of ethnic and gendered identity within their works creates a Latino/a aesthetics, especially in considering the merging of author and speaker, fiction and history, and, stylistically, poetic and prose voices. Through our readings and discussions, we will also compare their different ethnic experiences in the United States as Mexican American and Caribbean/Dominican American writers. In addition to writing analytical essays, students will also complete an archive project on the work of Julia Alvarez using her materials at the Harry Ransom Center Library.

**Texts:** All texts are available at the University Co-op.

Sandra Cisneros

- *“Woman Hollering Creek” and Other Stories*
- *The House on Mango Street*
- *Loose Woman*

Alvarez

- *How the Garcia Girls Lost Their Accents*
- *In the Time of the Butterflies*
- *Homecoming*
- *A Wedding in Haiti*

**Requirements & Grading:**

- Participation 10%
- Group Work 20%
- Archive Project 15%
- Close Reading Essay (2) 25%
- Final Essay 30%

Grading scale is below. To ensure fairness, only final averages .5 and above will be rounded up. Thus a B- will be inclusive of all scores of 79.5 through 83.4. The University does not recognize the grade of A+.

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; F = 59 and below

**Course Policies:**

Classroom Expectations:

- We will observe civil behavior at all times. Please work with me and with your classmates to create a safe, open, and useful environment for our conversations and work. If at any time this

becomes an issue, I will communicate with you immediately and reserve the right to block you temporarily from Canvas access until the situation is resolved.

- All course communication will be through Canvas and Zoom. Please use communication tools only for class-related conversations.
- Please see the separate “Zoom Best Practices” guidelines for expectations when we use this virtual format.
- Please communicate any questions or concerns with me through email or by visiting in my office hours.
- I have 24 hours to respond to your email. Likewise, you have 24 hours to respond to my emails and communications as well. I will answer weekend emails on Sunday afternoons. In case of any emergencies, please send an email to me as soon as possible and we will work to respond accordingly

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.

Academic Integrity: Any work submitted by a student in this course for academic credit will be the student's own work. Any academic dishonesty will be dealt with according to University policy, including assessment of the stiffest penalty that the instructor may assess (e.g., a failing grade in the course). The University may impose additional sanctions. Cheating in any form, including plagiarism and self-plagiarism, will not be tolerated. If you are unclear about what constitutes plagiarism, ask the instructor. For additional information on Academic Integrity, see <http://deanofstudents.utexas.edu/sjs/acadint.php>.

Communications: All communication (in class, on Canvas, in group work meeting, office hours, via email) among students and professors (including peer-to-peer communication) should be polite, respectful, and promote a safe learning environment. Please address me as either “Doctor” or “Professor” as is appropriate in an academic setting. Please also let me know about your name and pronoun preference, and if I mispronounce/misspell your name, please correct me as soon as possible.

Statement on Sensitive Content: The readings and discussions in this course may include sensitive or difficult content including depictions of violence, sex/sexuality, race/racism, sexual/physical/emotional assault or abuse, and politics/political controversies. Please note that all texts, projects, lectures, and discussions are designed to fulfill our course objectives and are thus required unless the student and professor make alternative arrangements. I will strive to create a safe and productive classroom in which we can discuss these topics, and I ask that all students help contribute to this environment.

Participation Grades: Grades will be determined by attendances at our scheduled meetings. Here's the way participation will be determined. Attendance at all meetings: 100. 1-3 absences: 95. 4-6 absences: 85. More than 6 absences: 75. I don't differentiate between excused and unexcused absences except for university-approved absences, so you don't need to bring me any documentation. An email informing of your absence would be appreciated, but it's not required. If you choose, you can make up an absence by meeting and/or emailing me to discuss the missed class, along with viewing the class if possible. You must do this within 1 week of the absence, and you may only make up 3 absences in this manner unless we have made other arrangements. The purpose of this policy is so that you to stay in contact with me in order to successfully complete our course.

Covid-related Policies: I hope you are safe and healthy during these difficult times. Please follow university guidelines (<https://coronavirus.utexas.edu>) as related to learning during the Covid crisis. Most

importantly, if your ability to complete your coursework is affected by Covid due to illness (your own or your family), job/housing security, anxiety/stress, or interconnectivity issues (Internet failures, interruptions, or unreliability), please let me know as soon as possible so we can make accommodations. I recognize the challenges of learning remotely in a quarantine situation, and I want to help.

Late work:

If you are having difficulty turning in an assignment due to extenuating circumstances, please contact me within 24 hours before or after the due date to discuss an extension and possible grade penalty.

Expectations for written work: All assignments should be typed and follow MLA format: double-spaced with one-inch margins; this means approximately 250 words per page (12-point font). Note that the minimum page count for each assignment: for example, 2- pages means at least two full pages, and NOT one and a half or one and three-quarters pages.

Personal Responsibility Statement: Each student will be responsible for the grades that he or she earns in this course. Except under exceptional, documented conditions, no requests for grade modification (including those for a grade of "Incomplete") for personal circumstances outside the purview of the course (e.g., probationary standing, financial aid eligibility, scholarship status, etc.) will be considered. Please monitor your grades carefully throughout the semester. No extra-credit opportunities will be offered, either for the entire class or on an individual basis.

Documented Disability Statement: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 or 471-4641 (TTY) for users who are hearing-impaired). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five (5) business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See the following website for more information:

<http://deanofstudents.utexas.edu/ssd/providing.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.

Consultation: I encourage everyone to use office hours. I am also available by appointment. Writing advice is available from the Undergraduate Writing Center at the UT Learning Commons at the PCL. Their website is <http://uwc.utexas.edu/>.

Canvas: This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. You will be responsible for checking the course site regularly (at least twice a week) for class work and announcements; email may also be used for announcements. You will also turn in written assignments directly to the site. Finally, all email correspondence through our course site should be related to our course rather than personal information. To access Canvas, go to <http://canvas.utexas.edu/>

Zoom: This course may, at times, meet virtually using Zoom. You should set up your Zoom account through the university. All meetings will be password protected. Here are some guidelines for our Zoom meetings.

- You should help maintain a respectful, safe environment for the class. No inappropriate or offensive language will be allowed. You should be dressed and seated appropriately. I reserve the right to mute students and/or to ask students to leave a meeting if necessary.
- Please use Zoom functions (chat, hand raising, reaction buttons) appropriately. They can be very helpful in conducting class discussion.
- You should not share your screen unless given permission.
- You are not required to use your camera. If you choose not to use your camera, please make sure your name appears on the screen and, if you would like, a photo or image is a great substitute. If you use a virtual backdrop, please make sure it is appropriate and not distracting.
- If you are not speaking, please mute your microphone so as to keep background noise to a minimum.
- If you want to speak, you can use the hand raising function, wave at the class, or, if necessary, interrupt respectfully. I will try to moderate as best I can, and I may ask for help with this from students.
- Only class members should be present at our Zoom meeting. If you would like to invite a guest, please get permission from me ahead of time.
- Zoom meetings will be recorded unless I choose not to record on a specific day. I will let you know in advance. Please see information below regarding class recordings. Recordings are solely for class purposes and are not to be shared outside of our course. The materials I present are my intellectual property.

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, review sheets, and additional problem sets, 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, and 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: If utilized, 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.

### Classroom Safety and COVID-19

To help preserve our in person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#).
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- Visit [protect.utexas.edu](https://protect.utexas.edu) for more information

**Senate Bill 212 and Title IX Reporting Requirement:** Under Senate Bill 212 (SB 212), the professor and TAs for this course are required to report for further investigation any information concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against a UT student or employee. Federal law and university policy also requires reporting incidents of sex-and gender-based discrimination and sexual misconduct (collectively known as Title IX incidents). This means we cannot keep confidential information about any such incidents that you share with us. If you need to talk with someone who can maintain confidentiality, please contact University Health Services (512-471-4955 or 512-475-6877) or the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255). We strongly urge you make use of these services for any needed support and that you report any Title IX incidents to the Title IX Office (<https://titleix.utexas.edu/>)

### **Cultural Diversity Flag Information**

Courses carrying the Cultural Diversity flag typically focus on the histories, traditions, practices, or aesthetics of one or more underrepresented U.S. communities as a way of understanding their culture. “Cultural groups” may be delimited in terms of shared practices and beliefs and include groups such as women in the United States, certain immigrant communities, and the American Deaf Community. A cultural group will be considered “underrepresented” for this purpose if the experience of its members in the United States has been or continues to be one of persistent marginalization. Small numbers alone are not sufficient to show that a cultural group is underrepresented; rather, differences in the social and political power of a cultural group are key to this determination.

Ideally, the Cultural Diversity flag will challenge students to explore the beliefs and practices of an underrepresented group in relation to their own cultural experiences so that they engage in an active process of self-reflection.

### **Writing Flag Information**

Typically, this course carries the Writing Flag and was designed as such. Unfortunately, the writing flag for this course expired before the course was scheduled. This class will follow the writing flag guidelines, and I encourage all students to submit the online Flag Petition form so that you receive the writing flag credit. That information can be found at the following link, and I will discuss this further with you on our first class meeting and throughout the semester: <https://ugs.utexas.edu/flags/students/petitions>

**Syllabus:** The instructor retains the right to vary the syllabus and schedule for the course. You will be asked to sign a document affirming that you have read and understand the syllabus and course policies.

**Schedule of Readings and Assignments (Updated 1/17/18  
Spring 2018**

**Please note that the schedule and due dates are subject to revision. All readings are from the textbook unless otherwise noted. You should complete all reading assignments before class time.**

DATE	TOPIC/READINGS	ASSIGNMENTS
8/25	Class Orientation	
8/27	<i>The House on Mango Street</i>	
8/30	<i>The House on Mango Street</i>	
9/1	<i>The House on Mango Street</i>	
9/3	Group Work	Group Work 1
9/6	<i>How the Garcia Girls Lost Their Accents</i>	Assign Close Reading 1
9/8	<i>How the Garcia Girls Lost Their Accents</i>	
9/10	Group Work	Group Work 2
9/13	<i>How the Garcia Girls Lost Their Accents</i>	
9/15	<i>How the Garcia Girls Lost Their Accents</i>	
9/17	Group Work	CR1 Workshop
9/20	<i>How the Garcia Girls Lost Their Accents</i>	
9/22	HRC Visit (tentative)	
9/24	Group Work	CR 1 due
9/27	<i>In the Time of the Butterflies</i>	Assign Archive Project
9/29	<i>In the Time of the Butterflies</i>	
10/1	Group Work	Group Work 3
10/4	<i>In the Time of the Butterflies</i>	
10/6	<i>In the Time of the Butterflies</i>	
10/8	Group Work	Group Work 4
10/11	Alvarez essay TBA (Canvas)	Assign Close Reading 2
10/13	Cisneros essay TBA (Canvas)	
10/15	Group Work	Group Work 5
10/18	Cisneros, "Woman Hollering Creek" and other Stories.	
10/20	Cisneros, "Woman Hollering Creek" and other Stories.	
10/22	Group Work	CR 2 Workshop
10/25	Cisneros, "Woman Hollering Creek" and other Stories.	
10/27	Cisneros, "Woman Hollering Creek" and other Stories.	

10/29	Group Work	CR 2 due
11/1	Alvarez, <i>A Wedding in Haiti</i>	
11/3	Alvarez, <i>A Wedding in Haiti</i>	
11/5	Group Work	Group Work 6 Archive Project due.
11/8	Alvarez, <i>Homecoming</i>	Assign Research Project
11/10	Alvarez, <i>Homecoming</i>	
11/12	Group Work	Group Work 7
11/15	Cisneros, <i>Loose Woman</i>	
11/17	Cisneros, <i>Loose Woman</i>	
11/19	Group Work	Group Work 8
11/22	Cisneros, <i>Loose Woman</i>	Research Project draft due
11/24	Thanksgiving Break	
11/26	Thanksgiving Break	
11/29	Workshops	
12/1	Workshops	
12/3	Workshops	
12/6	Course conclusions	
12/10		Research Project